
The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, December 12, 2018 meeting:

Agenda Title: **Proposal from the Faculty of Arts to terminate the Bachelor of Arts and Bachelor of Arts (Honors) in Chinese Studies and Japanese Studies, the Bachelor of Arts in Chinese and Japanese, and the minors in Chinese and Japanese**

CARRIED MOTION:

THAT the GFC Academic Planning Committee recommend that General Faculties Council approve the termination of the Bachelor of Arts and Bachelor of Arts (Honors) in Chinese Studies and Japanese Studies, the Bachelor of Arts in Chinese and Japanese, and the minors in Chinese and Japanese, as submitted by the Faculty of Arts, and as set forth in Attachment 1, to be effective July 2019.

Final Item: 4

Agenda Title: **Bachelor of Fine Arts in Drama (Theatre Design) - Proposed Substantive Program Changes and Name Change to Bachelor of Fine Arts in Drama (Production)**

CARRIED MOTION:

THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposed changes to the Bachelor of Fine Arts in Drama (Theatre Design) program, as submitted by the Faculty of Arts and as set forth in Attachment 1, to take effect July 1, 2019.

CARRIED MOTION:

THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the renaming of the BFA in Drama (Theatre Design) to the BFA in Drama (Production), as submitted by the Faculty of Arts and as set forth in Attachment 2, to take effect July 1, 2019.

Final Item: 5

Agenda Title: **Increase to Minimum IELTS Band Scores for Graduate Admissions**

CARRIED MOTION:

THAT the GFC Academic Planning Committee approve, with delegated authority, an increase to the minimum band score for the International English Language Testing System (Academic IELTS) from 5.0 to 5.5 for graduate admission, as recommended by the GFC Academic Standards Committee, for implementation for Fall 2019 admissions, as set forth in Attachment 1.

Final Item: 6

Agenda Title: **Proposal from the Faculty of Graduate Studies and Research for Program Changes to the MSc, MEng and PhD Degree Programs in Electrical and Computer Engineering**

CARRIED MOTION:

THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing MSc, MEng and PhD degree programs in the Department of Electrical and Computer Engineering, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Engineering, and as set forth in Attachment 1, to take effect upon approval and to be published

in the 2019-2020 Calendar.
Final Item: 7

Agenda Title: Proposal from the Faculty of Graduate Studies and Research for a New Combined Master of Business Administration/Master of Science in Physical Therapy Program, the Faculty of Business and the Faculty of Rehabilitation Medicine

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, a new combined Master of Business Administration/Master of Science in Physical Therapy program (MBA/MScPT), as submitted by the Faculty of Graduate Studies and Research, the Faculty of Rehabilitation Medicine, and the Faculty of Business, and as set forth in Attachment 1, to take effect for September 1, 2019.

Final Item: 8

Agenda Title: Proposal for substantive revisions to the Master of Library and Information Studies (MLIS) course-based program in the School of Library and Information Studies (SLIS), Faculty of Graduate Studies & Research

CARRIED MOTION:

THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed revisions to the Master of Library and Information Studies (MLIS) course-based program in the School of Library and Information Studies, as proposed by the Faculty of Graduate Studies & Research, and as set forth in Attachment 1, to be effective for admissions to July 1, 2019 (to be published in the 2020-2021 Calendar).

Final Item: 9

Agenda Title: Proposal to Rename Existing Post-Baccalaureate Certificates (PBCs) to Graduate Certificates: PBC in Pain Management; PBC in Stroke Rehabilitation; PBC in Francophone Practice for Speech Language Pathologists; PBC in Sexual Health; PBC in Bridging to Canadian Physical Therapy Practice; PBC in Indigenous Sport and Recreation; PBC in Sport and Recreation Management; PBC in Teaching and Learning in Higher Education

CARRIED MOTION:

THAT the GFC Academic Planning Committee, under delegated authority from General Faculties Council, approve the renaming of the following Post-Baccalaureate Certificates (PBCs) to Graduate Certificates:

- Pain Management
- Stroke Rehabilitation
- Francophone Practice for Speech Language Pathologists
- Sexual Health
- Bridging to Canadian Physical Therapy Practice
- Indigenous Sport and Recreation
- Sport and Recreation Management
- Teaching and Learning in Higher Education

as proposed by the Provost and Vice-President (Academic) and in alignment with the Alberta Credential Framework, to be effective January 1, 2019.

Final Item: 10

**Governance Executive Summary
Action Item**

Agenda Title	Proposal from the Faculty of Arts to terminate the Bachelor of Arts and Bachelor of Arts (Honors) in Chinese Studies and Japanese Studies, the Bachelor of Arts in Chinese and Japanese, and the minors in Chinese and Japanese
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Motion

<p>THAT the GFC Academic Planning Committee recommend that General Faculties Council approve the termination of the Bachelor of Arts and Bachelor of Arts (Honors) in Chinese Studies and Japanese Studies, the Bachelor of Arts in Chinese and Japanese, and the minors in Chinese and Japanese, as submitted by the Faculty of Arts, and as set forth in Attachment 1, to be effective July 2019.</p>

Item

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

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to terminate the program. Admission and transfer into the program has been suspended since 2015.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>No impact on students is expected due to the termination of these programs. The two students currently enrolled are in their fourth year and expected to graduate in Spring 2019. Courses in these areas continue to be offered.</p> <p>Admission and transfer to the separate programs in Chinese and Japanese were suspended effective Fall 2015 at the request of the Department of East Asian Studies. The Department introduced a unified East Asian Studies curriculum to replace the separate major/minors in Chinese, Japanese, and East Asian Studies. The Department made this decision in the interests of simplicity and flexibility, to broaden student choices in the composition of their major, and to facilitate the progress of students through the program.</p> <p>Upon final approval, the Calendar and the Faculty website will be updated.</p>
Supplementary Notes and context	After final approval at the university level, the proposal will be submitted to government for approval.

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the</p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • none <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Vice-Dean, Faculty of Arts • Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)
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protocol see the Governance Resources section Student Participation Protocol >	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> Arts Faculty Council
Approval Route (Governance) (including meeting dates)	Arts Academic Affairs Committee (March 28, 2018) Arts Executive Committee (November 8, 2018) Arts Faculty Council (November 22, 2018) GFC Academic Planning Committee (December 12, 2018) GFC Executive Committee (January 14, 2019) General Faculties Council (January 28, 2019) Board Learning and Discovery Committee (February 15, 2019) Board of Governors (March 15, 2019)

Strategic Alignment

Alignment with <i>For the Public Good</i>	GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.			
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing. <table border="0" data-bbox="553 1058 1531 1268"> <tr> <td data-bbox="553 1058 1073 1268"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1073 1058 1531 1268"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	Post-Secondary Learning Act GFC Academic Planning Committee Terms of Reference Board Learning and Discovery Committee Terms of Reference			

Attachments (each to be numbered 1 - <>)

1. Proposal Template: Program Terminations East Asian Studies (page(s) 1 - 5)
2. Calendar Change East Asian Studies Terminations (page(s) 1)

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

Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations.

SECTION 1: PROPOSAL INFORMATION

1.1 Fill in the table below:

Institution	University of Alberta
Program/specialization name	<p>Single Majors: Chinese Studies/Chinese Language and Literature, Japanese Studies/Japanese Language and Literature</p> <p>Combined Major:** Chinese & Japanese</p> <p>Single Minors: Chinese, Japanese</p> <p>**not to be confused with “double” majors</p>
Credential awarded	Bachelor of Arts and Bachelor of Arts Honors (BA and BA Honors)
Proposed effective date of termination	July 2019

1.2 Confirm whether:

- 1.2.1 This termination proposal was preceded by a ministry-approved suspension period.
- This termination proposal was not preceded by a ministry-approved suspension period.

1.2.1a If this proposal was preceded by a suspension, attach approval letter.

1.2.1b If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.

1.2.1c If not preceded by suspension, indicate when students were last admitted into the program/specialization.

1.2.2 No active students remain in the program .

Active program students remain in the program .

SECTION 2: RATIONALE

2.1 Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).

In 2011-2014, the Department East Asian Studies conducted an extensive curriculum review of undergraduate programs and courses. The result was a proposal for a unified East Asian Studies curriculum (rather than a major/minor in separate areas of Chinese, Japanese and East Asian Studies). In order to streamline and simplify the Major offerings in East Asian Studies for simplicity and flexibility, the Department chose to terminate the set of degrees in place up to 2015-2016 and replace them with a single Major option as well as a Major with the Honors Option. The Majors at the time were Chinese, Japanese, and Combined Chinese and Japanese, as well as Honors. The new single Major is East Asian Studies, and it stands in place of the various previous Majors.

No course or course of study has been eliminated in the process of terminating these Majors. The new Major simply subsumes the courses that were previously available. However, the new major is simpler, because there is just one option, and most important it is much more flexible, because students may take a range of courses that heretofore may not have counted for one of the specific majors. The rigorous language requirement we have for the Major remains intact. The new major was developed collectively and through consensus and a wide range of stakeholders were consulted in devising it. The result is a flexible, credible major that is popular with undergraduates at the University of Alberta.

The change of enrolments trend in the major programs can be seen in the following table.

Single Majors (BA & BA Honors)

YEAR	CHINESE LANG&LIT	JAPANESE LANG&LIT	EAST ASIAN STUDIES
2014-2015	13	43	51
2015-2016	10	20	84
2016-2017	5	9	103
2017-2018	2	4	103
2018-2019	1	1	93

Combined Majors (BA)

YEAR	COMBINED CHINESE&JAPANESE
2014-2015	2
2015-2016	4
2016-2017	2
2017-2018	0

The two students still enrolled are both in Year 4 and expected to graduate in Spring 2019. There are no current students in the suspended minors. As of November 2018 there are 98 students in the East Asian Studies minor.

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

Faculty of Arts, Academic Affairs Committee (March 28, 2018)

Faculty of Arts, Executive Committee (November 8, 2018)

Faculty of Arts Council (November 22, 2018)

Academic Planning Committee (December 12, 2018)

SECTION 3: ACCESS

3.1 Identify student access considerations and risks for Campus Alberta (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

3.2 If this program or specialization is unique in the province, describe the consultation(s) undertaken within Campus Alberta to investigate the feasibility of program/specialization transfer.

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

Student consultation was done during the preparation for the proposal of the suspensions (2013-14). Student consultation was conducted at various governance processes for the

suspensions. The governance process within the Faculty of Arts for approval of the suspensions included: East Asian Studies Department Council (3 undergraduate students); Academic Affairs Committee (8 undergraduate students); Arts Executive Committee (4 undergraduate students); Arts Faculty Council (27 undergraduate students). In addition, as the revised program was developed, the students sitting on the East Asian Studies Department Council consulted with their peers. This proposal for the terminations has gone through the same governance process with multiple committees with undergraduate student representation.

SECTION 4: IMPACT

4.1 Describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.

4.2 Describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other Campus Alberta institutions.

Students in some other Faculties may take an Arts minor (Native Studies, Science, and St. Jean). The Faculties of Education and Business have approved related programming for which course requirements may need to be changed. The Faculty of Arts office contacted the Associate Deans in each of those Faculties to raise awareness of the changes to the programs so they could evaluate next steps appropriate to their own programs.

When communicating with internal and external audiences regarding the suspension of the programs, it was also communicated that it was planned to terminate the programs at the appropriate time. Any pertinent audiences are, therefore, already made aware that these programs will be terminated.

4.3 Describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.

No relocation of resources is anticipated since courses will continue to be offered. Students have the option to declare an East Asian Studies major or minor.

OTHER CONSIDERATIONS

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

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:

CALENDAR CHANGE REQUEST FORM

Department: East Asian Studies

2018 – 2019 form submission deadlines: October 5th, January 4th, March 1st & April 1st

Highlight type of change request below:

1. **Course Change** 2. **Editorial Change** 3. **Admission Requirement** 4. **Program Regulation**


Note: changes that fall under type 1 or 2 received by October 5th will be considered to be published in the 2019-20 Calendar

CURRENT	PROPOSED
<p>https://calendar.ualberta.ca/preview_program.php?catoid=28&poid=26731&returnto=7133#BAHonorsAndBAMajorMinorRequirements</p> <p>East Asian Studies [Arts]</p> <p>Effective September 2015, there will be no further admissions to BA Honors Chinese or Japanese programs. Students who entered one of these programs prior to September 2015 must complete all program requirements by April 30, 2019. The last BA Honors degree with Chinese or Japanese major will be granted at Spring Convocation 2019.</p> <p>Honors in East Asian Studies</p> <p>[...]</p> <p>Major and Minor in East Asian Studies</p> <p>Major Requirements</p> <p>Effective September 2015, there will be no further admissions to Chinese or Japanese majors. Students who entered one of these programs prior to September 2015 must complete all program requirements by April 30, 2019. The last BA degree with Chinese or Japanese major will be granted at Spring Convocation 2019.</p> <p>A major in East Asian Studies requires.....</p> <p>[...]</p> <p>Minor Requirements</p> <p>Effective September 2015, there will be no further admissions to Chinese or Japanese minors. Students who entered one of these programs prior to September 2015 must complete all program requirements by April 30, 2019. The last BA degree with Chinese or Japanese minor will be granted at Spring Convocation 2019.</p> <p>A minor in East Asian Studies requires....</p>	<p>East Asian Studies [Arts]</p> <p>Honors in East Asian Studies</p> <p>[...]</p> <p>Major and Minor in East Asian Studies</p> <p>Major Requirements</p> <p>A major in East Asian Studies requires.....</p> <p>[...]</p> <p>Minor Requirements</p> <p>A minor in East Asian Studies requires....</p>

Rationale for change:

Please see the Program Termination template for the history of the suspension and termination of these programs.

All names, signatures and dates are required:

Department Contact Name: Christopher Lupke	Department Chair or Designate Name: Rebecca Nagel	Date approved by Dept Council:
Email:	Signature: 	Date submitted: November 9, 2018

**Governance Executive Summary
Action Item**

Agenda Title: **Bachelor of Fine Arts in Drama (Theatre Design) - Proposed Substantive Program Changes and Name Change to Bachelor of Fine Arts in Drama (Production)**

Motion I: THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposed changes to the Bachelor of Fine Arts in Drama (Theatre Design) program, as submitted by the Faculty of Arts and as set forth in Attachment 1, to take effect July 1, 2019.

Motion II: THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the renaming of the BFA in Drama (Theatre Design) to the BFA in Drama (Production), as submitted by the Faculty of Arts and as set forth in Attachment 2, to take effect July 1, 2019.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Lesley Cormack, Dean, Faculty of Arts
Presenter(s)	Kathleen Weiss, Former Chair, Department of Drama Guido Tondino, Coordinator, Theatre Design, Department of Drama

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To seek approval for substantive program changes to the existing BFA in Drama including the introduction of three second-level specializations: Design, Stage Management and Technical Theatre. To seek approval for the renaming of the existing BFA in Drama (Theatre Design) <u>to</u> the BFA in Drama (Production).
Executive Summary <i>(outline the specific item– and remember your audience)</i>	The Department of Drama currently offers a BFA in Drama with first-level specializations in Acting, Design, and Technical Theatre. As part of a curriculum renewal, the department is proposing to: <ul style="list-style-type: none"> • retain the BFA in Drama (Acting) with no changes at this time • suspend admission to the BFA in Drama (Technical Theatre) • revise the BFA in Drama (Theatre Design) under the new name of BFA in Drama (Production). This will incorporate the two second level specializations of Stage Management and Technical Production from the current Technical Theatre program and also include a revised Design second level specialization. In proposing the suspension of the BFA in Drama (Technical Theatre), the Department has analyzed the program requirements for the 31 students affected and established individualized course plans for each student so that they will all be able to graduate on time. The Department is committed to working with each individual in the program to ensure that they are able to receive the credential and the training that meets their expectations. The revised program was developed in response to influences internal to Drama and also addresses important external considerations. The changes reflect a resolve to improve pedagogy in the specializations

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	<p>adding some new material and improving scheduling and timetables which have a great impact on these fully experiential learning programs. Opportunities for improved collaboration have been added, creating greater peer to peer contacts in production to develop a better training environment. One of the key changes is a final year designed to create a pre-professional experience that will allow students a better transition into the job market.</p> <p>Drama is losing faculty to retirements and investigating more efficient delivery of essential curricula. Revisions needed to take into account the fact that any revised programs had to be sustainable and teaching resources needed to be reduced by approximately one full-time faculty member.</p> <p>The revised program will be advertised in the Arts Newsletter and promoted at open houses, on social media, and within existing courses. Arts will work with the Office of the Registrar to update information for prospective students.</p>
<p>Supplementary Notes and context</p>	<p>The Academic Standards Committee, with delegated authority from General Faculties Council, approved the changes to admission/transfer and academic standing, and also approved the suspension of the BFA in Drama (Technical Theatre).</p> <p>Once approved by the Academic Planning Committee, the proposed name change will be submitted to government for final approval. Implementation will take place after this.</p>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Toolkit section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • GFC ASC SOS • GFC Academic Standards Committee (ASC) • GFC Academic Planning Committee (APC) <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Tammy Hopper, Vice-Provost (Programs) • Andrea Patrick, Portfolio Initiatives Manager • Edith Finczak, Director, Academic Budgets • Office of the Registrar • Faculty of Arts Council • Students in existing programs of Stage Management, Technical Production, and Design (January 25, February 15, February 16, 2018) • Arts Undergraduate Student Services • Drama Department Council (March 1, 2018) • Arts Faculty Council (May 24, 2018) • Libraries • Various professional associations
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculty of Arts Council – May 24, 2018 GFC ASC Subcommittee on Standards (for discussion): November 1, 2018</p>

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	GFC Academic Standards Committee (admission changes and suspension): November 8, 2018 GFC Academic Planning Committee (for program revisions and program name change): December 12, 2018
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Strategic Alignment

Alignment with <i>For the Public Good</i>	GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.
Alignment with Institutional Risk Indicator	Risk: Student Success Risk statement: If its students do not have the opportunity to develop to their full academic and personal potential, the university will fail to achieve its mission and academic goals.
Legislative Compliance and jurisdiction	Post-Secondary Learning Act UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee Terms of Reference GFC Academic Planning Committee Terms of Reference

Attachments:

1. Briefing Note (2 pages)
2. BFA in Drama calendar changes (10 pages)
3. Budget
4. Proposal for Program Name Change
5. Library Impact Statement
6. BFA in Drama Support Letters (pages 1-6)
7. Program suspension proposal (for information only)

Prepared by: Kate Weiss, former Chair, Department of Drama, Faculty of Arts; Andrea Patrick, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic), apatrick@ualberta.ca

Briefing Note

Substantive Changes to the Bachelor of Fine Arts (BFA) in Drama

This proposal represents a necessary restructuring of the core curricula across two of Drama's current BFA specializations. In order to accomplish this, we are wanting to integrate two existing specializations, the BFA in Drama (Technical Theatre) and the BFA in Drama (Theatre Design) into a single specialization, to be named the BFA in Drama (Production).

The BFA in Drama (Production) will have three second-level specializations: Design, Stage Management, and Technical Theatre. Although the curriculum is changing, the program will still offer the opportunity to study the current areas of expertise, Design, Technical Production or Stage Management, and the total credit requirements to achieve a BFA remain the same (120).

The revised program was developed in response to influences internal to Drama and also addresses important external considerations. The changes reflect a resolve to improve pedagogy in the specializations adding some new material and improving scheduling and timetables which have a great impact on these fully experiential learning programs. Opportunities for improved collaboration have been added, creating greater peer to peer contacts in production to develop a better training environment. One of the key changes is a final year designed to create a pre-professional experience that will allow our students a better transition into the job market.

Drama is losing faculty to retirements and investigating more efficient delivery of essential curricula. Currently, students study Theatre Design or Technical Theatre (which has two specializations, Stage Management or Technical Production) in silos. There is common information taught separately in each discipline; now information is pulled together in a common first year that introduces the core curriculum. Students have complained about being isolated; now there is much greater collaboration between students from all three specializations, and we can offer the revised degree with one less faculty member. The revised programs include more practicums, allowing students to take part in setup and paint practicums for our productions in Studio Theatre and The Bleviss Laboratory Theatre. These practicum experiences will foster significantly more collaboration and teamwork between students. Another significant change will be the addition of a new practicum course that will allow students to practice their expertise in additional projects or productions in the Department, and the outside theatre community for course credit. This will provide the entire Department with broader design, stage management, and technical support, and increase our connections to the theatre community at large. It also addresses a need identified in our recent Quality Assurance Review.

There are some significant changes in the renamed BFA in Drama (Production). The first year will be common year for all students. It will provide them with basic skills in project management, stage management, lighting and sound, stagecraft and safe working practices, drafting, design, scenic paint, and costume techniques and will provide them with a practicum course which has all students crewing lighting hangs and focus and paint calls. For Designers the common year will provide a greater sense of the structure and materials employed in building the physical elements in theatre while acquiring a foundation in the necessary skills to create designs. For Stage Managers, it will provide better insight into the links between all of the elements while learning the fundamentals of their craft and for Technical Production students a clearer understanding of the links between design and realization as well as some rudimentary skills in project management.

Several years of student reflections on the quality of their experience have been considered in the changes to the curriculum. A Drama committee has been working assiduously for over a year to examine strategies to improve and revitalize our existing programs and differentiate ourselves from other Canadian University Bachelor of Fine Arts programs in Theatre Design and/or Production. We recognized our strengths and expertise in areas such as stage management, the fundamentals of production management and technical direction, production and sound design and wanted to create a more “conservatory/ hands-on” style Bachelor of Fine Arts that would attract the best and brightest applicants from across Canada.

Revisions needed to take into account the fact that any revised programs had to be sustainable and teaching resources needed to be reduced by approximately one full-time faculty member. The committee reviewed all curriculum including associated course lists, class and production schedules, and consulted with current students and recent graduates, potential employers of students, production staff, faculty coordinators, the Chair of the Department, our Drama Council (Faculty and student representatives). The proposed changes have been enthusiastically supported. The changes were thoroughly examined and endorsed in our Quality Assurance Review (May 2018). The calendar changes associated with the proposed BFA in Production were approved by the Academic Affairs Committee, Arts Executive Committee and finally Faculty Arts Council on May 24, 2018.

At the implementation date (proposed for July 1, 2019) the nomenclature of BFA in Drama (Technical Theatre) will be suspended, and this program will be absorbed into the current BFA in Drama (Theatre Design). The new name, BFA in Drama (Production), reflects the reality that the revised program features three production based specialties, Design, Stage Management, and Technical Production. Although all three programs have been inordinately successful in training and developing artists with the ability to find immediate employment in the field of the performing arts, after careful reflection we found it necessary to refurbish these programs. Design received a renewal in 2005, and the Tech Theatre Program was established in 1995. It was time for a thorough review and revision.

The BFA in Drama (Production) will foster more experiential learning in a context that strives to create self-confidence in the students' abilities through greater peer to peer contact. It strives to create a deeper understanding of the values of collaboration. We have discovered over time that creating a unified program will create a healthier working environment which while fostering independent thought will create a keener sense of the necessity for collective problem-solving.

In this proposed BFA in Drama (Production), we believe we have achieved a balanced foundation of theory and practical application and have blended the learning of aesthetics/ artistry, management, and technological skills.

CALENDAR CHANGE REQUEST FORM

Department: Drama

2018 – 2019 form submission deadlines: October 5th, January 4th, March 1st & April 1st

Highlight type of change request below:

1. **Course Change** 2. **Editorial Change** 3. **Admission Requirement** 4. **Program Regulation**

Note: changes that fall under type 1 or 2 received by October 5th will be considered to be published in the 2019-20 Calendar

CURRENT	PROPOSED
<p style="color: red; text-align: center;">https://calendar.ualberta.ca/preview_program.php?catoid=20&poid=18842&returnto=5111</p>	
<p>BFA in Drama</p> <p>The Department of Drama offers a program leading to the Degree of Bachelor of Fine Arts in Drama. Students must successfully complete the specialization in Acting, Design or Technical Theatre.</p> <p>Admission requirements</p> <hr/> <p>Admission requirements are in Bachelor of Fine Arts (Drama) in Acting, Bachelor of Fine Arts (Drama) in Design and Bachelor of Fine Arts (Drama) in Technical Theatre. A nonrefundable deposit toward tuition fees, on official notification of acceptance, will be required of successful applicants.</p> <p>[...]</p>	<p>BFA in Drama</p> <p>The Department of Drama offers a program leading to the Degree of Bachelor of Fine Arts in Drama. Students must successfully complete the specialization in Acting <u>or Production</u></p> <p>Admission requirements</p> <hr/> <p><u>In addition to specific admission requirements for the BFA in Drama (Acting) and (Production) a nonrefundable deposit toward tuition fees, on official notification of acceptance, will be required of successful applicants.</u></p> <p>[...] Add section after Specialization in Acting</p>
<p>Design Specialization (★123)</p> <p>Year 1 (★33)</p>	<p>Specialization in Production (★120)</p> <hr/> <p>There are three routes in <u>the BFA in Drama (Production): Design, Stage Management and Technical Production.</u></p> <p>Design (★120)</p> <p>Year 1 (★33)</p>

★6 100-level ENGL OR
★3 100-level ENGL AND
(★3) WRS 101

T DES 170 - Fundamentals of Stagecraft and Design

T DES 171 - Studio Techniques for Theatre Design

T DES 172 - Technical Drawing for Theatre Design

DRAMA 392 - Production Lab II

Theatre History, Theory, Dramatic Literature or
Play Analysis (★6)

ART 134 - Art Fundamentals

DES 135 - Design Fundamentals

Year 2 (★30)

T DES 270 - Theatre Design I

T DES 271 - Computer Graphics for Theatre Design OR
T DES 372 - 3D CAD for the Theatre

T DES 272 - CAD for the Theatre

T DES 275 - History of Dress and Decor I OR
T DES 375 - History of Dress and Decor II

T DES 278 - Drawing

T DES 373 - Production Techniques: Lighting
Design

T DES 374 - Production Techniques Advanced:
Lighting Design

DRAMA 492 - Running Crew Projects

Theatre History, Theory, Dramatic Literature or
Play Analysis (★3)

★6 100-level ENGL OR
★3 100-level ENGL AND
(★3) WRS 101

T DES 170 - Stagecraft

T DES 172 - Technical Drawing for Theatre Design

T Des 173 - Studio Techniques for Theatre Design

T Des 273 - Production Techniques: Scene
Painting

T Des 473 - Production Techniques: Costume

Drama 290 - Production Lab 1

Drama 291- Introduction to Lighting, Electrics and
Sound

DRAMA 296 - Introduction to Theatre Stage
Management

Theatre History, Theory, or Dramatic Lit (★3)

Year 2 (★33)

T DES 270 - Theatre Design I

T DES 271 - Computer Graphics for Theatre Design OR
T DES 372 - 3D CAD for the Theatre

T DES 272 - CAD for the Theatre

T DES 275 - History of Dress and Decor I OR
T DES 375 - History of Dress and Decor II

T DES 278 - Drawing

T DES 373 - Production Techniques: Lighting
Design

T DES 374 - Production Techniques Advanced:
Lighting Design

DRAMA 295 - Production Techniques: Set
Construction

DRAMA 392 - Production Lab II

Year 3 (★30)

T DES 370 - Theatre Design II

T DES 271 - Computer Graphics for Theatre Design **OR**
T DES 372 - 3D CAD for the Theatre

~~T DES 273 - Production Techniques: Scene
Painting~~

~~T DES 274 - Production Techniques: Advanced
Scene Painting~~

T DES 275 - History of Dress and Decor I **OR**
T DES 375 - History of Dress and Decor II

T DES 376 - Design Assistantship I

~~T DES 377 - Production Design I~~

T DES 378 - Drawing II Even years **OR**
T DES 475 - Topics in the History of Theatre
Design Odd years

DRAMA 383 - Introduction to Directing

Year 4 (★30)

T DES 470 - Theatre Design III

T DES 471 - Portfolio

~~T DES 473 - Production Techniques: Costume~~

~~T DES 474 - Production Techniques: Advanced
Costume~~

T DES 475 - Topics in the History of Theatre
Design Odd years **OR**

T DES 378 - Drawing II Even years

~~T DES 476 - Design Assistantship II~~

T DES 477 - Production Design II

**T DES 474 - Production Techniques: Advanced
Costume**

Year 3 (★27)

T DES 370 - Theatre Design II

T DES 271 - Computer Graphics for Theatre Design **OR**
T DES 372 - 3D CAD for the Theatre

T DES 275 - History of Dress and Decor I **OR**
T DES 375 - History of Dress and Decor II

T DES 376- Design Assistantship I

T DES 378 - Drawing II Even years **OR**
T DES 475 - Topics in the History of Theatre
Design Odd years

DRAMA 383 - Introduction to Directing

T DES 478 - Design Lab

T DES 492- Production Lab III

Year 4 (★27)

DRAMA 377- Production (Service)

T DES 470 - Theatre Design III

T DES 471 - Portfolio

T DES 475 - Topics in the History of Theatre
Design Odd years **OR**

T DES 378 - Drawing II Even year

T-DES 479 - Practicum

DRAMA 595 - Professional Orientation for Theatre

Artists

Specialization in Technical Theatre

Stage Management (★120)

Students entering the program are required to have their course choices approved by the Coordinator of the BFA Technical Theatre program no later than August 31.

★6 100-level ENGL OR

★3 100-level ENGL AND

(★3) WRS 101

★12 of Drama History, Theory or Criticism

DRAMA 149 - Dramatic Process I OR

DRAMA 150 - Introduction to Dramatic Process OR

DRAMA 257 - Scene Study I

DRAMA 270 - Basic Theatre Design

DRAMA 291

DRAMA 296 - Introduction to Theatre Stage Management

DRAMA 298 - Stage Management in Professional Theatre

DRAMA 299

DRAMA 383 - Introduction to Directing

DRAMA 390 - Production Crew I

DRAMA 392 - Production Lab II

DRAMA 395 - Production Crew II Stage Management

DRAMA 494 - Specialized Skills in Stage Management

DRAMA 577 - Special Projects

DRAMA 590 - Production Crew III

DRAMA 590 - Production Crew III (First Repeat)

DRAMA 590 - Production Crew III (Second Repeat)

DRAMA 595 - Professional Orientation for Theatre Artists

DRAMA 596 - Advanced Stage Management

DRAMA 596 - Advanced Stage Management (Repeat)

T DES 477 - Production Design II

T DES 478 - Design Lab

T DES 478 - Design Lab (Repeat)

Stage Management (★120)

Year 1 (★33)

★6 100-level ENGL OR

★3 100-level ENGL AND

(★3) WRS 101

T DES 170 - Fundamentals of Stagecraft and Design OR
DRAMA 279 - Introduction to Stagecraft and Design
T DES 172 - Technical Drawing for Theatre Design
T DES 275 - History of Dress and Decor I AND
T DES 375 - History of Dress and Decor II OR
★6 of Drama History, Theory or Criticism
T DES 373 - Production Techniques: Lighting Design
T DES 473 - Production Techniques: Costume
★21 DRAMA, T DES, or Non-Drama

T DES 170 - Stagecraft
T DES 172 - Technical Drawing for Theatre Design
T DES 173 - Studio Techniques for Theatre Design
T Des 273 - Production Techniques: Scene Painting
T Des 473 - Production Techniques: Costume
Theatre History, Theory, or Dramatic Lit (★3)
Drama 290 - Production Lab I
Drama 291- Introduction to Lighting, Electrics and Sound
DRAMA 296 - Introduction to Theatre Stage Management
Year 2, Year 3, Year 4 (★87)
★9 of Drama History, Theory or Criticism
DRAMA 149 - Dramatic Process I OR
DRAMA 150 - Introduction to Dramatic Process
DRAMA 270 - Basic Theatre Design
DRAMA 292- Advanced Lighting and Sound
DRAMA 298 - Stage Management in Professional Theatre
DRAMA 299 - Production Management
DRAMA 377 - Production (Service)

Technical Production (★120)

Students entering the program are required to have their course choices approved by the Coordinator of the BFA Technical Theatre program no later than August 31.

★6 100-level ENGL OR
★3 100-level ENGL AND
(★3) WRS 101

~~★6 of Drama History, Theory or Criticism~~
~~DRAMA 270 - Basic Theatre Design~~
~~DRAMA 291~~
~~DRAMA 292~~
~~DRAMA 295 - Introduction to Scenic and Stage Carpentry~~
~~DRAMA 296 - Introduction to Theatre Stage Management~~
~~DRAMA 299~~
~~DRAMA 390 - Production Crew I~~
~~DRAMA 392 - Production Lab II~~
~~DRAMA 490 - Production Crew II~~
~~DRAMA 577 - Special Projects~~

DRAMA 377 - Production (Service) (Repeat)

DRAMA 383 - Introduction to Directing

DRAMA 392 - Production Lab II

DRAMA 395 - Practicum- Stage Management

DRAMA 395 - Practicum- Stage

Management (Repeat)

DRAMA 494 - Specialized Skills in Stage Management

DRAMA 577 - Special Projects

DRAMA 590 - Production Crew III

DRAMA 590 - Production Crew III (First Repeat)

DRAMA 590 - Production Crew III (Second Repeat)

DRAMA 596 - Advanced Stage Management

DRAMA 596 - Advanced Stage

Management (Repeat)

T DES 275 - History of Dress and Decor I **AND**

T DES 375 - History of Dress and Decor II

T DES 373 - Production Techniques: Lighting Design

Technical Production (★120)

Year 1 (★33)

★6 100-level ENGL OR
★3 100-level ENGL AND
(★3) WRS 101

DRAMA 595 - Professional Orientation for Theatre Artists

T-DES 170 - Fundamentals of Stagecraft and Design OR

DRAMA 279 - Introduction to Stagecraft and Design

T-DES 172 - Technical Drawing for Theatre Design

T-DES 271 - Computer Graphics for Theatre Design

T-DES 272 - CAD for the Theatre

T-DES 273 - Production Techniques: Scene Painting

T-DES 373 - Production Techniques: Lighting Design

T-DES 473 - Production Techniques: Costume

T-DES 479 - Practicum

T-DES 275 - History of Dress and Decor I AND

T-DES 375 - History of Dress and Decor II OR

★6 of Drama History, Theory or Criticism

★6 Drama or Non-Drama Options

One of

DRAMA 101 - Introduction to Theatre Art

DRAMA 102 - Play Analysis

DRAMA 103 - Critical Analysis of Playtexts

DRAMA 149 - Dramatic Process I

DRAMA 150 - Introduction to Dramatic Process

Must take two of

DRAMA 497 - Workshops in Technical Theatre

Must take three of

DRAMA 590 - Production Crew III

Two of

DRAMA 394 - Production Techniques - Sound

DRAMA 493

T-DES 274 - Production Techniques: Advanced Scene Painting

T-DES 372 - 3D CAD for the Theatre

T-DES 374 - Production Techniques Advanced: Lighting Design

T-DES 474 - Production Techniques: Advanced Costume

Promotion

T DES 170 - Stagecraft

T DES 172 - Technical Drawing for Theatre Design

T DES 173 – Studio Techniques for Theatre Design

T Des 273 – Production Techniques: Scene Painting

T Des 473 – Production Techniques: Costume Theatre History, Theory, or Dramatic Lit (★3)

Drama 290 – Production 1

Drama 291- Introduction to Lighting and Sound

DRAMA 296 - Introduction to Theatre Stage Management

Year 2, Year 3, Year 4 (★87)

DRAMA 270 - Basic Theatre Design

DRAMA 292 – Advanced Lighting, Electronics, and Theatre Sound

DRAMA 295 – Production Techniques : Set Construction

DRAMA 298-Stage Management in Professional Theatre

DRAMA 299- Production Management

DRAMA 392 - Production Lab II

DRAMA 377 – Production (Service)

DRAMA 377 – Production (Service) (Repeat)

DRAMA 394 - Production Techniques - Sound

DRAMA 490 - Production Crew II

DRAMA 490 - Production Crew II (First repeat)

DRAMA 490 - Production Crew II (Second repeat)

DRAMA 490 - Production Crew II (Third repeat)

DRAMA 490 - Production Crew II (Fourth repeat)

DRAMA 490 - Production Crew II (Fifth repeat)

DRAMA 490 – Production Crew II (Sixth repeat)

DRAMA 492 – Production Lab II

	<p>DRAMA 498 - Workshops in Technical Production</p> <p>DRAMA 577 - Special Projects</p> <p>DRAMA 590 - Production Crew III</p> <p>DRAMA 590 – Production Crew III (Repeat)</p> <p>T DES 271 - Computer Graphics for Theatre Design</p> <p>T DES 272 - CAD for the Theatre</p> <p>T DES 275 - History of Dress and Decor I AND</p> <p>T DES 375 - History of Dress and Decor II</p> <p>T DES 372 - 3D CAD for the Theatre</p> <p>T DES 373 - Production Techniques: Lighting Design</p>
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Rationale for change: (Not required for course deletion or editorial changes)

The BFA in Drama (Production): Design, Stage Management and Technical Production will replace the BFA Drama in (Design). At the implementation date the BFA Drama in Technical Theatre will be suspended. Students interested in Stage Management and Technical Production will be advised to look at the BFA in Drama (Production).

The highlights of this BFA include; a common first year of study for all students which includes courses in Stage Craft and Safe Working practices, Introduction to Lights and Sound, Stage Management, Drafting, Introduction to Design, Scenic Paint, Costume Techniques, and a practicum course which has all students crewing Lighting Hangs and Focus and paint calls, a broader range of courses for Design students, an advanced lighting and sound course for all Stage Management students, a broader background in stage management and collective agreements for Tech Production students, additional shop practicum experiences for Design and Tech Production students, and the introduction of a Production Service course which promotes students practicing their discipline in under- supported Department productions, and also promotes engagement with Edmonton's theatre community. The BFA course schedules have also been tailored to create a pre-professional year for all fourth year students, where there are few classroom courses, freeing students to primarily practice their discipline in their graduating year. In response to an ever increasing interdependence between these theatre specializations, it was deemed essential to provide further cross-discipline teaching and learning.

All names, signatures and dates are required:

Department Contact Name: Guido Tondino	Department Chair or Designate Name:	Date approved by Dept Council:
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Email: gtondino@ualberta.ca	Signature:	Date submitted:
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Email a signed PDF and an editable word version to artscalendar@ualberta.ca

View form completion tip sheet on the [Arts Intranet](#)

Email artscalendar@ualberta.ca with any questions or concerns

Proforma Budget Template
for New Program Proposals

BFA in Production	Year 1	Year 2	Year 3	Year 4	Ongoing
EXPENDITURES					
<i>Academic Salaries (including benefits)</i>					
Professoriate	325,766	325,766	325,766	325,766	325,766
Faculty Service Officers					
Administrative Professional Officers	28,967	28,967	28,967	28,967	28,967
Total Academic Costs	354,733	354,733	354,733	354,733	354,733
<i>Service Teaching Costs (including benefits)</i>					
Service Teaching Costs	117,192	117,192	117,192	117,192	117,192
Total Service Teaching Costs	117,192	117,192	117,192	117,192	117,192
<i>Graduate Assistants (including benefits)</i>					
Other Academic Staff	-	-	-	-	-
Total GA Costs	-	-	-	-	-
<i>Non-Academic Salaries (including benefits)</i>					
Support Staff	31,095	31,095	31,095	31,095	31,095
Total Non-Academic Costs	31,095	31,095	31,095	31,095	31,095
<i>Non-Salary Costs</i>					
Non-Salary Costs (supplies, sundries, communications, etc.)	10,056	10,056	10,056	10,056	10,056
Total Non-Salary Costs	10,056	10,056	10,056	10,056	10,056
<i>Other Operating Costs</i>					
Faculty Overhead (accounting, human resources, communications)	15,252	15,252	15,252	15,252	15,252
Institutional Space Costs					
Institutional Costs (central fin & HR, registrar, libraries, facility costs)	186,246	186,246	186,246	186,246	186,246
Total Other Costs	201,498	201,498	201,498	201,498	201,498
Gross Operating Costs	714,574	714,574	714,574	714,574	714,574
REVENUES					
Annual Domestic Tuition - 46 students per year	232,248	232,248	232,248	232,248	232,248
International Tuition - 2 students	43,601	43,601	43,601	43,601	43,601
Other : Grants					
Other: Endowment Proceeds					
Internal Reallocation of Campus Alberta Operating Grant	438,724	438,724	438,724	438,724	438,724
Total Revenues	714,574	714,574	714,574	714,574	714,574
NET PROFIT/LOSS	-	-	-	-	-

Notes and Assumptions:

- 0% inflation
- Per student tuition:
 - Domestic student: \$6,112 per year for 4 years.
 - International: \$21,801 per year for 4 years.
- Source of internal funds: Ongoing funds were reallocated at the departmental level and through the optimization of existing Faculty and Department resources.
- Faculty salary assumption 50% of salary is for research and 50% is for teaching in the program.
- Proportion of administrative positions based on assumption of 50% allocation to teaching of which 50% is for undergraduate student and allocated to the BFA program on the basis of student FLEs in the department.
- Indirect faculty costs were easily identified as the Faculty of Arts maintains separate departments that relate to the provision of faculty wide services (student services, HR, finance, etc.).
- Indirect faculty costs based on 5% total administrative faculty overhead is dedicated to undergraduate students (as most undergraduate activity is supported by the departments) and proportion of BFA students of total undergraduate FLEs in the Faculty of Arts.
- Institutional overhead is calculated as 36.3% of total costs in the Department and Faculty.

Proposal Template: Program/Specialization Name Change

SECTION 1: PROPOSAL INFORMATION

1.1 Basic Information (Complete the table below):

Institution	University of Alberta, Department of Drama
Current program/specialization name	Bachelor of Fine Arts in Drama (Theatre Design)
Credential awarded	Bachelor of Fine Arts in Drama (Theatre Design)
Proposed implementation date	July 1, 2019

1.2 Proposed New Name (Answer the following questions)

1.2.1 Specify the new name that is being proposed.

Bachelor of Fine Arts in Drama (Production)

1.2.2 Specify if the new name is for a program or a specialization within a program?

Program

Specialization

1.3 Rationale for Proposed New Name (Answer the following questions)

1.3.1 Describe the rationale for the proposed name change.

This proposal represents a restructuring of two of Drama’s current BFA first-level specializations - the integration of two existing BFA first level specializations into a single specialization.

Currently the department offers a BFA in Drama with three first-level specializations: Acting, Theatre Design, and Technical Theatre. These revisions address much needed changes to the Theatre Design and Technical Theatre specializations.

The current BFA in Drama (Theatre Design) will absorb the BFA in Drama (Technical Theatre) and will acquire a new name, the BFA in Drama (Production).

Although curriculum is changing, the department will still offer the opportunity to study the current areas of expertise, Design, Technical Production or Stage Management, and the total credit requirements to achieve the BFA remain the same.

The revised program was developed in response to influences internal to Drama and also addresses important external considerations. The proposal addresses a resolve to improve

pedagogy in the specializations adding new material and improving scheduling and timetables which have great impact on these fully experiential learning programs. Opportunities for improved collaboration have been added, creating greater peer to peer contacts in production to develop a better training environment. One of the key changes is a final year designed to create a pre-professional experience that will allow our students a better transition into the job market.

Drama is losing faculty to retirements and investigating more efficient delivery of essential curricula. Currently students study Design or Technical Theatre (which has two specializations, Stage Management or Technical Production in silos). There is common information taught separately in each discipline; now information is pulled together in a common first year that introduces the core curriculum. Students have desired smoother integration between programs; our proposal enhances a greater collaboration between students from the first-level specializations and we can offer the revised degree with one less faculty member. The revised programs include more practicums, allowing students to take part in setup and paint practicums among others for our productions in Studio Theatre and The Bleviss Laboratory Theatre. All these practicum experiences will foster significantly more collaboration and teamwork between students. Another significant change will be the addition of a new practicum course that will allow students to practice their expertise in additional projects or productions in the Department, and the outside theatre community for course credit. This will provide the entire Department with broader design, stage management and technical support from these students, and increase our connections to the theatre community at large.

There are some significant changes in the renamed BFA in Drama (Production). The first year will be a common year for all students. This year will provide them with basic skills in project management, stage management, lighting and sound, stagecraft and safe working practices, drafting, design, scenic paint, and costume techniques and will provide them with a practicum course which has all students crewing Lighting Hangs, Focus, and Paint Calls.

Several years of student reflections on the quality of their experience have been considered in the changes to the curriculum. A Drama committee has been working assiduously for over a year to examine strategies to improve and revitalize our existing programs, and differentiate ourselves from other Canadian University Bachelor of Fine Arts programs in Theatre Design and/or Production. We recognized our strengths and expertise in areas such as stage management, fundamentals of production management and technical direction, production design and sound design and wanted to create a more “professional/practice based” style Bachelor of Fine Arts that will compare with other Canadian BFA programs, and would attract the best and brightest applicants from across Canada. The committee reviewed all curriculum including associated course lists, class and production schedules, and consulted with current students and recent graduates, potential employers of students, production staff, faculty coordinators, the Chair of the Department, our Drama Council (Faculty and student representatives), and recent Department assessors in a quality assurance review (May 2018). The proposed changes have been enthusiastically supported. The calendar changes associated with the proposed BFA in Drama (Production) were approved by the Academic Affairs Committee, Arts Executive Committee and finally Faculty Arts Council on May 24, 2018.

At the implementation date (proposed for July 1, 2019) the nomenclature of BFA in Drama (Technical Theatre) will be suspended and absorbed by the BFA in Drama (Theatre Design), which will then undergo a name change. The new name, BFA in Drama (Production) reflects the reality that the revised program features three production based specialties, Design, Stage Management and Technical Production. The highlights of this BFA include a common first year of study for all students which will provide students with a better base of knowledge and experience and help develop team and collaboration. This first year includes courses in Stage Craft and Safe Working practices, Introduction to Lights and Sound, Stage Management, Drafting, Introduction to Design, Scenic Paint, Costume Techniques, and a practicum course which has all students crewing Lighting Hangs and Focus and paint calls. Additional highlights of the BFA in Production include a broader range of courses for Design students, an advanced lighting and sound course for all Stage Management students, a broader background in stage management and collective agreements for Tech Production students, additional shop practicum experiences for Design and Tech Production students, and the introduction of a Production Service course which promotes students practicing their discipline in under- supported Department productions, and also promotes engagement with Edmonton's theatre community. The BFA course schedules have also been tailored to create a pre-professional year for all fourth year students, where there are few classroom courses, enabling students to primarily practice their discipline in their graduating year. In response to an ever increasing interdependence between these theatre specializations, it was deemed essential to provide further cross-discipline teaching and learning.

In the proposed BFA in Drama (Production), we believe we have achieved a balanced foundation of theory and practical application and have blended the learning of aesthetics/ artistry, management skills and technology skills.

1.3.2 Is comparable nomenclature used for similar programs/specializations offered across Campus Alberta and, where relevant, in other jurisdictions?

Yes, comparable nomenclature is used for similar programs/ specializations in other jurisdictions.

- 1) The University of British Columbia (UBC) offers a BFA in Design and Production. Students choose one or more areas of concentration in their undergraduate work in the program.
- 2) Ryerson University has a Performance Production BFA. In their final two years of student students specialize in their preferred areas.
- 3) York University has a BFA in Production/Design. All first year students enter their Department of Drama as Specialized Honours BA Theatre-Theatre Studies students and do a General First Year. At the end of their first year, students may enter the BFA in Production/Design.

2.1 Impact on Learners (Answer the following questions)

2.1.1 Were students consulted regarding this proposed name change? If so, what was the feedback received as a result of this consultation?

Yes. Students were consulted about the proposed BFA in Drama (Production). There were several meetings to discuss the proposal including January 25, 2018, February 15, 2018 and February 16, 2018.

No students were concerned about the proposed name change. All students supported the significant changes in the program. Many current senior students expressed regret that the changes had not been brought in earlier. Overwhelming support came from Design students. They welcomed all the changes.

A personalized transition plan for all existing students has been developed by the Dept. of Drama.

Our practice continues to be that twice a year we interview students about their progress and receive feedback about their experience in their classes and programs. This feedback has informed much of this proposal.

2.1.2 Describe benefits for students of proposed new name.

Currently, there is one program with four first-level specializations on record with the provincial government:

- 1) BFA in Drama
 - BFA in Drama (Acting)
 - BFA in Drama (Drama)
 - BFA in Drama (Technical Theatre)
 - BFA in Drama (Theatre Design)

We propose reducing this to three programs:

- 1) BFA in Drama (Acting) – *no change*
- 2) BFA in Drama (Drama) – *no change*
- 3) BFA in Drama (Production) – a new name that encompasses the BFA in Drama (Technical Theatre) and BFA in Drama (Theatre Design)

The BFA in Drama (Production) is an inclusive title, which encompasses the full range of disciplines in professional theatre.

As students move into the workforce, the proposed program name change provides consistency and clarity. The program provides an immersion into the broader field, with rigorous study and practice in each specialization. The name change also speaks to the holistic nature of the program as well as communicating an underlying competency in each specialization.

2.1.3 Describe plans to accommodate:

- a) active students who may wish to graduate with the established credential; and
 - b) previous graduates who may request to exchange their parchment for one with the new program or specialization name.
- A) Part of the positive feedback we have received from students is their unanimous support for the program name change. We are not proposing a teach-out of the suspended program, as essential courses will still be on offer. We have carefully charted a transition for EACH student who will be affected in the transition period. We are proposing that if approved the implementation date be July 1, 2019.
- B) Previous areas of specialization are maintained in the BFA in Drama (Production)

2.2 Potential Risks (Identify the potential risks associated with implementing the name change, if any, and your institution's risk mitigation strategies.)

Our aim has been to improve clarity and consistency internally, as well as with competing programs across the country. The risks to the Department are negligible. These are improvements on established specializations, and are not radical in nature. Their purpose is to align with current industry standards and terminology.

2.3 Consultation/Collaboration (Answer the following questions)

2.3.1 Identify which stakeholder groups, if any, were consulted:

- Faculty
- Advisory committee
- Regulatory bodies/professional associations
- Employers
- Other (identify below)

The Chair of the Drama Department, Kate Weiss, and John Raymond (Chair of Department Committee looking at changes in the non-Acting BFA Programs), met with the Acting Coordinator and Directing Coordinator, to explain proposed changes. Then we met twice with all Acting and Directing Faculty members, on February 1, 2018 and again February 8, 2018. We met with the BA Coordinator on January 24, 2018. We also met with Production Staff on February 9, 2018. Support for the changes was unanimous. A few required schedule changes were also approved at the same time.

Faculty members that generated this proposal include active members of several national professional associations, including:

2.3.2 Summarize feedback received including anticipated impacts on stakeholders.

Feedback from all stakeholders was overwhelmingly supportive of changes. The Drama Department believes that the proposed BFA will strengthen already strong programs and attract high quality students into the Department. The consultation that this proposed BFA has required has initiated further conversations among Faculty about the future and vision of the Department. Students and Alumni welcome the changes.

Please see attached letters of support from a selection of current and potential employers.

2.4 Communication (Describe how information about the name change will be communicated to students and applicants.)

Current students have already been informed of the name change. Applicants will be informed of this change when they apply.

The Department is developing strategies beyond current capacity to further market this revitalized program.

SECTION 3: INSTITUTIONAL AND REGULATORY APPROVAL/SUPPORT

3.1 Provide specific information about which internal governance body approved this proposed name change. Attach copies of minutes or motions.

Drama Council (Department of Drama) - March 1, 2018

Faculty of Arts Council – May 24, 2018

GFC Academic Standards Committee -November 8, 2018

GFC Academic Planning Committee – December 12, 2018

3.2 If applicable, describe authorization/endorsement(s) from relevant professional organizations, regulatory bodies, and/or advisory committees.

Not applicable

RECOMMENDATION (FOR DEPARTMENT USE)

Do Any Issues or Information Gaps Remain?

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:



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

Please contact your [subject librarian](#) to solicit feedback on your program proposal and request a Library Impact Statement.

Library Contact:

Name: Lucinda Johnston	Date: 27/09/2018
Library Unit: Humanities and Social Sciences/Law	Email: lucinda.johnston@ualberta.ca

Program Proposal Contact:

Name: Melanie Dreyer-Lude	Dept./School: Drama
Faculty: Faculty of Arts	E-mail: dreyerlu@ualberta.ca

Proposed Program Changes:

<i>Changes to program structure and requirements for newly named Bachelor of Fine Arts in Drama (Acting) and (Production) programs.</i>

Library Service or Resource	Description of Library Impact
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)	<p>Instruction related to course-based Bachelor of Fine Arts in Drama (BFA) in either the Acting or Production streams may be useful for students in the program. Information literacy instruction may include tours of the physical and virtual library, advanced information search/retrieval, and citation management. In addition, the current Library Subject Guide to Drama can be revised if necessary.</p> <p>The Libraries offer a range of drop in research workshops throughout the academic year to assist students with their research needs. In addition, online instructional guides and tutorials are accessible via the Libraries' web site to support the research process. Course/assignment specific instruction may also be useful. Please contact the appropriate subject librarian to discuss.</p>
Reference assistance (e.g., ongoing one-on-one help)	The Drama Librarian is available for one-to-one consultations for specialized assistance, and offers office hours every week in the Drama department.

	<p>General reference assistance is available at all University of Alberta Libraries service desks. In addition, subject librarians are available for one-to-one consultations for specialized assistance. Ask us services are also available via chat, email and phone.</p>
<p>Collections – reserves, print, electronic [note any impacts on simultaneous users, licensing considerations etc.]</p>	<p>The proposed changes to the program make use of regularly offered courses, and so students and faculty will continue to use library resources already provided within the collection. A wide range of resources are available to support academic and professional programs, and students and faculty will have access to the Libraries' expansive electronic resources and services for their academic endeavours.</p> <p>The Libraries' current subscriptions to print and electronic journals and books should adequately support this program, however, should the need arise to acquire more or specific materials, it can be assessed at that time. Any items that are not currently available and/or accessible through the Libraries can be requested through Interlibrary Loan. As well, we will always consider any requests for additional journals or books through our “suggest a purchase” program. The number of any new purchases is likely to be few and will thus be absorbed through normal processes within our system.</p> <p>Examples of journals we that we subscribe to with particular relevance to this program:</p> <ul style="list-style-type: none"> ● Annual Bibliography of Theatre Studies ● Canadian Theatre Review ● Entertainment Design ● Modern Drama <p>Examples of Databases that we subscribe to with particular relevance to this program:</p> <ul style="list-style-type: none"> ● Performing Arts Periodicals Database ● International Bibliography of Theatre & Dance with Full Text ● MLA International Bibliography ● Drama Online ● Theatre in Video: Volumes I and II <p>Submit course reading list and reserve requests online. The Libraries will respond within 5 business days with persistent links to online resources on your reading list. Print items will be referred to our Reserve staff and processed within 10 days.</p>
<p>Collaboration with other UAL library units, if interdisciplinary program (consult with the other UAL units affected and include their comments with yours)</p>	<p>Drama students and faculty form the target audience for this program, so the main impact is on the HSS Library.</p>
<p>Physical facilities (e.g., sufficient room for group work; in-library work, etc.)</p>	<p>Physical facilities are in place to support student research needs. There are bookable group study spaces, as well as collaborative and individual study spaces in all library locations across.</p>

Other (specify)	
-----------------	--

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

Unit Head Signature: Cherish Pz

Date: Sept 28/18

Associate University Librarian Signature: Shan Myj

Date: Sept. 28/18

Tuesday, July 3, 2018

Gerry van Hezewyk
Production Manager / Administrative and Professional Office
Department of Drama, 3-146 Fine Arts Building
University of Alberta, Edmonton, AB T6G 2C9
Tel: 780.492.1088

Re: BFA Program Revision

Gerry,

Thanks for the opportunity to provide your curriculum development team with some preliminary feedback on the direction you wish to take with the program. I think the approach you have taken will set the degree apart from other university programs competing in this space, and establishes a balanced foundation of theory and practical application which I believe to be unique in Canada. The progression of the lecture based and practical courses seem ideal, as compared to your current offerings. I was particularly impressed by the amount of theatre specific credits one requires in their fulfillment of a BFA degree. It is that level of rigour in a four-year program of study will equip your future graduates with the skills to excel in the industry.

As a current employer of several of your BFAs, I can see the benefit to the furthering of the cross-discipline training you propose. The blending of visual artistry, managerial acumen and technological skill will better equip this hybrid type of worker with the hard and soft skills that our industry needs to further evolve. This has the making of potentially the strongest BFA production program in the country due to the depth and breadth of the skills, knowledge and experience you plan to impart to your future students.

Best wishes with the implementation of this program. I will be following your progress with great interest, and look forward to providing further detailed commentary at another opportune time.

Sincerely,

Adam Mitchell



Executive Director
(780) 448-9009
Adam.Mitchell@fringetheatre.ca



Gerry,

July 4, 2018

Thanks for the opportunity to provide initial feedback with regard to the program revisions planned for the University of Alberta's Drama Department BFA programs. I am encouraged by the direction these courses are taking, and I wish to leave you with some initial comments and suggestions for further consideration. As you know, beyond my professional experience my background with four other schools of drama, including the National Theatre School, McGill University, Concordia University and University of Windsor, so I have an affinity for production and design pedagogy.

I strongly believe that the way in which you have planned to further your crossover in training amongst each unique cohort of craftpersons, technologists and project managers is a very positive step. This will ensure that these emerging professionals will possess broader skillsets, which is a highly desirable commodity. The order in which you have laid out the curriculum strikes me as a methodical progression through their formative years towards a graduating year filled with experiences that promote their leadership capacity under general guidance. This will likely lead to very successful career launches, due to the fact that those students will have gained robust supervisory experience upon entering the job market.

In terms of the specific curriculum, you have seemingly provided for equal mix of theory and practice, which is ideal for a professional degree, such as a BFA. Though much of this can be taught at a college or conservatory level, it seems that your department has captured the niche aspect of teaching these disciplines at the degree level. I was concerned that the multi-media aspects of the program were modest, in that there was only one specific course tailored to this popular art form, whereas Lighting and Sound enjoy two courses each. Also, you are offering one full course in hand drafting, and only one in each of two dimensional and three dimensional CAD drafting. Perhaps the weighting of these topics could be adjusted in favour of supporting the more technologically advanced approaches to our field.

The emerging interest in your *MFA* by production and design professionals is encouraging, given the limitations throughout the country for suitable Canadian trained *MFA* scholars in Design and Production. This new *BFA* seems well tailored to support those who may elect to further their education pursuits at the graduate level.

Good luck with the next phase of development.

Best

Peter Spike Lyne

Technical Director Department of Indigenous Theatre

National Arts Centre



26 July 2018

To whom it may concern,

I am writing in my capacity as Artistic Director of Catalyst Theatre, a position which I have held for more than two decades. During that time, Catalyst has created more than 24 original Canadian productions that have played at leading theatres on London's West End, in New York's Broadway district, and throughout the UK, Australia and the United States. Our made-in-Edmonton work has been recognized nationally and internationally with more than 120 awards and nominations.

Our productions are known for being technically and artistically demanding and for being meticulously detailed. As I assemble the creative teams for each of our projects, I am therefore looking for theatre professionals who are well-trained specialists with a high level of accomplishment and versatility but who also understand how to work effectively as part of a team. I hire artists and technicians from across the country but, over the years, I have hired more graduates of the University of Alberta's Drama Department than any other program in the country. This has been because the training they have received there has been of the highest caliber and has prepared them for the rigorous demands my company's work presents.

If there has been a liability, it has been this: that the level of specialization has not always equipped graduates to understand the inter-relationship between the various disciplines that come together to create theatre. The capacity to understand the needs of all members of the creative team and to communicate effectively across disciplines is critical to achieving success in this highly collaborative art form.

For this reason, I believe that the changes proposed in the Drama Department's BFA in Production with specializations in Design, Stage Management and Technical Production will serve to create theatre artists who are even better-equipped to thrive professionally. Working and learning alongside students with different areas of specialization will help students to better understand and respect


CREATIVE DIRECTOR
JONATHAN CHRISTENSON
catalystad@gmail.com

9828 101A AVENUE
EDMONTON AB
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CATALYSTTHEATRE.CA

what each discipline brings to the whole. It will enable them to better communicate across disciplines and enhance their capacity to broaden their skill set by building, at the very least, a rudimentary knowledge of other areas of specialization. Having reviewed the proposed curriculum, I also believe these changes will achieve these enhancements without compromising the level of accomplishment their graduates have historically demonstrated in their chosen area of specialization.

I am happy to speak to these changes in more detail should you have any further questions. I can be contacted by phone at (780) 431-1750 or by email at catalystad@gmail.com.

Yours truly,

A handwritten signature in blue ink, consisting of several overlapping loops and a long horizontal stroke extending to the left.

Jonathan Christenson
Artistic Director, Catalyst Theatre



Ghost River Theatre
Eric Rose, Artistic Director
DARING, IMAGINATIVE, DEvised THEATRE
ghostrivertheatre.com

June 24th, 2018

Professor
Guido Tondino
Coordinator Theatre Design
Department of Drama (Theatre Design)
University of Alberta
Edmonton, AB
T6G 2C9

Dear Guido,

As a director/playwright who loves to speak the full language of design in all aspects of my theatrical practice, the University of Alberta Design Graduates have been exceptional collaborators in making my impossible dreams a compelling reality. The new program will serve to extend the very fine skills displayed by the U of A's graduates.

Sincerely,



Eric Rose
Artistic Director
Ghost River Theatre
www.ghostrivertheatre.com



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Department of Theatre and Film
6354 Crescent Road
Vancouver BC V6T 1Z2 Canada

June 15 2018

Professor Guido Tondino
University of Alberta
Department of Drama

Dear Professor Tondino;

Thank you for the opportunity to consider the University of Alberta revised BFA in Design for Theatre. In my view, the program compares very well with programs at other major Canadian Universities. The revised first year curriculum is especially significant; students receive an immediate grounding in production practices, basic principles, and theory. The breadth of exposure to a variety of design fields through all four years of the degree program is excellent, and the coursework in the history of decor and dress, computer assisted design, and advanced production practices, is outstanding and provides a very solid grounding for emerging professional designers. The program requires six credits taken outside the Drama Department, while programs at other Canadian institutions require more; between 18 and 30 credit weights outside the Department of specialization. The program is also unusual in that different areas of design aren't separated into streams, which contributes to the intended "holistic" approach; all graduates will have experience with several different areas of design. The goals of the program seem clearly related to the learning objectives implied in the course titles, and the student progress from entry level to pre-professional competence is very thoroughly considered. It's an excellent program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Robert Gardiner', with a long, sweeping underline.

Professor
Department of Theatre and Film, The University of British Columbia
6354 Crescent Road, Vancouver, British Columbia, Canada V6T 1Z2
email: Robert.Gardiner@ubc.ca

Proposal Template: Program Suspension and Extension of Suspension

Basic Information (all proposals must complete this section)

Institution	University of Albert, Drama Department
Program/specialization name	BFA in Drama (Technical Theatre)
Credential awarded	Bachelor of Fine Arts in Drama (Technical Theatre)
Proposed start date of suspension	July 1, 2019
Proposed end date of suspension	July 1, 2024

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

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

This proposal represents a restructuring of the core curricula across two of Drama’s current BFA first-level specializations. This involves the combination of two existing BFA first-level specializations into a single specialization.

Currently the department offers a BFA in Drama with three first-level specializations; Acting, Theatre Design, and Technical Theatre. The current BFA in Drama (Theatre Design) will absorb the BFA in Drama (Technical Theatre) and will acquire a new name, BFA in Drama (Production).

The revised program was developed in response to influences internal to Drama and also addresses important external considerations. The proposal emphasizes a resolve to improve pedagogy in all three specializations adding new material and improving scheduling and timetables which have great impact on these fully experiential learning programs. Opportunities for improved collaboration have been added, creating greater peer to peer contacts in production to develop a better training environment. One of the key changes is a final year designed to create a pre-professional experience that will allow our students a better transition into the job market.

Drama is losing faculty to retirements and investigating more efficient delivery of essential curricula. Currently students study Theatre Design or Technical Theatre (which has two

specializations, Stage Management or Technical Production in silos). There is common information taught separately in each discipline; now information is pulled together in a common first year that introduces the core curriculum. Students have desired smoother integration between programs; our proposal enhances a greater collaboration between students from all three specializations and we can offer the revised degree with one less faculty member. The revised programs include more practicums, allowing students to take part in setup and paint practicums among others for our productions in Studio Theatre and The Bleviss Laboratory Theatre. All these practicum experiences will foster significantly more collaboration and teamwork between students. Another significant change will be the addition of a new practicum course that will allow students to practice their expertise in additional projects or productions in the Department, and the outside theatre community for course credit. This will provide the entire Department with broader design, stage management and technical support from these students, and increase our connections to the theatre community at large.

In the newly designed BFA in Drama (Production), the first year is a common year for all students. This year will provide them with basic skills in project management, stage management, lighting and sound, stagecraft and safe working practices, drafting, design, scenic paint, and costume techniques and will provide them with a practicum course which has all students crewing Lighting Hangs, Focus, and Paint Calls.

Several years of student reflections on the quality of their experience have been considered in the changes to the curriculum. A Drama committee has been working assiduously for over a year to examine strategies to improve and revitalize our existing programs, and differentiate ourselves from other Canadian University Bachelor of Fine Arts programs in Theatre Design and/or Production. We recognized our strengths and expertise in areas such as stage management, fundamentals of production management and technical direction, production design and sound design and wanted to create a more “professional/practice based” style Bachelor of Fine Arts that will compare with other Canadian BFA programs, and would attract the best and brightest applicants from across Canada. The committee reviewed all curriculum including associated course lists, class and production schedules, and consulted with current students and recent graduates, potential employers of students, production staff, faculty coordinators, the Chair of the Department, our Drama Council (Faculty and student representatives), and recent Department assessors in a quality assurance review (May 2018). The proposed changes have been enthusiastically supported. The proposed BFA in Drama (Production) were approved by the Academic Affairs Committee, Arts Executive Committee and finally Faculty Arts Council on May 24, 2018.

At the implementation date (proposed for July 1, 2019) the nomenclature of BFA in Drama (Technical Theatre) will be suspended and this BFA program absorbed by the BFA in Drama (Theatre Design) which will be renamed as the BFA in Drama (Production). This reflects the reality that the revised program features three production-based specialties, Design, Stage Management and Technical Production. The highlights of this BFA include; a common first year of study for all students which will provide students with a better base of knowledge and experience and help develop team and collaboration. This first year includes courses in Stage Craft and Safe Working practices, Introduction to Lights and Sound, Stage Management, Drafting, Introduction to Design, Scenic Paint, Costume Techniques, and a practicum course

which has all students crewing Lighting Hangs and Focus and paint calls. Additional highlights of the BFA in Production include a broader range of courses for Design students, an advanced lighting and sound course for all Stage Management students, a broader background in stage management and collective agreements for Tech Production students, additional shop practicum experiences for Design and Tech Production students, and the introduction of a Production Service course which promotes students practicing their discipline in under- supported Department productions, and also promotes engagement with Edmonton's theatre community. The BFA course schedules have also been tailored to create a pre-professional year for all fourth year students, where there are few classroom courses, enabling students to primarily practice their discipline in their graduating year. In response to an ever increasing interdependence between these theatre specializations, it was deemed essential to provide further cross-discipline teaching and learning.

In this proposed BFA in Drama (Production), we believe we have achieved a balanced foundation of theory and practical application and have blended the learning of aesthetics/ artistry, management skills and technology skills.

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

Years indicate start of Academic Year. All students are full time.

Enrolment	2017	2016	2015	2014	2013
Total head count	35	30	31	31	30
● Full-Time Year 1	9	9	7	6	6
● Full-Time Year 2	11	9	7	7	10
● Full-Time Year 3	9	5	7	10	8
● Full-Time Year 4	6	7	10	8	6
Total FLE	35	30	31	31	30
● FLE Year 1	9	9	7	6	6
● FLE Year 2	11	9	7	7	10
● FLE Year 3	9	5	7	10	8
● FLE Year 4	6	7	10	8	6

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

July 1, 2019

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

The standard five year period was used.

1.1.4 *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

Drama Council (Department of Drama) - March 1, 2018

Faculty Arts Council – May 24, 2018

GFC Academic Standards Committee - November 8, 2018

GFC Academic Planning Committee – December 12, 2018

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

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

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

All students in the program at the time of suspension will be given the option to either, complete their existing program, or transition into the new program. Advisors will be available to assist students with course selection and planning. Essential courses will still be on offer. The department has already met with each affected student currently in the program and carefully charted a transition for each of them.

The department will notify each of the students enrolled in the BFA in Drama (Technical Theatre) of the cancellation of the program and of the continued commitment to providing them with assistance in completing their degrees. Information will be posted on departmental and Faculty websites and other relevant forums about the suspension.

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

There is no comparable BFA available in the province. We will continue to evaluate course content and instruction to determine transferable course credit.

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

Students were consulted about the proposed. There were three meetings with students: Thursday, January 25, 2018, Thursday, February 15, 2018, and February 16, 2018.

No students were concerned about a name change or suspension. All students supported the significant changes in the program. Many current senior students expressed regret that the changes had not been brought in earlier. Overwhelming support came from Design students. They welcomed all the changes.

Our practice continues to be that twice a year we interview students about their progress and receive feedback about their experience in their classes and programs. This feedback has informed much of this proposal.

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

We are not proposing at teach-out of the suspended program, as essential courses will still be on offer. We have carefully charted a transition for EACH student who will be affected in the transition period. We are proposing that if approved the implementation date be July 1, 2019.

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

Historically, the Department of Drama's approach is to readily accommodate formal student requests. There are no current requests from students.

SECTION 3: IMPACT

3.1 *Identify which stakeholder groups were consulted:*

Faculty

Advisory Committee(s)

Regulatory and other Accreditation Bodies

Other (identify below)

Employers and Professional Associations

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

The Chair of the Drama Department, Kate Weiss, and John Raymond (Chair of Department Committee looking at changes in the non-Acting BFA Programs), met with the Acting Coordinator and Directing Coordinator to explain proposed changes. Then we met twice with all Acting and Directing Faculty members on February 1, 2018, and again on February 8, 2018. We met with the BA Coordinator on January 24, 2018. We also met with Production Staff on February 9, 2018. Support for the changes was unanimous. A few required schedule changes were also approved at the same.

Faculty members that generated this proposal include active members of several national professional associations, including:

- The Associated Designers of Canada
- Canadian Actors' Equity
- The Canadian Institute of Theatre Technology

Ten (10) Associated Calendar changes were introduced to Drama Council (Department's Governance Body) and approved on March 1, 2018.

Members of the Committee sought feedback from individuals working in Professional Theatre that were potential employers of our students. See attached letters of support.

Feedback from all stakeholders was overwhelmingly supportive of changes. The faculty within the Drama Department believe that the proposed BFA will strengthen already strong programs and attract high quality students into the Department. The consultation that this proposed BFA has required has initiated further conversations among faculty about the future and vision of the Department. Students and Alumni welcome the changes.

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

No additional classroom, lab space, etc. is required. Two additional classes: Costume Techniques Class – TDES 473, and Production Techniques / Scenic Paint TDES 273 will be required in first year only (2019/2020).

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

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

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

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

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

OTHER CONSIDERATIONS

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

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

FINAL Item No. 6

Governance Executive Summary
Action Item

Agenda Title	Increase to Minimum IELTS Band Scores for Graduate Admissions
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Motion

<p>THAT the GFC Academic Planning Committee approve, with delegated authority, an increase to the minimum band score for the International English Language Testing System (Academic IELTS) from 5.0 to 5.5 for graduate admission, as recommended by the GFC Academic Standards Committee, for implementation for Fall 2019 admissions, as set forth in Attachment 1.</p>
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Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research
Presenter(s)	Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research Tammy Hopper, Chair, GFC Academic Standards Committee

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to increase the minimum band score for the International English Language Testing System (Academic IELTS) to 5.5 for the English Language Proficiency entrance requirement.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Increasing the minimum band score to 5.5 will align FGSR minimum requirement with the undergraduate standard and will ensure graduate students are better prepared to undertake graduate studies and research in English. The overall IELTS minimum score will remain at 6.5.</p> <p>This increase is being proposed for early implementation, for admissions for Fall 2019. Students that have already been admitted for Fall 2019 with a lower score will be grand-parented through.</p> <p>Upon approval, Graduate Program Calendar entries will be updated for departments which currently reflect the old minimum band score of 5.0.</p>
Supplementary Notes and context	In September 2017, GFC approved an increase to the minimum band score for the IELTS Academic from 5.0 to 5.5 for Undergraduate admissions on the recommendation of APC and ASC. The change was approved for early implementation as it was considered to better support student success and increase the likelihood of improved academic outcomes.

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p>	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> Policy Review Committee (sub-committee of FGSR Council), which includes GSA representation and the Graduate Ombudsman
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Item No. 6

<p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> •
	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> •
<p>Approval Route (Governance) (including meeting dates)</p>	<p>FGSR Council October 17, 2018 GFC Academic Standards Committee November 8, 2018 GFC Academic Planning Committee December 12, 2018</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>			
<p>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td> <input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference</p>			

Attachments (each to be numbered 1 - <>)

1. Attachment 1 FGSR Calendar Change Request form.

Prepared by: Maria Chia, Graduate Calendar project, mchia@ualberta.ca

Killam Centre for Advanced Studies
 2-29 Triffo Hall Edmonton AB Canada T6G 2E1
 Tel: 780.492.2816 / Fax: 780.492.0692
 www.gradstudies.ualberta.ca

2019 - 2020 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>Admission [...]</p> <p>English Language Requirement [...]</p> <p>The minimum acceptable scores are:</p> <ul style="list-style-type: none"> • TOEFL score is 550 (paper-based), or a total score of 88 with a score of at least 20 on each of the individual skill areas (internet-based) • MELAB: 85 • Academic IELTS: 6.5, with at least 5 on each test band. • CAEL: overall 60 with at least 60 on each subtest. • PTE Academic: 59. <p>[...]</p>	<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>Admission [...]</p> <p>English Language Requirement [...]</p> <p>The minimum acceptable scores are:</p> <ul style="list-style-type: none"> • TOEFL: total score of 88 with a score of at least 20 on each of the individual skill areas (internet-based) <u>or equivalent</u> • MELAB: 85 • Academic IELTS: 6.5, with at least 5.5 on each test band. • CAEL: overall 60 with at least 60 on each subtest. • PTE Academic: 59. <p>[...]</p>
<p>Justification: Increasing the minimum band score to 5.5 will align FGSR minimum requirement with the undergraduate standard and will ensure graduate students are better prepared to undertake graduate studies and research in English. The overall IELTS minimum score will remain at 6.5.</p> <p>This increase is being proposed for early implementation, for admissions for Fall 2019. Students that have already been admitted for Fall 2019 with a lower score will be grand-parented through.</p> <p>Approved by: FGSR Council, October 17, 2018</p>	

**Governance Executive Summary
Action Item**

Agenda Title:	Proposal from the Faculty of Graduate Studies and Research for Program Changes to the MSc, MEng and PhD degree programs in Electrical and Computer Engineering.
Motion:	THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing MSc, MEng and PhD degree programs in the Department of Electrical and Computer Engineering, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Engineering, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2019-2020 Calendar.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Debby Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research Fraser Forbes, Dean, Faculty of Engineering
Presenter(s)	Marek Reformat, Associate Chair – Graduate Programs, Department of Electrical and Computer Engineering Debby Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To ensure that all program requirement for the MSc, MEng and PhD programs in Electrical and Computer Engineering are reflected in the University Calendar.
Executive Summary <i>(outline the specific item– and remember your audience)</i>	<p>In 2017/18, the Faculty of Graduate Studies and Research embarked on a project to ensure that the regulations and requirements of all graduate programs were appropriately reflected in the University Calendar.</p> <p>Historically, this information was contained in annually approved departmental guidelines and, with the increased use of websites, much of this information moved over to that platform. It was recognized that websites provide accessibility for students and flexibility for programs; however, as a means of tracking date sensitive information, websites are not considered to be ideal. As such, all graduate programs are reviewing their documents and will be coming forward with additions and modifications to Calendar entries to ensure compliance with the FGSR guidelines.</p> <p>The MSc, MEng and PhD in Electrical and Computer Engineering calendar revisions reflect current practice as published in the Department of Electrical and Computer Engineering Graduate Student Handbook, and are highlighted in yellow in Attachment 1.</p> <p>The entire proposal as submitted has received approval by ECE. FGSR has delegated authority to teaching Faculty for program changes.</p>
Supplementary Notes and context	All revisions to entrance requirements and/or academic standing were considered for approval by the Academic Standards Committee, with delegated authority from GFC, on November 8, 2018.

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p>	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Marek Reformat, Associate Chair, Department of Electrical and Computer Engineering
<p><For information on the protocol see the Governance Toolkit section Student Participation Protocol></p>	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • Maria Chia (Graduate Calendar project specialist), Janice Hurlburt, Graduate Governance and Policy Coordinator <p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> •
<p>Approval Route (Governance) (including meeting dates)</p>	<p>ECE October 3, 2018 GFC ASC-SOS, November 1, 2018 GFC ASC, November 8, 2018 GFC APC December 12, 2018 (for program requirements)</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>
<p>Alignment with Institutional Risk Indicator [Governance Office]</p>	<p>Student Success</p>
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference</p>

Attachments (each to be numbered 1 - <>)

1. Department of Electrical and Computer Engineering graduate programs, Calendar change request

Prepared by: Maria Chia, Graduate Calendar project specialist, mchia@ualberta.ca

Killam Centre for Advanced Studies
2-29 Triffo Hall Edmonton AB Canada T6G 2E1
Tel: 780.492.2816 / Fax: 780.492.0692
www.gradstudies.ualberta.ca

2019-2020 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Graduate Programs</p> <p>Electrical and Computer Engineering [Graduate] Department of Electrical and Computer Engineering 14-203 Donadeo Innovation Centre for Engineering University of Alberta 9211-116 Street NW Edmonton, Alberta T6H 1H9 www.ece.engineering.ualberta.ca</p> <p>General Information The Department of Electrical and Computer Engineering offers graduate courses leading to the MEng, MSc, and PhD degrees to qualified graduates of recognized universities.</p> <p>Research is being carried out in a number of areas, including biomedical engineering; communications; computer engineering; control systems; electromagnetics and microwaves; energy systems; integrated circuits and systems; microsystems and nanodevices; photonics and plasmas; signal and image processing; software engineering and intelligent systems; solid state electronics.</p> <p>Entrance Requirements The Department's minimum requirements for admission to the MEng or MSc programs are an undergraduate degree with an average of 3.0 in the last two years of full-time study (or equivalent) at the University of Alberta, or an equivalent qualification from a recognized institution, and a TOEFL score of 580 (paper-based) or 92 (internet-based) where applicable (see English Language Requirement).</p> <p>The Department's minimum requirements for admission to the PhD program are an undergraduate degree with an</p>	<p>Graduate Programs</p> <p>Electrical and Computer Engineering [Graduate] Department of Electrical and Computer Engineering (ECE) <u>11th Floor</u> Donadeo Innovation Centre for Engineering University of Alberta 9211-116 Street NW Edmonton, Alberta T6H 1H9 www.ece.engineering.ualberta.ca</p> <p>General Information The Department of Electrical and Computer Engineering offers graduate courses leading to the MEng, MSc, and PhD degrees to qualified graduates of recognized universities.</p> <p><u>Electrical and Computer Engineering graduate students have the opportunity to work with an advisor in one of twelve research areas in the department. While a specific topic of focus is expected, the research conducted in many of the areas is interdisciplinary. This gives students experience with other facets of electrical and computer engineering, and engineering physics. The twelve areas of research in ECE include:</u> biomedical engineering; communications; computer engineering; control systems; electromagnetics and microwaves; energy systems; integrated circuits and systems; microsystems and nanodevices; photonics and plasmas; signal and image processing; software engineering and intelligent systems; solid state electronics.</p> <p>Entrance Requirements The Department's minimum requirements for admission to the MEng or MSc programs are an undergraduate degree with an <u>admission GPA of at least 3.0 on the 4-point scale from</u> the University of Alberta, or an equivalent qualification <u>and standing</u> from a recognized institution. <u>The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</u></p> <p>The Department's minimum requirements for admission to the PhD program are an undergraduate degree with</p>

average of 3.3 in the last two years of full-time study (or equivalent) at the University of Alberta, or an equivalent qualification from a recognized institution

~~and a TOEFL score of 580 (paperbased) or 92 (internetbased) where applicable (see English Language Requirement).~~

Financial Assistance

Financial assistance is available on a competitive basis in the form of research assistantships, teaching assistantships, tuition scholarships and a variety of awards administered by the University and affiliated institutions. Details are found at

an admission GPA of at least of 3.3 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.

Where applicable, applicants must provide proof of English Language Proficiency (refer to [English Language Requirement](#)). Any one of the following is acceptable:

- a minimum TOEFL score of 92 (Internet-based) with at least 20 in each section or equivalent;
- an overall band score of 7.0 on IELTS with at least 6.0 on each band;
- a minimum score of 90 on MELAB;
- a minimum overall score of 65 on the CAEL with at least 60 on each subtest;
- a minimum score of 62 on the PTE Academic.

Students are also required to submit a Curriculum Vitae and three letters of reference. Current U of A students applying for graduate admission do not need to submit references.

Students with a Master's degree in Electrical and Computer Engineering (or a related discipline) are only eligible for admission into the PhD program, and students with a doctoral degree in Electrical and Computer Engineering (or a related discipline) are ineligible for admission into the graduate program. The determination of related disciplines is made (on a case-by-case basis) by the Associate Chair - Graduate Program.

Application deadlines:

For Canadian citizens and permanent residents, the application deadlines are:

- May 31 for September Admission
- September 1 for January Admission

If it is necessary to apply after these deadlines, please contact the department directly at ecegradm@ualberta.ca

For International students, including applicants within Canada applying for a study permit, the application deadlines are:

- May 1 for September Admission
- September 1 for January Admission

Financial Assistance

Financial assistance is available on a competitive basis in the form of research assistantships, teaching assistantships, tuition scholarships and a variety of awards administered by the University and affiliated

www.gradstudies.ualberta.ca

Graduate Program Requirements

The Degree of MSc (Electrical and Computer Engineering) [Graduate]

Program Requirements

~~Normal requirements for the MSc degree are ★15 in graduate courses plus ENGG 600 and a thesis.~~

~~Students who do not obtain an average of 3.0 overall in the first year of study may be required to withdraw from the graduate program.~~

The minimum period of residence is two consecutive four-month terms of full-time attendance at the University of Alberta.

Length of Program

The time required to complete the MSc will vary

institutions. Details are found at
www.gradstudies.ualberta.ca

Graduate Program Requirements

The Degree of MSc (Electrical and Computer Engineering) [Graduate]

Program Requirements

The Master of Science program is a thesis-based program.

Students are required to complete a minimum of ★15.5 in coursework and a thesis.

Coursework

- Five ★3 graduate-level courses which must be recommended by the thesis supervisor and approved by the Associate Chair - Graduate Program
- ENGG 600 (★0.5)- Engineering Ethics and Integrity
- Additional coursework may be required

Thesis

- Registration in 900-level THES

Ethics Requirement

Engineering students meet their ethics requirement through ENGG 600 and the Graduate Ethics Training (GET) course offered by FGSR.

Professional Development Requirement

Engineering students must meet their Professional Development requirement through the completion of two courses, registration for which is through eClass. Contact the Department for further information.

Academic Standing Requirement

Students are required to maintain a minimum cumulative grade point average of 3.0 throughout the course of the program.

Failure to maintain the required cumulative GPA will normally result in a recommendation by the Associate Chair – Graduate Program to FGSR that the student be placed on academic probation or required to withdraw.

Residence Requirement

The minimum period of residence is two consecutive four-month terms of full-time attendance at the University of Alberta.

Length of Program

according to the previous training of the applicant and the nature of the research undertaken; however, a typical time of two years is normally required.

The Degree of MEng (Electrical and Computer Engineering) [Graduate]

Program Requirements

The Master of Engineering program consists of one of two options:

Option 1: ★24 at the graduate level plus a project which is equivalent to ★6.

Option 2: ★27 at the graduate level plus a project which is the equivalent to ★3.

ENGG 600 is required.

The minimum period of residence is one four-month term

The time required to complete the MSc will vary according to the previous training of the applicant and the nature of the research undertaken; however, a typical time of two years is normally required.

The maximum time to complete the thesis-based MSc program as set by the Faculty of Graduate Studies and Research is four years.

The Degree of MEng (Electrical and Computer Engineering) [Graduate]

Program Requirements

The Master of Engineering program is a course-based program.

Students are required to complete a minimum of ★27.5 in coursework including a ★3 project.

Coursework

- Eight ★3 graduate-level courses which must be approved by the Associate Chair - Graduate Program
- ENGG 600 (★0.5)- Engineering Ethics and Integrity
- Additional coursework may be required.

Capstone Project

- ECE 910 (★3) – Directed Research Project.

Ethics Requirement

Engineering students meet their ethics requirement through ENGG 600 and the FGSR Graduate Ethics Training (GET) course.

Professional Development Requirement

Engineering students must meet their Professional Development requirement through the completion of two courses, registration for which is through eClass. Contact the Department for further information.

Academic Standing Requirement

Students are required to maintain a minimum cumulative grade point average of 3.0 throughout the course of the program.

Failure to maintain the required cumulative GPA will normally result in a recommendation by the Associate Chair – Graduate Program to FGSR that the student be placed on academic probation or required to withdraw.

Residence Requirement

of full-time attendance at the University of Alberta.

Length of Program

The time required to complete the MEng is typically one and a half years to two years. ~~The maximum time permitted for the completion of the program is four years from the date of the first registration.~~

The Degree of PhD (Electrical and Computer Engineering) [Graduate]

Program Requirements

For the PhD program, course requirements depend upon individual circumstances and must be approved by the ~~Department~~. Emphasis is on research leading to a thesis of high calibre. The student's supervisory committee will recommend courses to be taken by the student to make up for course deficiencies and to support thesis research.

~~Completion of ENGG 600 is also required.~~

The minimum period of residence is one four-month term of full-time attendance at the University of Alberta.

Length of Program

The time required to complete the MEng is typically one and a half years to two years.

The maximum time to complete the course-based MEng program as set by the Faculty of Graduate Studies and Research is six years.

The MBA/MEng Joint Program (Electrical and Computer Engineering) [Graduate]

The Faculty of Business and the Faculty of Engineering offer a program of joint study which enables students to earn both the MBA and MEng degrees after two calendar years of full-time study. Only students with an undergraduate degree in engineering are admissible to this program.

For application information, entrance requirements and other details, refer to the [MBA/MEng Combined Program \(Business\)\[Graduate\]](#) of the University Calendar.

The Degree of PhD (Electrical and Computer Engineering) [Graduate]

Program Requirements

Students are required to complete a minimum of ★18.5 in coursework and a thesis.

Coursework

- Six ★3 graduate-level courses
 - Course requirements depend upon individual circumstances and must be approved by the Associate Chair – Graduate Program.
 - Emphasis is on research leading to a thesis of high calibre.
 - The student's supervisory committee will recommend courses to be taken by the student to make up for course deficiencies and to support thesis research.
- ENGG 600 (★0.5)- Engineering Ethics and Integrity
- Additional coursework may be required

Thesis

- Registration in 900-level THES

Students in the doctoral program are expected to maintain a ~~course~~ average of 3.3 or higher before proceeding to their candidacy examinations.

Students whose average is above 3.0 but below 3.3 may be recommended for ~~transfer~~ into the MSc program.

The minimum period of residence is two academic years of full-time attendance at the University of Alberta.

Length of Program

The time required to complete the program will vary with the individual candidate; however, four to five years is typical. ~~The maximum time permitted for the completion of the program is six years from the date of first registration.~~

Graduate Courses

Graduate courses can be found in Course Listings, under the subject heading:

Electrical and Computer Engineering (ECE).

Ethics Requirement

Engineering students meet their ethics requirement through ENGG 600 and the FGSR Graduate Ethics Training (GET) course.

Professional Development Requirement

Engineering students must meet their Professional Development requirement through the completion of two courses, registration for which is through eClass. Contact the Department for further information.

Candidacy Exam

PhD students must undergo a Candidacy exam. The Candidacy exam must be held within two years from the initial registration in the program.

All course requirements must be completed before the exam takes place.

Academic Standing Requirement

Students in the doctoral program are expected to maintain a cumulative grade point average of 3.3 or higher before proceeding to their candidacy examinations.

Failure to maintain the required cumulative GPA will normally result in a recommendation by the Associate Chair – Graduate Program to FGSR that the student be placed on academic probation or required to withdraw.

Students whose average is above 3.0 but below 3.3 may be recommended for change of program category into the MSc program.

Residence Requirement

The minimum period of residence is two academic years of full-time attendance at the University of Alberta.

Length of Program

The time required to complete the program will vary with the individual candidate; however, four to five years is typical.

The maximum time to complete the PhD program as set by the Faculty of Graduate Studies and Research is six years.

Graduate Courses

Graduate courses can be found in Course Listings, under the subject heading:

Electrical and Computer Engineering (ECE).

Justification:

To bring the ECE graduate calendar in line with the FGSR calendar checklist for calendar compliance.

- Ensuring all entrance requirements are in the calendar, including required documentation
- Adding application deadlines
- Clarification of Academic Standing requirement within the MSc, MEng and PhD programs
- Clarification of program requirements

All changes reflect current practice and information was migrated from the Department of Electrical and Computer Engineering Graduate Student Handbook and the department website.

Approved by: ECC October 3 2018

**Governance Executive Summary
Action Item**

Agenda Title: **Proposal from the Faculty of Graduate Studies and Research for a New Combined Master of Business Administration/Master of Science in Physical Therapy Program, the Faculty of Business and the Faculty of Rehabilitation Medicine**

Motion: THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, a new combined Master of Business Administration/Master of Science in Physical Therapy program (MBA/MScPT), as submitted by the Faculty of Graduate Studies and Research, the Faculty of Rehabilitation Medicine, and the Faculty of Business, and as set forth in Attachment 1, to take effect for September 1, 2019.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research Joseph Doucet, Dean, Faculty of Business Robert Haennel, Faculty of Rehabilitation Medicine
Presenter(s)	Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research Chris Lynch, Senior Director, Recruitment, Admissions, Marketing, Alberta School of Business Mark Hall, Associate Chair, Physical Therapy, Faculty of Rehabilitation Medicine

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to approve the proposed new combined degree of MBA/MScPT (Physical Therapy).
Executive Summary <i>(outline the specific item– and remember your audience)</i>	<p>The combined MBA/MScPT will permit exceptional candidates to obtain both an MBA and MScPT in three and a half years. Students in the MScPT Program will apply for the combined MBA/MScPT Program in the winter of their second year. The first two years are taken entirely within the MScPT Program. The third year is entirely within the MBA Program. The final half year is then completed entirely in the MScPT Program.</p> <p>The start of the new combined program will be September 1, 2019.</p> <p>Students will be subject to the academic regulations of each existing program, which have already been approved. Students have already been admitted to the MScPT.</p> <p>Students will provide a Statement of Intent, and will be interviewed by both the Alberta School of Business and the Department of Physical Therapy. The MBA requirements for the Graduate Management Admissions test (GMAT) and professional work experience will be waived.</p>
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Toolkit section Student Participation Protocol></p>	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Michael Maier, Associate Dean, Masters Programs, Faculty of Business • Mark Hall, Associate Chair, Physical Therapy, Faculty of Rehabilitation Medicine • Janice Hurlburt, Graduate Governance and Policy Coordinator, FGSR <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • Tammy Hopper, Vice-Provost (Programs) • Andrea Patrick, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) <p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> •
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Department of Physical Therapy Council – Approved June 4, 2018 Faculty of Rehabilitation Medicine Council - Approved October 1, 2018 Business Council – Approved September 24, 2018 FGSR Council – Approved October 17, 2018 GFC ASC-SOS (for discussion) -- November 1, 2018 GFC ASC (for admission requirements) -- December 13, 2018 GFC APC – December 12, 2018</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Institutional Strategic Plan - For the Public Good EXCEL GOAL: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service. OBJECTIVE 11: Advance the University of Alberta's reputation for research excellence by pursuing fundamental and original questions and ideas, pushing the frontiers of knowledge, inspiring creative experimentation, driving innovation, and advancing society. OBJECTIVE 14: Inspire, model, and support excellence in teaching and learning. i) Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels. ENGAGE GOAL: Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations. OBJECTIVE 17: Facilitate, build, and support interdisciplinary, crossfaculty, and cross-unit engagement and collaboration. i) Identify and remove systemic barriers to interdisciplinary, and where necessary, expand or create policies, resources, infrastructure, and strategies to encourage and reward academic and administrative partnerships and collaborations.</p>
<p>Alignment with Institutional Risk Indicator</p>	<p>Student Success</p>
<p>Legislative Compliance and</p>	<p>Post-Secondary Learning Act (PSLA)</p>

jurisdiction	UAPPOL Admissions Policy GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference
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Attachments (each to be numbered 1 - <>)

1. MBA/MScPT Combined Proposal (pages 1 - 11)

Prepared by: Janice Hurlburt, Graduate Governance and Policy Coordinator, jhurlbur@ualberta.ca

University of Alberta Internal Program Approval Template

This template is used for the vetting and approval of proposals to create or modify programs when such proposals do not require approval by the Minister of Innovation and Advanced Education. Proposals using this template should be accompanied by appropriate supporting documentation including draft calendar changes, letters of support, etc.

Proposals requiring Ministerial approval should be presented on the appropriate government template. Faculties and Departments pursuing program proposals are encouraged to consult with the Portfolio Initiatives Manager in the Office of the Provost and Vice-President (Academic) (apatrick@ualberta.ca) on the appropriate template and process. Graduate proposers should also consult with the Dean of Graduate Studies (fgsrgov@ualberta.ca).

This Template is used for the following:

- Graduate specialization title changes (e.g. History to Historical Studies).
- Creation of a new graduate specialization (e.g. MSc in the Department of Swedish Fisheries to MSc in the Department of Swedish Fisheries with Specialization in Trout Fishing) – requires the enrolment appendix.
- Combined Degree Proposal
- Suspension/Termination of a graduate specialization.
- The addition of an Honours/Specialization stream to an existing undergraduate program.

Basic Information

1. Title of the Program: Combined MBA/MScPT (Master of Business Administration/ Master of Science in Physical Therapy)
2. Proposed effective date: Fall 2019
3. Length of the program (years): minimum 3.5 years
4. Faculty and Academic Unit: Alberta School of Business and Faculty of Rehabilitation Medicine, Department of Physical Therapy
5. Collaborating partners at other institutions (if any): Not applicable
6. Contact person, with telephone number and e-mail address:
 - a. Associate Chair, Physical Therapy– Mark Hall PhD – Mark.Hall@ualberta.ca
 - b. Associate Dean, Masters Programs, School of Business, Michael Maier PhD – msmaier@ualberta.ca
7. Statement indicating completion of departmental and/or Faculty approval processes.
 - a. Department of Physical Therapy – approved 4 June 2018
 - b. Faculty of Rehabilitation Medicine (FRM) – approved October 1, 2018
 - c. Business Council - approved September 24, 2018
 - d. FGSR Council - pending October 17, 2018
8. Attach proposed Calendar program and/or course changes.

See Appendices for the program requirements and the Calendar entries. There are no new courses being created for the combined MBA/MScPT Program

9. Attach letter of support from the Dean of the Faculty (for graduate specialization proposals).

Program Impact and Rationale

10. What is the rationale for the program proposal?

Approximately 60% of physical therapists in Canada and roughly 80% of recent University of Alberta (UofA) MScPT graduates work in private practice - some of whom will go on to own/run their own clinic. Physical therapists working in the public sector may go on to run programs or seek leadership positions within the public health sector. Many Physical Therapy programs (UofA included) cover some business and employment principles; however, starting and running a business may not be considered an entry-level skill and thus this aspect receives little attention in an entry-level curriculum.

Although the MScPT Program includes a one-credit Business elective for interested students in which they must develop a business plan for a new clinic, Exit and New Graduate surveys suggest MScPT graduates would benefit from additional education related to business, management and leadership. Additionally, the number of physical therapists working in non-clinical roles (which include management, consultation and academia) is approximately 6% nationally (CIHI 2017). An MBA will provide a solid business and leadership foundation that will prepare MScPT graduates to own and operate a private clinic, and enable them to more easily pursue leadership positions within the public healthcare sector.

The combined MBA/MScPT will permit exceptional candidates to obtain both an MBA and MScPT in three and a half years. The combined MBA / MScPT program targets a select group of physical therapy students who recognize the value of combining physical therapy studies with management skills and expertise. For the combined MBA/MScPT, the first two years are taken entirely within the MScPT program. The third year is entirely within the MBA program. The final half year is then completed entirely in the MScPT Program. The physical therapy portion of the program consists of the normal requirements of the MScPT program. The Business portion of the program consists of ★42. Upon the successful completion of the three and a half year program, (i.e., successful completion of the MScPT and the MBA degrees), candidates will receive both the MScPT and the MBA degrees. The MBA degree will not be conferred prior to the completion of the MScPT degree.

Students will be subject to the academic regulations of each existing program, which have already been approved.

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

We will cap enrollment at a maximum of 5 students each year but expect 2-3 students to enrol each year. Students in the combined program will be included in the regular MScPT cohort – there will not be additional spots held/created for combined students. There is capacity for up to 5 students within a cohort of 60 students in the 1 year MBA program. There will be no impact on other units.

Students in the MScPT Program will apply for the combined MBA/MScPT Program in the winter of their second year. This will give the Department 18 months on which to base their performance in the MScPT Program. Students will be admitted to the combined degree for the Fall of their third year.

12. 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.

No. To our knowledge this will be the first combined MBA/PT program in the country. We hope that this will be a draw for exceptional students from outside Alberta looking for both business and physical therapy education and will increase our pool of qualified applicants for the MScPT Program.

13. Are there any resource implications (budget, information technology (IT), library (Library Impact Statement), laboratory, space, student services, administrative services (eg, FGSR, Registrar's Office, or IST), as applicable) for the proposed change? If so, please provide detail and evidence of consultation with affected unit(s) and/or appropriate University officers/committees.

There are no resource implications of this program because both programs already exist and are resourced.

Appendices related to Question 8 – Internal Program Proposal Template MBA/MScPT Combined Degree

The combined MBA/MScPT will permit exceptional candidates to obtain both an MBA and an MScPT in three and a half years. The combined MBA / MScPT Program targets a select group of physical therapy students who recognize the value of combining physical therapy studies with management skills and expertise. The combined degree program is designed for students aspiring to a management role, or for future physical therapy entrepreneurs. For the combined MBA/MScPT, the first two years are taken entirely within the MScPT Program. The third year is entirely within the MBA Program. The final half year is then completed entirely in the MScPT Program. The physical therapy portion of the program consists of the normal requirements of the MScPT Program. The Business portion of the program consists of ★42.

Requirements for acceptance into program

- Students have already been admitted to the MScPT.
- During the winter of second year, students will apply to the Faculty of Graduate Studies and Research for the combined MBA/MScPT Program.
- Students will provide a Statement of Intent, and will be interviewed by both the Alberta School of Business and the Department of Physical Therapy.
- The MBA requirements for the Graduate Management Admissions test (GMAT) and professional work experience will be waived.

Flow of Program

All students will begin in the MScPT Program. Students will complete 18 months of MScPT course work and will apply to the combined MBA/MScPT Program in the winter of their second year. This will provide sufficient time on which to judge their performance in the MScPT Program and determine their suitability for an equally intensive MBA Program. Up to five student will be accepted into the combined program each year.

Year 1	MScPT Blocks 1, 2 & 3
Year 2	MScPT Blocks 4, 5 & 6 (including PTher 900 capping exercise)
Year 3	MBA
Year 4	MScPT Block 7 (Final clinical placements and PTher 901 capping exercise)

Table 1. Outline of Flow of Combined Degree

Residency

Students may apply from any of the three MScPT campuses (Edmonton, Augustana or Calgary), however, the MBA must be completed in-person in Edmonton.

Course Work

Students will complete all academic and clinical requirements of the MScPT Program. Students will complete *42 of coursework in the MBA Program, reduced from *60.

Appendices related to Question 8 – Internal Program Proposal Template MBA/MScPT Combined Degree

Detailed Flow of Program

	MScPT
Year 1 Fall	Block 1 PTHER 516 Anatomy (August) PTHER 500 Movement Analysis PTHER 504 Clinical Therapeutic Exercise PTHER 524 - Professional Issues I PTHER 528 Foundations of Physical Therapy PTHER 517A - Clinical Placement I PTHER 577 - Foundations of Primary Care
Winter	Block 2 PTHER 538 - Musculoskeletal I PTHER 544 - Cardiorespiratory PTHER 555 - Therapeutic Physical Agents PTHER 572 - Basic Concepts in Evidence-Based Practice PTHER 517B - Clinical Placement I REHAB 501 – Introduction to Interprofessional Practice REHAB 502 – Interprofessional Practice with Indigenous Peoples
Spring/Summer	Block 3 PTHER 518 - Clinical Placement II PTHER 525 - Professional Issues II PTHER 573 - Applied Concepts in Evidence-Based Practice PTHER 566 – Introduction to Neuroanatomy PTHER 554 – Elective REHAB 503 – Interprofessional Practice Elective
Year 2 Fall	Block 4 PTHER 526 - Professional Issues III PTHER 546 - Adult Neurology PTHER 563 - Gross Motor Development and Pediatric Physical Therapy PTHER 565 - Aging and Physical Therapy PTHER 567 - Neuroscience for Rehabilitation
Winter	Block 5 PTHER 520 - Clinical Placement III PTHER 548 - Physical Therapy and Chronic Disease Management PTHER 549 - Musculoskeletal II PTHER 574 - Advanced Concepts in Evidence-Based Practice Application to MBA/MScPT Combined Program
Spring/Summer	Block 6 PTHER 521 Placement IV PTHER 527 - Professional Issues IV PTHER 578 - Advanced Clinical Topics PTHER 900 - Evidence Based Practice Capping Assessment PTHER 554 – Elective

Appendices related to Question 8 – Internal Program Proposal Template MBA/MScPT Combined Degree

	Business MBA
Year 3 Fall	BUS 501 (Orientation) 1. ACCTG 501 – Introduction to Financial Reporting and Analysis 2. BUEC 503 – Economic Foundations 3. BUS 505 – Ethics & Corporate Social Responsibility 4. MGTSC 501 – Data Analysis and Decision Making 5. SMO 500 – Managing People 6. SMO 652 – Leadership Skills
Winter	7. ACCTG 523 – Accounting Information and Internal Decision Making 8. SMO 641 – Business Strategy 9. FIN 501 – Managerial Finance 10. MARK 502 – Principles of Marketing Management 11. One 3-credit MBA core elective from: <ul style="list-style-type: none"> • OM 502 – Operations Management • SMO 502 – Organization Strategy-Managing Organizations • BUEC 542 – International Business
Spring Summer	Three 3★ MBA or School of Public Health electives.
	MScPT
Year 4 Fall	PTHER 522 Clinical Placement V PTHER 523 Clinical Placement VI PTHER 901 - Evidence Based Practice Clinical Capping Assessment

8205 - 114 St NW
3-48 Corbett Hall
Edmonton, Alberta, Canada T6G 2G4
Tel: 780.492.2903
Fax: 780.492.1626
rehabilitation.ualberta.ca

July 11, 2018


Dr. Deborah Burshtyn
Acting Dean, FGSR
Killam Centre for Advanced Studies
2-29 Triffo Hall
University of Alberta
Edmonton, AB T6G 2E1

Dear Dr. Burshtyn: 

Many physical therapists work in private practice and go on to run their own clinics and businesses. Few of them have business training and many learn as they go. Some undertake additional education, such as an MBA or other business credential, that provides them with the foundation to succeed as a business owner or entrepreneur. Additionally, there are few visible physical therapists in leadership and management positions within the public healthcare sector (Alberta Health Services, Covenant Health etc), positions that often require further evidence of leadership and management skills.

The combined MBA/MScPT degree program would offer exceptional MScPT students the opportunity to obtain both the MScPT and MBA degrees in a 3.5 year time frame. I believe that this combined degree will offer those students who are interested in management and business a broad base of knowledge and skills to excel in, and be competitive for, leadership positions in the public healthcare sector, or to run their own businesses. The Faculty of Rehabilitation Medicine is in full support of this combined program.

Sincerely



Robert G. Haennel, PhD., FACSM
Dean



Physiotherapy Alberta
College + Association

August 17, 2018

By Electronic and Regular Mail

Faculty of Rehabilitation Medicine
University of Alberta
8205 114 Street
3-48 Corbett Hall
Edmonton, AB
Canada T6G 2G4

RE: Combined MScPT/MBA Degree

Dear Dr. Bob Haennel,

I am writing on behalf of Physiotherapy Alberta- College + Association to express our support for the proposed combined MScPT/MBA degree program at the University of Alberta.

Physiotherapy Alberta is a regulatory college and professional association representing over 2800 physiotherapists practicing in the province. Our mission is to promote excellence in practice, education and research to improve the health of Albertan's. This proposed degree is congruent with the goals of Physiotherapy Alberta.

Physiotherapy Alberta supports this proposed program as we recognize value to our profession as well as Albertans receiving physiotherapy care. Physiotherapists receive minimal leadership and business management training, yet it is clear many have an interest in roles that require this expertise. Greater than 50% of the physiotherapists in Alberta are employed in private practice business settings and many of these clinicians own or have a desire to own a business at some point in their career. It is also estimated that 20% of our members consider themselves self-employed providing consulting services or operating an independent business as a secondary source of employment. There are approximately 165 Alberta physiotherapists working in administrative/leadership positions. Physiotherapy Alberta acknowledges there are very few physiotherapists in high-level leadership roles in health care organizations in Alberta despite the fact, that physiotherapists bring a different perspective to health and health leadership.

Offering a combined program will allow physiotherapists with an interest in leadership and business to receive high quality education while preparing them to succeed in these career paths. Physiotherapy Alberta believes that supporting interested physiotherapists in leadership and non-traditional roles will improve the quality, accessibility, efficiency and effectiveness of health care in Alberta.

Warm Regards,

X 

Jody Prohar
Registrar/Executive Director
Signed by: Haylee O'Reilly

Killam Centre for Advanced Studies
 2-29 Triffo Hall Edmonton AB Canada T6G 2E1
 Tel: 780.492.2816 / Fax: 780.492.0692
 www.gradstudies.ualberta.ca

2019-2020 University of Alberta Proposed Calendar Graduate Program Changes: new combined MBA/MSc in Physical Therapy

Current	Proposed
<p>Graduate Programs</p> <p>[NEW]</p>	<p>Graduate Programs</p> <p>Business [Graduate]</p> <p>Graduate Program Requirements</p> <p>The MBA/MScPT Combined Program (Physical Therapy) [Graduate]</p> <p>The Department of Physical Therapy and the Faculty of Business offer a program of combined study which permits highly qualified students to earn both the MSc in Physical Therapy and the MBA degrees after three and a half years of full-time study.</p> <p>Each student must first be admitted to the MScPT, Department of Physical Therapy. After completing the first 18 months of the MScPT, students are eligible to apply to the combined MBA/MScPT program.</p> <p>Entrance Requirements</p> <p>Admission to the MBA will be determined with particular attention given to the student's past academic achievement and the student's maturity, interest and a rationale of how such a combined program will enhance their career and professional skills.</p> <p>The student must provide a letter of intent. The following entrance requirements for the MBA are waived: submission of a GMAT score and a minimum of two years' work experience. The student will be interviewed by both the Faculty of Business and the Department of Physical Therapy.</p> <p>Program Requirements</p> <p>The first two years are taken entirely within the MScPT program. The third year is entirely within the MBA program. The fourth year (final year) is then completed entirely in the MScPT program. The physical therapy</p>

portion of the program consists of the normal requirements of the MScPT program (see Physical Therapy [Graduate]).

The Business portion of the program consists of ★42.

Required Business courses (*30):

- BUS 501
- ACCTG 501
- BUEC 503
- BUS 505
- MGTC 501
- SMO 500
- SMO 652
- ACCTG 523
- SMO 641
- FIN 501
- MARK 502

Electives (*12):

- one (*3) MBA core elective from:
 - OM 502
 - SMO 502
 - BUEC 542
- three (*3) courses (*9 total) of MBA or School of Public Health elective.

Prior to completing clinical placements in the final year of study, students must successfully complete a safety screen - objective structured clinical exam (OSCE).

Upon the successful completion of the three and a half year program, candidates will receive both the MScPT and the MBA degrees. The MBA degree will not be conferred prior to the completion of the MScPT degree.

Inquiries regarding the combined MBA/MScPT Combined Degrees program may be directed to the Associate Chair in the Department of Physical Therapy, or the Masters Programs Office in the Faculty of Business.

Academic Standing

A student is subject to the academic standing regulations for the program in which they are registered. For the MScPT refer to [Physical Therapy \[Graduate\]](#) and for the MBA refer to FGSR's [Academic Standing](#) section of the Calendar. Routes of appeal for grades and for academic standing are those of the teaching Faculty.

If a student withdraws from the MBA program or is required to withdraw because of unsatisfactory academic standing in the MBA program, but wishes to remain in the MScPT degree program, the student may be permitted to continue provided the student retains good academic standing in that program.

	<p>Length of Program Students enrolled in the combined program on a full-time basis can complete the program in three and a half calendar years. The duration of the total program must not exceed six consecutive calendar years.</p>
<p>[NEW]</p>	<p>Physical Therapy [Graduate]</p> <p>Graduate Program Requirements</p> <p>The Department of Physical Therapy and the Faculty of Business offer a program of combined study which permits highly qualified students to earn both the MSc in Physical Therapy and the MBA degrees after three and a half years of fulltime study. Each student must first be admitted to the MScPT, Department of Physical Therapy. After completing the first 18 months of the MScPT, students are eligible to apply to the combined MBA/MScPT program.</p> <p>Refer to <u>The MBA/MScPT Combined Program</u> under Business for program details.</p>
<p>Justification: Approximately 60% of physical therapists in Canada and roughly 80% of recent University of Alberta (UofA) MScPT graduates work in private practice - some of whom will go on to own/run their own clinic. Physical therapists working in the public sector may go on to run programs or seek leadership positions within the public health sector. Many Physical Therapy programs (UofA included) cover some business and employment principles; however, starting and running a business may not be considered an entry-level skill and thus this aspect receives little attention in an entry-level curriculum.</p> <p>Although the MScPT Program includes a one-credit Business elective for interested students in which they must develop a business plan for a new clinic, Exit and New Graduate surveys suggest MScPT graduates would benefit from additional education related to business, management and leadership. Additionally, the number of physical therapists working in non-clinical roles (which include management, consultation and academia) is approximately 6% nationally (CIHI 2017). An MBA will provide a solid business and leadership foundation that will prepare MScPT graduates to own and operate a private clinic, and enable them to more easily pursue leadership positions within the public healthcare sector. The combined MBA/MScPT will permit exceptional candidates to obtain both an MBA and MScPT in three and a half years.</p> <p>Department of Physical Therapy Council – Approved June 4, 2018 Faculty of Rehabilitation Medicine Council - Approved October 1, 2018 Business Council – Approved September 24, 2018</p>	

**Governance Executive Summary
Action Item**

Agenda Title	Proposal for substantive revisions to the Master of Library and Information Studies (MLIS) course-based program in the School of Library and Information Studies (SLIS), Faculty of Graduate Studies & Research
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Motion

<p>THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed revisions to the Master of Library and Information Studies (MLIS) course-based program in the School of Library and Information Studies, as proposed by the Faculty of Graduate Studies & Research, and as set forth in Attachment 1, to be effective for admissions to July 1, 2019 (to be published in the 2020-2021 Calendar).</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Debby Burshtyn, Interim Dean, Faculty of Graduate Studies and Research Jennifer Tupper, Dean of Education
Presenter(s)	Toni Samek, Chair, Faculty of Education - School of Library and Information Studies Ali Shiri, Associate Chair & Graduate Coordinator, School of Library and Information Studies

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee because the School of Library and Information Studies proposes to reduce the course-load for the course-based MLIS program by *9 in elective courses, reducing the total course-load from *48 to *39. There will also be a non-credit capping exercise.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The longstanding 48 credit requirement in the MLIS course-based program is no longer in the best interests of MLIS students given developments in higher education and the global academic enterprise. The reduction of required elective courses will allow students to benefit from a wider range of professional development activities and experiential learning opportunities which will deepen the professional graduate education experience.</p> <p>An email (Nov 14/18) received from the Director of American Library Association, Office of Accreditation, confirmed that 39-credits is a usual norm for ALA-accredited programs, therefore, this reduction will not affect our accreditation status.</p> <p>The Faculty of Graduate Studies and Research requires a minimum of 24 credits for a course-based Master's program.</p> <p>In the USA, the average credit for an MLIS degree is 36-credits. We hope to be the first in Canada to adjust to a lower credit norm in our field</p>

Item No. 9

	<p>based on the rationale provided in this proposal.</p> <p>Current students will be given the choice of whether to complete their MLIS early, with the new change of reduced electives, or continue their program with the existing credits. SLIS will make effective use of online and on-campus forums and the department website to inform current/prospective students of this change. We will work closely with students wanting the reduced electives and guide them through the process. Then we will continue with our faculty advisors who will actively help students work through these changes and help them select appropriate courses to achieve their goals.</p>
Supplementary Notes and context	<p>Once approved by the Academic Planning Committee, the proposed load change will be submitted to government for final approval. Implementation will take place after this.</p>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Ali Shiri, Associate Chair & Graduate Coordinator, School of Library and Information Studies • Toni Samek, Chair, Faculty of Education - School of Library and Information Studies • Grace Jamieson, Graduate Program Administrator, School of Library and Information Studies <hr/> <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • Faculty of Graduate Studies and Research • University Governance • Office of the Provost and Vice-President (Academic) • Director of American Library, Association, Office of Accreditation • School of Library and Information Studies Council membership includes the Dean of the Faculty of Education, or designate; two master's level SLIS student representatives from the Library and Information Studies Student Association (LISSA) • All current MLIS students were surveyed (see appendix) <hr/> <p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> •
Approval Route (Governance) (including meeting dates)	<p>School of Library and Information Studies Academic Council - August 29, 2018 School of Library and Information Studies Council - October 12, 2018</p> <p>FGSR Council delegated to the Dean of the teaching Faculty the authority for making the final decision for approval of changes to the graduate program requirements, so long as those changes do not result in a program requirement falling below the minimum University standards</p> <p>GFC Academic Planning Committee – December 12, 2018</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act GFC Academic Planning Committee terms of reference	

Attachments (each to be numbered 1 – 22)

1. Load Change Template for MLIS course-based program, support documents and Calendar Change Request

Prepared by: Janice Hurlburt, Graduate Governance and Policy Coordinator, FGSR, jhurlbur@ualberta.ca

Proposal Template: Load Change

This template is for the presentation of proposals for changes in specialization load characteristics, including Program Length, Terms, Instructional Credits/Hours and Practicum Credits/Hours.

For degree programs, substantive changes to curriculum resulting in load changes may require referral to the Campus Alberta Quality Council.

Basic Information

Institution	University of Alberta
Program/specialization title	Master’s of Library & Information Studies (MLIS)- Course Based Program
Credential awarded	Graduate Degree
Proposed Implementation Date	July 1, 2019

- Specify the change(s) to load characteristics being proposed. In cases where load changes reflect changes to existing curriculum, please attach revised course lists including calendar-level information (course titles, descriptions, weights).

The School of Library Information Studies proposes to reduce the number of required credits of the MLIS coursed-based program from the required 48 credits and a non-credit capping exercise to a required 39 credits and a non-credit capping exercise. This change will require students to take 13 3-credit courses rather than 16 3-credit courses. The 9 credit reduction will only apply to elective courses.

Note: This change only applies to the course-based MLIS program and not to the combined MA/MLIS and MBA/MLIS programs.

- Describe the institution’s approval process for the proposed change(s).

The proposal for the reduction of required credits from 48 to 39 in the MLIS course-based program was approved by the School of Library and Information Studies Academic Council on August 29, 2018 (Appendix A) and was also approved by the School Council on October 12, 2018 (Appendix B).

- Provide a rationale for the proposed change(s). (Factors may include, but need not be limited to changes in the relevant body of knowledge and/or technology, changes in regulatory and/or professional standards, feedback from students or employers, or alignment with similar/related programs at other institutions.)

Rationale: The longstanding 48 credit requirement in the MLIS course-based program is no longer in the best interests of MLIS students given developments in higher education and the global academic enterprise (e.g., institutional, pedagogical, economic, cultural, political, and so on). In order

to sustain the time-honoured rigour and quality in our MLIS program, evidenced in part by continuous accreditation status, and the concomitant educational experiences of our students, a reduction of required credits from 48 to 39 is recognized as favourable. Conditions that support this favorability include but are not limited to:

- Our MLIS program is assessed, sustained and valued by measures of rigour and quality.
- Professional graduate education is deepened by experiential learning and professional development activities. SLIS believes that the reduction of required credits will allow students to benefit from a wider range of professional development activities and experiential learning opportunities.
- The Faculty of Graduate Studies and Research requires a minimum of 24 credits for a graduate program. Numerous graduate professional programs in the Faculty of Education and more broadly at the University of Alberta require lower to significantly lower than 48 credit.
- Other American Library Association (ALA) accredited masters' programs offer less than 48 credits (and some have reduced their required credits) and maintained their accreditation status without issue.
- Four years ago we did a comparative chart looking at MLIS (ALA accredited) programs across Canada and USA. In the USA, the average credit for an MLIS degree is 36-credits. We hope to be the first in Canada to adjust to a lower credit norm in our field based on the rationale provided in this proposal. (Appendix C,D,E)
- The MLIS program currently allows students to take up to three 3-credit courses outside the program in order to diversify and enhance their knowledge base and professional development.

Student feedback: A survey was conducted on Sept 24/18 to collect feedback from MLIS students registered in both online and on-campus teaching offerings. More than 84% of the surveyed students (190 students) support the credit reduction change to the MLIS program. (Appendix F,G,H)

4. Describe anticipated impacts on students, and plans to ameliorate any such impacts.

This impact will affect current students. This change will allow active students the choice of whether to complete their MLIS early, with the new change of reduced electives, or continue their program with the existing credits. Students typically take the required courses first. Normally, they complete 3 required courses along with a required technology course in the first term. They are also advised and normally take the remaining two required courses and another required technology course in the second term. Therefore, the order in which students take courses will not be impacted by the proposed credit reduction change. We will work closely with individual students that want the reduced electives and guide them through the process. Then we will continue with our faculty advisors who will actively help students work through these changes and help them select appropriate courses to achieve their goals.

SLIS will make effective use of online and on-campus forums and the department website to inform current/prospective students of this change.

5. Where appropriate, provide evidence of consultation with external stakeholders (e.g. employers, professional/ regulatory organizations) and describe any anticipated impacts on those stakeholders.

The School of Library and Information Studies School Council met on October 12, 2018. The Council discussed and unanimously approved the credit reduction change to the MLIS program.

SLIS School Council consists of Library and Information Studies academic staff and representatives of other stakeholder groups with voting privileges as follows:

- The President of the University, or designate;
- The Dean of the Faculty of Education, or designate;

- The Chair of SLIS, who shall be Chair of SLIS School Council; and
- All continuing full-time members of SLIS academic staff drawn from Academic Council.
- At the University of Alberta academic staff is interpreted to mean all continuing academic staff
- The Chief Librarian of the University, or designate;
- The Chief Executive Officer of the Edmonton Public Library (EPL), or designate;
- The Provincial Archivist of the Provincial Archives of Alberta or President of ARMA, Edmonton Chapter (rotating vote);
- The Director, Public Library Services, Library Services Branch, Municipal Affairs; and
- One representative for all SLIS Sessional Instructors and SLIS Adjunct Faculty (includes only teaching sessional instructors and teaching adjunct faculty for current academic year).
- One SLIS Alumnus/Alumna from the Library and Information Studies Alumni Association (LISAA) (President or designate);
- Two master's level SLIS student representatives from the Library and Information Studies Student Association (LISSA) (normally the President & Vice-president, or otherwise nominated); and
- One SLIS doctoral student representative (subject to PhD enrolment at SLIS).
- Digital Humanities Program of the Faculty of Arts (Appointed by the Dean);
- Faculty of Education (Appointed by the Dean)
- MBA Program, Alberta School of Business (Associate Dean, MBA)

We have representatives from the School of Library and Information Studies Student Association on the School Council, and they had an opportunity to provide input on the reduction of the number of credits in the program. In addition, a student survey was conducted in September 2018 to gather feedback from all students registered in the MLIS program.

We received email confirmation (Nov 14/18) from Karen O'Brien, Director of American Library Association, Office of Accreditation, confirming that 39-credits is a usual norm for ALA-accredited programs, therefore, this reduction will not affect our accreditation status. (Appendix I)

List of Institutions (Canada/USA) with ALA-Accredited Program (Appendix J)

6. Discuss any anticipated impacts of the proposed change(s) on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, classroom and lab space).

SLIS does not anticipate any impact on student services, information technology, library, classroom and lab space. It is anticipated that the proposed changes will enhance efficiency and operation of the program and will have a positive impact on staffing. Impact on elective course delivery and sessionals will be that SLIS will save financial and human resources by reducing the number of sessionals teaching elective courses.



ACADEMIC COUNCIL MEETING
School of Library and Information Studies

September 14, 2018, 10:00-12:00 noon, 7-152 Education North

AGENDA

- | | | |
|----|---|--------------------------|
| A. | Approval of Agenda dated September 14, 2018 | |
| B. | Approval of Minutes dated August 29, 2018 | |
| C. | New Business | <u>Presenters</u> |
| | C.1 Administration updates | I. Martyniak |
| | C.2 Exit Survey Reports | T. Samek |
| | C3. SLIS Student Travel Award | A. Worrall |
| | C.4 Maximum Number of MLIS Courses | M. McNally |
| | C5. Prose for 39 Credit Rationale | T. Samek |
| D. | Associate Chair and Graduate Coordinator's Report | A. Shiri |
| E. | Chair's Report | T. Samek |

Next Meeting - October 12, 2018, 7-152 Education North

Academic Council – 10:00-12:00 noon

*School Meeting – 1:30-3:30 pm



MINUTES
Academic Council
School of Library and Information Studies

August 29, 2018, 9:00 am - 4:00 pm, 7-152 Education North

Present: T. Samek (Chair), A. Shiri, A. Worrall, D. Rathi, T. Oliphant, M. McNally, D. Allard, B. Reyes, I. Martyniak.
Guest: G. Jamieson
Transcriber: I. Martyniak

1. *Approval of Agenda dated August 29, 2018*

Motion: It was moved by M. McNally, seconded by A. Worrall, that the Agenda be approved.
CARRIED

2. *Approval of Minutes dated May 4, 2018*

Action item to send minutes dated May 4, 2018 to I. Martyniak

3. *New Business*

3.1 *Admin Update*

I. Martyniak presented a report that summarized administrative staff, facility and upcoming events updates. The report is attached to these minutes.

3.2 *Number of Credits for the MLIS degree*

G. Jamieson presented an overview of the MLIS credits in the program and attended the discussion.

Assumptions:

- The council will reduce the number of MLIS program credits from 48
- G. Jamieson completed extensive research which was provided to the council members
- Provide a rationale to School Council on the reducing the MLIS credits
- T. Samek will vote only if required to break a tie

Discussion:

- A decision is required on the amount of credits due for Calendar changes
- School Council to be approved
- The FGSR requirement for a Master's degree is 24 credits and LIS 600; otherwise it is the decision of the program.
- Select American Schools offer lower credits and still received accreditation. (Canadian Schools are in line with U of A, however the accrediting body does not apply different credit expectations to Canada.)
- The reduction of the credits would be popular with students.
- How would the reduction of credits affect the student's schedule?
- T. Samek has acknowledged that the process of credits reduction will follow. First we will have to make a decision on the number of credits. Then Grace will prepare us for the process.



- Will MLIS be rigorous if we change the credit amount from 48 to 39? If we give them the foundation, they will still do the professional updates for further knowledge, if we plan to give them the foundation they will succeed in the program.
- T. Samek asked Council members to propose the number of credits.
 - G. Jamieson proposed 39 credits
 - M. McNally agreed to propose 39 credits if a discussion item “maximum of number of MLIS courses) can be added to the next Academic Council Meeting on September 14, 2018 (he was initially against any number of credits due to the fact that he first needs to know the maximum number of MLIS courses before he can make a decision);
 - D. Rathi proposed 39 credits and LIS 600
 - T. Oliphant proposed 39 credits and LIS 600
 - A. Shiri proposed 39 credits and LIS 600
 - D. Allard proposed 39 credits and LIS 600 and agrees with M. McNally that she would like to see a decision on maximum number of courses in the program and trusts it will come
 - A. Worrall is flexible on 39 credits, but he will not vote on 36 credits

Action Item: Add to the Academic Council Meeting “Maximum Number of MLIS Courses”

Motion: It was moved by D. Allard, seconded by A. Shiri, that School of Library and Information Studies reduces the number of required credits of the MLIS program from required 48 credits to 39 credits. Move the vote to the School Council for October 12, 2018.

CARRIED

Rational for the credits reduction:

Statement: The change in the environment in higher education.

- The FGSR required minimum Graduate Program credits is 24
- Other ALA accredited programs have reduced with no accreditation issues
- There is no red tape for the change
- The MLIS program actually allows 3 courses outside the program
- Flexibility to support experiential and professional learning
- Evidence of other professional programs in the Faculty and at University of Alberta more broadly having lower credits, including the MBA at 24 credits
- Focuses on rigour and quality not quantity



SCHOOL COUNCIL MEETING
School of Library and Information Studies
October 12, 2018, 1:30-3:30 PM, 7-152 Education North

AGENDA

- A. Approval of Agenda dated October 12, 2018
- B. Approval of Minutes dated October 20, 2017
- C. Round Table Introductions
- D. Chair's Report T. Samek
- E. Associate Chair and Graduate Coordinator's Report A. Shiri
- F. New Business
 - F.1 Motion on MLIS Program Credits
- G. Curriculum Committee Report T. Oliphant
- H. Scholarship, Awards and Bursaries Committee Report A. Worrall
- I. Brief updates from Council Representatives/Liaisons

Coffee and Light Refreshments Served



MINUTES
School Council

SCHOOL OF LIBRARY AND INFORMATION STUDIES

October 12, 2018 1:30 - 3:30 pm, 7-152 Education North

Present: D. Allard, D. Askey, T. Ball, N. Erickson (for J. Rodger), S. Farnel, K. Lar-Son, M. Law, J. Lommer, S. Milmine, P. Martinez, I. Martyniak, K. MacLeod, M. McNally, T. Oliphant, D. Rathi, B. Reyes Ayala, T. Samek, A. Sivak (for K. Koch), A. Shiri, A. Watt, A. Worrall

Regrets: J. Tupper, R. Desmerias, F. Tough, M. Engel

Minutes: C. Mosimann

Call to Order (1330 hrs)

1.0 *Approval of Agenda dated October 12, 2018*

T. Samek requested adding other item to update Term of Reference, so that the "HUCO"/"Humanities Computing" representative reads "DH"/"Digital Humanities" given the recent designation change in the Faculty of Arts. Vote to be held later in meeting.

Motion: It was moved by D. Rathi, seconded by T. Oliphant, that the agenda be approved.

CARRIED

2.0 *Approval of Minutes dated October 20, 2017*

Revisions:

- §F.1 - change "per AC Oct 20, 2017" to "per **Academic Council** October 20, 2017"

Motion: It was moved by A. Shiri, seconded by A. Worrall, that the minutes be approved with revision.

CARRIED

3.0 *Round Table Introductions*

4.0 *Chair's Report (1343 hrs)*

T. Samek presented the Chair's Report (attached).

5.0 *Associate Chair and Graduate Coordinator's Report (1413 hrs)*

A. Shiri presented the Associate Chair's report (attached).



UNIVERSITY OF ALBERTA
SCHOOL OF LIBRARY AND
INFORMATION STUDIES

6.0 *New Business (1438 hrs)*

6.1 *Motion on MLIS Program Credits*

T. Samek presented the motion to reduce the number of required credits of the MLIS program from the current 48 credits to 39 credits effective July 1, 2019.

Motion: It was moved by P. Martinez, seconded by S. Farnel, the motion be approved.

CARRIED

7.0 *Curriculum Committee Report (1515 hrs)*

T. Oliphant presented the Curriculum Committee Report. Noted the Committee will have curriculum review recommendations to bring forward in the future.

8.0 *Scholarship, Awards and Bursaries Committee Report*

A. Worrall presented the Scholarships, Awards, and Bursaries Committee Report.

9.0 *Updates From Council Representatives/Liaisons [optional]*

- P. Martinez: Edmonton Public Library is opening new branches and undertaking a new 5 year strategic plan. Internships continue.
- S. Milmine: Initial concerns about the facilities move from Rutherford South to Education North raised by continuing students have settled down.
- M. Law: Student expressed interest in more predictable scheduling of courses.
- T. Ball and K. Lar-Son: Seeking information about the legalities of taking students off campus in terms of liability.
- A. Watt: ARMA will be launching a student membership option with a reduced fee.

10.0 *Vote on changing Terms of Reference*

Due to time restriction on the meeting, T. Samek asked for support to withdraw the vote on updating "HUCO"/"Humanities Computing" to "DH"/"Digital Humanities" in Terms of Reference. Consensus to send an email vote instead.

Meeting Adjourned (1543 hrs)

From: **Toni Samek** <asamek@ualberta.ca>
Date: Fri, Apr 13, 2018 at 1:26 PM
Subject: Pooling info on total number of credits (48-)
To: SLIS Faculty <slis-faculty@mailman.srv.ualberta.ca>
Cc: Grace Jamieson <gjamieso@ualberta.ca>

Dear Colleagues,

The approved minutes of Academic Council NOV 17, 2017 state:

2. 48 Credits [In May 2017 timeline endeavour Academic Council committed to making a decision on number of credits in program by January 31, 2018.] - Toni

Vote today simply yes or no, does Academic Council propose to reduce 48 credits? If in favour, then a second vote would occur in 2018 as to number of credits we will reduce the program by. And then it will be brought to School Council for a vote.

Motion: Reduce the number of MLIS program credits from 48.

6 in favour, 1 abstention

In anticipation of a next discussion of less than 48 credits at our August 29 Academic Council planning meeting, please find below relevant information for your reflection over the summer.

- the related documents previously shared at Academic Council, including note of the official expectation of FGSR of a minimum of 24 credits
- some info Grace very recently located about other course-based masters (thanks Grace!)
- reminder of our policy that MLIS students have the option of taking up to *three* 3-credit graduate-level courses from other departments at the University of Alberta (<https://www.ualberta.ca/school-of-library-and-information-studies/courses/external-courses>)
- note our LIS 600 capping does not constitute credits that count in the 48, while in some other examples capping constitutes 0-6 credits of the total program credits

Lots to think about. I encourage you to share other information that you find helpful to consider. Also, with advance notice Grace can assist us as appropriate if there other programs you would like information about.

Thanks in advance for your time and consideration. And of course best thoughts to you just now for the intensive marking and grading process to close winter term teaching! toni

Toni Samek, PhD
Professor and Chair
School of Library and Information Studies
Faculty of Education
3-18 Rutherford South, University of Alberta
Edmonton, Alberta, CANADA T6G 2J4
toni.samek@ualberta.ca
Phone: 780-492-3932

How many credits does it take to get an MLIS degree?

Prepared by RA Andrea Johnston for Toni Samek (SEPT 2015). Grace Jamieson noted there have been no changes as of November 2016.

Canada:

School:	Credits Required:	IT Requirements:	Notes:
U of A:			The thesis-based MLIS program only requires students to complete 13 courses, which would only equal 39 credits. The MA/MLIS requires students to complete 15 courses, which is 45 credits.
1. On-campus MLIS	1. 48	1. 2 courses (6 credits)	
2. Thesis MLIS	2. 48	2. 2 courses (6 credits)	
3. MLIS with thesis	3. 48 (13 SLIS courses + thesis paper)	3. 2 courses (6 credits)	
4. MA in HUCO/MLIS	4. 48 (45 SLIS and HUCO	4. 2 courses (6 credits)	
5. MBA/MLIS	5. + thesis paper)		
	7. 81 credits total (45 credits from the MBA, 36 from MLIS)	5. 6 credits	
UBC:			
1. MLIS	1. 48	1. Not required (mentions that the 4 core courses students have to take will incorporate IT but students do not have to take a set number of IT-focused courses to get their degree)	The four core courses at UBC are as follows: LIBR 506: Human Information Interaction (3 credits); LIBR 507: Methods of Research and Evaluation in Information Organizations (3 credits); LIBR 508: Information Practices in Contemporary Society (3 credits); and, LIBR

		Information, Information System Design, and Information Behaviour and Resources	their portfolios for more responsibility or for redirecting their career.
U of Montreal:		Not specifically stated as required though required courses include Digital Background Information, and Sources and Information Retrieval	
1. MIS	1. 51		1. Students in the course-based MIS are required to take on an Internship worth 6 credits.
2. MIS-Research	2. 45 (24 credits in courses, 21 credits in research)		
Dalhousie:		All students must take at least one class in “Advanced Technology”	This website was amazing to use.
1. MLIS	1. 48		Note: One of their Advanced Technology classes is in GIS.
2. MLIS/JD (Law)	2. 36 MLIS credits, 79-83 JD credits		
3. MLIS/MPA (Masters of Public Admin)	3. 36 MLIS credits, 45 MPA credits		
4. MLIS/MREM (Resource and Environment Management)	4. 27 MLIS credits, 18 MREM credits, 18 MLIS and MREM credits, and 3 credits in MGMT 500		

American Schools:

- Majority of the schools require students to complete 36 credits to obtain their MLIS degrees.
- Majority of the schools only required students to take one IT course. Many did not specify an IT requirement, while a few others required students to enter *with* an proficiency in IT already.
- Other credit requirements: 39, 40, 42, 43, 45, 48, 58 quarter credit hours, and 63 quarter credit hours.

36-credits is the average in the US already. We are ahead of the curve in Canada adjusting to a lower credit norm in our field.

Email sent out to all MLIS students on Sept 24/18.

190 out of 257 responded by Oct 3/18.

Appendix F

Student Survey RESPOND BY OCT 3

Inbox x



Mon, Sep 24, 3:29 PM



 Grace Jamieson <gjamieso@ualberta.ca>

to Grace, Izabela, bcc: Alexandra, bcc: Connor, bcc: H, bcc: Alexandra, bcc: Claudia, bcc: Lara, bcc: Carley, bcc: Andrea, bcc: Megan, bcc: Laura, bcc: Brittany, bcc: Alanna, bcc: Lee-Ann, bcc: Erin, bcc: S

Hello MLIS Students,

The School of Library Information Studies is in the process of proposing to reduce the number of required credits of the MLIS program from the required 16 courses (48 credits) to a required 13 courses (39 credits). The 9 credit (3 course) reduction will only apply to elective courses. This change means that students will complete 5 core required courses, 2 IT designated courses and 6 elective courses rather than 9 elective courses. The implementation of this change is subject to approval by the School Council, the University Governance and the Ministry of Advanced Education. This will apply to current and new students in the program.

At this time we ask that you respond to this very simple survey so we can move forward with our process.

Feedback provided will be treated in a confidential manner. Please click [here](#) to complete the survey.

Thank you,

Grace

Grace Jamieson
Graduate Program Administrator
School of Library and Information Studies (SLIS)
11210 - 87 Ave NW
7-110 Education North
Edmonton, AB T6G 2G5
ph: 780-492-4140 fax: 780-492-2024
<http://www.slis.ualberta.ca/>



The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, traditional lands of First Nations and Métis people.

190 out of 257 responded as follows:

YES - 159

MAYBE - 21

NO - 10

Reduction of Credits in the MLIS Program

The purpose of this short anonymous survey is to seek MLIS student feedback on a credit reduction proposal currently under consideration at the School of Library and Information Studies.

The School proposes to reduce the number of required credits for the MLIS program from the required 48 credits (16 courses) to a required 39 credits (13 courses). The proposed 9 credit (3 course) reduction would be drawn from elective courses only. Thus students would complete: 5 core/required courses; 2 IT designated courses; and, 6 elective courses (rather than 9 elective courses). Implementation of a change is subject to approval by institutional shared governance, including our School Council, and on to the Ministry of Advanced Education. Put into effect, this change would apply to continuing and new/future students in the program.

Note: Course-based MLIS students would still be required to complete LIS 600 Capping (an expectation of the Faculty of Graduate Studies and Research).

Rationale for Credit Reduction:

- Our MLIS program is assessed, sustained and valued by measures of rigour and quality.
- Professional graduate education is deepened by experiential learning and professional development activities. SLIS advances that the reduction of required credits will allow MLIS students to benefit from a wider range of professional development activities and experiential learning opportunities.
- The Faculty of Graduate Studies and Research requires a minimum of 24 credits for a graduate program. Numerous graduate professional programs in the Faculty of Education and more broadly at the University of Alberta require lower to significantly lower than 48 credits, including, for example, the MBA offered by the Alberta School of Business offered at 24 credits.
- Other ALA accredited masters' programs offer less than 48 credits (and some have reduced their required credits) and maintain their accreditation status without issue.
- The MLIS program currently allows students to take up to three 3 credit courses outside the program to diversify their educational and professional opportunities.

Thank you in advance for taking the time to complete this survey by October 3, 2018.

* Required

Are you in favour of SLIS reducing the course load in the MLIS program from 16 courses (48 credits) to 13 courses (39 credits)? *

	Yes	Maybe	No
Answer Option:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Your answer:

SUBMIT

Never submit passwords through Google Forms



QUESTIONS

RESPONSES

190

SUMMARY

INDIVIDUAL

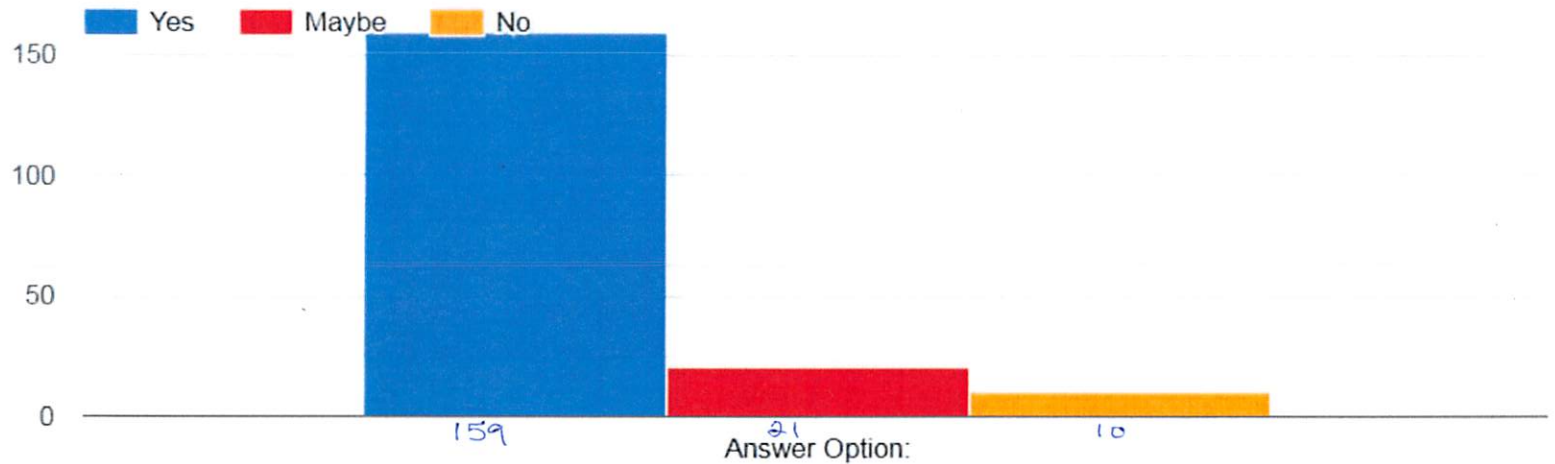
190 out of 257 responded as follows:

YES - 159

MAYBE - 21

NO - 10

Are you in favour of SLIS reducing the course load in the MLIS program from 16 courses (48 credits) to 13 courses (39 credits)?



**Fwd: a quick email from you**

3 messages

Toni Samek <asamek@ualberta.ca>

Tue, Nov 13, 2018 at 5:02 PM

To: Ali Shiri <ashiri@ualberta.ca>, Izabela Martyniak <martynia@ualberta.ca>, Grace Jamieson <gjamieso@ualberta.ca>

Toni Samek, PhD

Professor and Chair

School of Library and Information Studies

Faculty of Education

7-144 Education Centre North

University of Alberta

Edmonton, Alberta, CANADA T6G 2G5

toni.samek@ualberta.ca

Phone: 780-492-3932



----- Forwarded message -----

From: **Toni Samek** <asamek@ualberta.ca>

Date: Tue, Nov 13, 2018 at 5:02 PM

Subject: a quick email from you

To: Karen O'Brien <kobrien@ala.org>

Hi Karen,

We are now working with the Faculty of Graduate Studies and Research (FGSR) to prep our next step on the credit reduction (from 48 to 39) motion that passed at School Council on October 12, 2018. Would you kindly be able to send a note (email or letter) to me confirming that 36 is the norm these days. It would be quite helpful to include in our paperwork going on through the hoops here (FGSR, the governance office and then the ministry).

Standing by in appreciation for your time, toni.

Toni Samek, PhD

Professor and Chair

School of Library and Information Studies

Faculty of Education

7-144 Education Centre North

University of Alberta

Edmonton, Alberta, CANADA T6G 2G5

toni.samek@ualberta.ca

Phone: 780-492-3932



Toni Samek <asamek@ualberta.ca>

Wed, Nov 14, 2018 at 7:42 AM

To: ashiri@ualberta.ca, martynia@ualberta.ca, gjamieso@ualberta.ca

Toni Samek, PhD

Professor and Chair

School of Library & Information Studies

Faculty of Education

7-144 Education Centre North

University of Alberta

Edmonton, AB T6G 2G5

780-492-3932

toni.samek@ualberta.ca

<http://tonisamek.wordpress.com>

Begin forwarded message:

From: Karen O'Brien <kobrien@ala.org>
Date: November 14, 2018 at 5:54:30 AM MST
To: Toni Samek <asamek@ualberta.ca>
Subject: Re: a quick email from you

Confirming: 39 credits is a usual norm for ALA-accredited programs.

Karen L. O'Brien, Director
ALA Office for Accreditation
312-280-2434 kobrien@ala.org

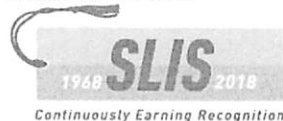
On Nov 13, 2018, at 6:03 PM, Toni Samek <asamek@ualberta.ca> wrote:

Hi Karen,

We are now working with the Faculty of Graduate Studies and Research (FGSR) to prep our next step on the credit reduction (from 48 to 39) motion that passed at School Council on October 12, 2018. Would you kindly be able to send a note (email or letter) to me confirming that 36 is the norm these days. It would be quite helpful to include in our paperwork going on through the hoops here (FGSR, the governance office and then the ministry).

Standing by in appreciation for your time, toni.

Toni Samek, PhD
Professor and Chair
School of Library and Information Studies
Faculty of Education
7-144 Education Centre North
University of Alberta
Edmonton, Alberta, CANADA T6G 2G5
toni.samek@ualberta.ca
Phone: 780-492-3932



Toni Samek <asamek@ualberta.ca>
To: ashiri@ualberta.ca, martynia@ualberta.ca, gjamieso@ualberta.ca

Wed, Nov 14, 2018 at 7:45 AM

Toni Samek, PhD
Professor and Chair
School of Library & Information Studies
Faculty of Education
7-144 Education Centre North
University of Alberta
Edmonton, AB T6G 2G5
780-492-3932
toni.samek@ualberta.ca
<http://tonisamek.wordpress.com>

Begin forwarded message:

From: Karen O'Brien <kobrien@ala.org>
Date: November 14, 2018 at 7:42:58 AM MST
To: Toni Samek <asamek@ualberta.ca>
Subject: RE: a quick email from you

My pleasure. Good luck!

From: Toni Samek <asamek@ualberta.ca>
Sent: Wednesday, November 14, 2018 8:42 AM
To: Karen O'Brien <kobrien@ala.org>
Subject: Re: a quick email from you

Many thanks!

Toni Samek, PhD
Professor and Chair

Alphabetical List of Institutions with ALA-Accredited Programs

See also the searchable directory of ALA-accredited programs ([/Template.cfm?Section=lisdirb&Template=/cfapps/lisdir/index.cfm](#)) and the Google map of accredited program locations ([http://maps.google.com/maps/ms?ie=UTF8&hl=en&msa=0&msid=105865627555958965474.000449740ea1f057a8b91&ll=41.508577,-93.515625&spn=58.233142,113.203125&z=3](#)).

See our guidelines for choosing a master's program in library and information studies ([http://www.ala.org/accreditedprograms/guidelines-choosing-masters-program-library-and-information-studies](#)) for help in selecting the master's program that is right for you.

Alabama, University of
[www.slis.ua.edu](#) ([http://www.slis.ua.edu/](#))

Albany, State University of New York
[http://www.albany.edu/information-science/](#) ([http://www.albany.edu/information-science/](#))

Alberta, University of
[www.slis.ualberta.ca](#) ([http://www.slis.ualberta.ca/](#))

Arizona, University of
[http://si.arizona.edu/master-arts-library-and-information-science](#)
([http://si.arizona.edu/master-arts-library-and-information-science](#))

British Columbia, University of
[www.slais.ubc.ca](#) ([http://www.slais.ubc.ca/](#))

Buffalo, State University of New York
[http://gse.buffalo.edu/lis](#) ([http://gse.buffalo.edu/lis](#))

California - Los Angeles, University of
[http://is.gseis.ucla.edu/](#) ([http://is.gseis.ucla.edu/](#))

Catholic University of America
[http://lis.cua.edu/](#) ([http://lis.cua.edu/](#))

Clarion University of Pennsylvania
[www.clarion.edu/libsci](#) ([http://www.clarion.edu/libsci](#))

Dalhousie University
[http://sim.management.dal.ca/](#) ([http://sim.management.dal.ca/](#))

Denver, University of
[http://morgridge.du.edu/programs/library-and-information-science/](#)
([http://morgridge.du.edu/programs/library-and-information-science/](#))

Dominican University
[http://sois.dom.edu](#) ([http://sois.dom.edu](#))

Drexel University
[drexel.edu/ccl](#) ([http://drexel.edu/ccl](#))

East Carolina University
[http://www.ecu.edu/cs-educ/idp/lisd/](#) ([http://www.ecu.edu/cs-educ/idp/lisd/](#))

Emporia State University
[http://slim.emporia.edu](#) ([http://slim.emporia.edu](#))

Florida State University
[http://slis.fsu.edu/](#) ([http://slis.fsu.edu/](#))

Hawaii, University of
[www.hawaii.edu/lis](#) ([http://www.hawaii.edu/lis](#))

Illinois, University of
[ischool.illinois.edu](#) ([https://urldefense.proofpoint.com/v2/url?u=http-3A__ischool.illinois.edu&d=CwMFAg&c=8hUWFZcy2Z-Za5rBPIktOQ&r=YsG4KvEGZDVzYahkVMW3pnu_lcd2BWBZNzHXPPeEdO3U&](#))

m=Vd_qxspIN49aiYUm0Wi4bFXANGd4pQUC3LUi4UxZYo&
s=y8aahtQGtdy5GFvUILE973grHJgAPGI60JAIfS7Ktk8&e=)

Indiana University - Bloomington

<http://www.ils.indiana.edu/admissions/ala-programs.html>

(<http://www.ils.indiana.edu/admissions/ala-programs.html>)

Indiana University – Purdue University, Indianapolis

<https://soic.iupui.edu/lis/> (<https://soic.iupui.edu/lis/>)

Iowa, University of

<https://slis.grad.uiowa.edu/> (<https://slis.grad.uiowa.edu/>)

Kent State University

<http://www.kent.edu/iSchool/master-library-information-science>

(<http://www.kent.edu/iSchool/master-library-information-science>)

Kentucky, University of

www.uky.edu/CIS/SLIS (<http://www.uky.edu/CIS/SLIS>)

Long Island University

www.liu.edu/palmer (<http://www.liu.edu/palmer>)

Louisiana State University

<http://slis.lsu.edu> (<http://slis.lsu.edu>)

McGill University

www.mcgill.ca/sis/ (<http://www.mcgill.ca/sis/>)

Maryland, University of

ischool.umd.edu (<http://ischool.umd.edu>)

Michigan, University of

www.si.umich.edu (<http://www.si.umich.edu>)

Missouri-Columbia, University of

<http://sislt.missouri.edu> (<http://sislt.missouri.edu>)

Montreal, University of

www.ebsi.umontreal.ca (<http://www.ebsi.umontreal.ca/>)

North Carolina - Chapel Hill, University of

<http://sils.unc.edu> (<http://sils.unc.edu>)

North Carolina - Greensboro, University of

<http://soe.uncg.edu/academics/departments/> ([http://soe.uncg.edu/academics](http://soe.uncg.edu/academics/departments/)

[/departments/lis/](http://soe.uncg.edu/academics/departments/lis/)) (<http://soe.uncg.edu/academics/departments/lis/>)

North Carolina Central University

www.nccuslis.org (<http://www.nccuslis.org/>)

North Texas, University of

<http://lis.unt.edu> (<http://lis.unt.edu>)

Oklahoma, University of

www.ou.edu/cas/slisis (<http://www.ou.edu/cas/slisis>)

Ottawa, University of

<http://arts.uottawa.ca/sis/> (<http://arts.uottawa.ca/sis/>)

Pittsburgh, University of

www.ischool.pitt.edu/ (<http://www.ischool.pitt.edu/>)

Pratt Institute

<https://www.pratt.edu/academics/information/> ([https://www.pratt.edu/academics](https://www.pratt.edu/academics/information/)

[/information/](https://www.pratt.edu/academics/information/))

Puerto Rico, University of

<http://egcti.upr.edu> (<http://egcti.upr.edu>)

Queens College, City University of New York

<https://sites.google.com/a/qc.cuny.edu/gslis/> ([https://sites.google.com](https://sites.google.com/a/qc.cuny.edu/gslis/)

[/a/qc.cuny.edu/gslis/](https://sites.google.com/a/qc.cuny.edu/gslis/))

Rhode Island, University of

www.uri.edu/artsci/lsc/ (<http://www.uri.edu/artsci/lsc/>)

Rutgers University
<https://comminfo.rutgers.edu/> (<https://comminfo.rutgers.edu/>)

St. Catherine University
<http://www2.stkate.edu/mlis/home> (<http://www2.stkate.edu/mlis/home>)

St. John's University
www.stjohns.edu/dlis (<http://www.stjohns.edu/dlis>)

San Jose State University
<http://ischool.sjsu.edu> (<http://ischool.sjsu.edu>)

Simmons University
www.simmons.edu/gslis (<http://www.simmons.edu/gslis>)

South Carolina, University of
www.libsci.sc.edu (<http://www.libsci.sc.edu>)

South Florida, University of
www.cas.usf.edu/lis (<http://www.cas.usf.edu/lis>)

Southern California, University of
<http://librarysciencedegree.usc.edu/> (<http://librarysciencedegree.usc.edu/>)

Southern Mississippi, University of
www.usm.edu/slis (<http://www.usm.edu/slis>)

Syracuse University
<http://ischool.syr.edu> (<http://ischool.syr.edu>)

Tennessee, University of
www.sis.utk.edu (<http://www.sis.utk.edu>)

Texas - Austin, University of
www.ischool.utexas.edu (<http://www.ischool.utexas.edu>)

Texas Woman's University
www.twu.edu/library-studies/ (<http://www.twu.edu/library-studies/>)

Toronto, University of
www.ischool.utoronto.ca/ (<http://www.ischool.utoronto.ca/>)

Valdosta State University
www.valdosta.edu/mlis/ (<http://www.valdosta.edu/mlis/>)

Washington, University of
www.ischool.washington.edu (<http://www.ischool.washington.edu>)

Wayne State University
<http://sis.wayne.edu/> (<http://sis.wayne.edu/>)

Western Ontario, University of (Western University)
www.fims.uwo.ca/mlis/index.htm (<http://www.fims.uwo.ca/mlis/index.htm>)

Wisconsin - Madison, University of
<https://ischool.wisc.edu/> (<https://ischool.wisc.edu/>)

Wisconsin - Milwaukee, University of
www.uwm.edu/Dept/SOIS/ (<http://www4.uwm.edu/sois/careers/>)

Conditional: Some entries may have a notation of (Conditional) next to them. This indicates conditional accreditation — a status assigned to a program that must make changes to comply with the Standards for Accreditation of Master's Programs in Library and Information Studies to enable accreditation beyond the date specified by the Committee on Accreditation (COA). Please note that these programs are fully accredited under the Standards.

Killam Centre for Advanced Studies
2-29 Triffo Hall Edmonton AB Canada T6G 2E1
Tel: 780.492.2816 / Fax: 780.492.0692
www.gradstudies.ualberta.ca

2020-2021 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Graduate Programs</p> <p>Library and Information Studies [Graduate] School of Library and Information Studies 3-20 Rutherford South University of Alberta Edmonton, Alberta T6G 2J4 E-mail: slis@ualberta.ca www.slis.ualberta.ca</p> <p>[...]</p> <p>Graduate Program Requirements</p> <p>The Degree of MLIS (Library and Information Studies) [Graduate]</p> <p>Program Requirements The minimum requirement for the MLIS degree is either ★39 in graduate courses and a thesis, or ★48 in graduate courses and a capping exercise. Students may, with approval, include up to ★9 offered by a department other than the School of Library and Information Studies.</p> <p>The following courses are required for both the thesis and course-based routes of the MLIS program: LIS 501, LIS 502, LIS 503, LIS 504, LIS 505 and ★6 from the approved Information Technology courses (see SLIS website for current offerings). LIS 501 is normally a prerequisite for the rest of the program. LIS 597 (or equivalent) is a requirement in the thesis route of the MLIS program.</p>	<p>Graduate Programs</p> <p>Library and Information Studies [Graduate] School of Library and Information Studies 3-20 Rutherford South University of Alberta Edmonton, Alberta T6G 2J4 E-mail: slis@ualberta.ca www.slis.ualberta.ca</p> <p>[...]</p> <p>Graduate Program Requirements</p> <p>The Degree of MLIS (Library and Information Studies) [Graduate]</p> <p>Program Requirements <u>The MLIS program may be taken as either a course-based or a thesis-based degree.</u></p> <p>Course-based MLIS <u>Students must complete a minimum of ★39 in coursework, including a capping exercise.</u></p> <p>Required courses (★21)</p> <ul style="list-style-type: none"> LIS 501 - normally a prerequisite for the rest of the program LIS 502 LIS 503 LIS 504 LIS 505 Two ★3 courses from the approved Information Technology courses (see SLIS website for current offerings) <p>Elective courses (★18)</p> <ul style="list-style-type: none"> <u>Six ★3 courses.</u> <u>With approval, students may select elective courses outside of SLIS.</u> <p>Capping Exercise</p> <ul style="list-style-type: none"> <u>LIS 600</u>

Credit for courses taken elsewhere may be granted as transfer credit by the Dean of the Faculty of Graduate Studies and Research, on the recommendation of the School of Library and Information Studies. Contact the School for details.

[...]

Thesis-based MLIS

Students must complete a minimum of ★30 in coursework and a thesis.

Required courses (★24)

- LIS 501 - normally a prerequisite for the rest of the program
- LIS 502
- LIS 503
- LIS 504
- LIS 505
- LIS 597 (or equivalent)
- Two ★3 courses from the approved Information Technology courses (see [SLIS website](#) for current offerings)

Elective courses (★6)

- Two ★3 courses.
- With approval, students may select elective courses outside of SLIS.

Thesis

- Registration in 900-level THE

Length of Program

The maximum time to complete the course-based MLIS program as set by the Faculty of Graduate Studies and Research is six years.

The maximum time to complete the thesis-based MLIS program as set by the Faculty of Graduate Studies and Research is four years.

[...]

Justification:

Approved by: School of Library and information Studies School Council October 12, 2018

**Governance Executive Summary
Action Item**

Agenda Title	Proposal to rename Existing Post-Baccalaureate Certificates (PBCs) to Graduate Certificates: PBC in Pain Management; PBC in Stroke Rehabilitation; PBC in Francophone Practice for Speech Language Pathologists; PBC in Sexual Health; PBC in Bridging to Canadian Physical Therapy Practice; PBC in Indigenous Sport and Recreation; PBC in Sport and Recreation Management; PBC in Teaching and Learning in Higher Education
---------------------	---

Motion

<p>THAT the GFC Academic Planning Committee, under delegated authority from General Faculties Council, approve the renaming of the following Post-Baccalaureate Certificates (PBCs) to Graduate Certificates:</p> <ul style="list-style-type: none"> • Pain Management • Stroke Rehabilitation • Francophone Practice for Speech Language Pathologists • Sexual Health • Bridging to Canadian Physical Therapy Practice • Indigenous Sport and Recreation • Sport and Recreation Management • Teaching and Learning in Higher Education <p>as proposed by the Provost and Vice-President (Academic) and in alignment with the Alberta Credential Framework, to be effective January 1, 2019.</p>
--

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Steven Dew, Provost and Vice-President (Academic)
Presenter(s)	Tammy Hopper, Vice-Provost (Programs) Deborah Burshtyn, Interim Vice-Provost and Dean, Faculty of Graduate Studies and Research

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To rename the existing eight PBCs as Graduate Certificates in compliance with the Alberta Credential Framework.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>In May 2018, Post-Secondary Programs released the Alberta Credential Framework. The Alberta Credential Framework is a compilation of the Canadian Degree Qualifications Framework integrated with other Alberta government-endorsed post-secondary credentials. It is intended to define credentials offered throughout Alberta's college and university sector in an effort to increase transparency for learners, enable transferability between different educational programs, and foster credential recognition as well as system coordination.</p> <p>Dr. Tammy Hopper (Vice-Provost (Programs)) led institutional consultation on Framework compliance beginning June 2018.</p> <p>The initial phase of compliance is to rename all existing PBCs as Graduate Certificates. The Credential Framework now defines a PBC as an undergraduate credential, whereas the University of Alberta's existing PBCs are considered graduate credentials.</p> <p>The proposed name changes are:</p>

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	<p>Graduate Certificate in Pain Management Graduate Certificate in Stroke Rehabilitation Graduate Certificate in Francophone Practice for Speech Language Pathologists Graduate Certificate in Sexual Health Graduate Certificate in Bridging to Canadian Physical Therapy Practice Graduate Certificate in Indigenous Sport and Recreation Graduate Certificate in Sport and Recreation Management Graduate Certificate in Teaching and Learning in Higher Education</p> <p>There are currently four existing PBCs that are 9* credit programs, and fall short of the 12* within the Framework under the category of Graduate Certificate. These programs are:</p> <p>PBC in Pain Management PBC in Stroke Rehabilitation PBC in Francophone Practice for Speech Language Pathologists PBC in Teaching and Learning in Higher Education</p> <p>All four programs have reported that their learning outcomes can be achieved with the existing 9* curriculum and subsequently, Post-Secondary Programs, Alberta Advanced Education, has confirmed that these programs can be reclassified without meeting the 12* minimum contained within the Framework.</p>
Supplementary Notes and context	<p>The Board of Governors retains the authority to approve new credentials. On April 28, 2008, the Board Educational Affairs Committee, with delegated authority from the Board of Governors, approved the establishment of the new credential of freestanding credit certificates under which a suite of certificates (as defined by the Alberta Credential Framework) are located.</p> <p>Approval of programs which do not represent new credentials has been delegated by GFC to the Academic Planning Committee.</p>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Toolkit section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Office of the Provost and Vice-President (Academic) • Faculty of Graduate Studies and Research • Office of the Vice-Provost and University Registrar
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • University Governance • Strategic Analysis and Data Warehousing • Faculty of Education • Faculty of Kinesiology, Sport, and Recreation • Faculty of Rehabilitation Medicine

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	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> • Current students enrolled in existing PBCs • Deans' Council (June 20, 2018) • GFC Academic Planning Committee (June 20, 2018) • GFC Academic Standards Committee (June 21, 2018) • GFC Executive Committee (September 10, 2018) • General Faculties Council (September 24, 2018) • Board Learning and Discovery Committee (September 28, 2018) • Board of Governors (October 12, 2018)
Approval Route (Governance)	GFC Academic Planning Committee: December 12, 2018

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>EXPERIENCE diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>Objective 18: Strategy 1 Provide leadership in Alberta's post-secondary sector and support integration, collaboration, and partnership across the province's six-sector model to the benefit of all Albertans.</p> <p>Objective 21: Strategy 1 Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information, and access to shared, reliable institutional data.</p>			
Alignment with Institutional Risk Indicator	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="vertical-align: top;"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	<p><i>Post-Secondary Learning Act (PSLA)</i> Programs of Study Regulation Alberta Credential Framework GFC Academic Planning Committee Terms of Reference</p>			

Attachments:

1. Attachment 1: Calendar Changes for the current PBC in Indigenous Sport and Recreation; PBC in Sport and Recreation Management
2. Attachment 2: Calendar Changes for the current PBC in Stroke Rehabilitation; PBC in Francophone Practice for Speech Language Pathologists; PBC in Sexual Health; PBC in Bridging to Canadian Physical Therapy Practice; PBC in Pain Management
3. Attachment 3: Calendar Changes for the current PBC in Teaching and Learning in Higher Education

Item No. 10

Prepared by: Andrea Patrick, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic), apatrick@ualberta.ca

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2019-2020 University of Alberta Proposed Calendar Graduate Program Changes: Name change for Post-Baccalaureate Certificates to Graduate Certificate to conform with the 2018 Alberta Credential Framework.

Current	Proposed
<p>Graduate Programs</p> <p>Kinesiology, Sport, and Recreation [Graduate]</p> <p>Graduate Program Requirements</p> <p>The Post-Baccalaureate Certificate in Indigenous Sport and Recreation [Graduate]</p> <p>The Certificate in Indigenous Sport and Recreation is a Post-Baccalaureate Certificate offered in partnership between the Faculty of Native Studies and the Faculty of Kinesiology, Sport, and Recreation. [...]</p> <p>Program Requirements</p> <p>The post-baccalaureate certificate will be granted upon successful completion of the three required courses [...]</p> <p>***New. Approved by Advanced Education on May 29, 2018. See APC April 18, 2018 for documentation***]</p>	<p>Graduate Programs</p> <p>Kinesiology, Sport, and Recreation [Graduate]</p> <p>Graduate Program Requirements</p> <p>The Graduate Certificate in Indigenous Sport and Recreation [Graduate]</p> <p>The Certificate in Indigenous Sport and Recreation is a Graduate Certificate offered in partnership between the Faculty of Native Studies and the Faculty of Kinesiology, Sport, and Recreation. [...]</p> <p>Program Requirements</p> <p>The graduate certificate will be granted upon successful completion of the three required courses [...]</p> <p>The Post-Baccalaureate Graduate Certificate in Sport and Recreation Management</p> <p>The Post-Baccalaureate Graduate Certificate in Sport and Recreation Management is offered by the Faculty of Kinesiology, Sport, and Recreation. [...]</p>
<p>Justification: In the new Alberta Credential Framework 2018, the credential of Post-Baccalaureate Certificate is now an undergraduate level certificate. At the graduate level, what was formerly called Post-Baccalaureate Certificate is now Graduate Certificate.</p>	

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2019-2020 University of Alberta Proposed Calendar Graduate Program Changes: Name change for Post-Baccalaureate Certificates to Graduate Certificate to conform with the 2018 Alberta Credential Framework.

Current	Proposed
<p>Graduate Programs</p> <p>Rehabilitation Medicine [Graduate]</p> <p>General Information [...]</p> <p>Continuing Professional Education</p> <p>The Faculty of Rehabilitation Medicine offers a number of credit certificate programs which formally acknowledge the study of particular themes within the rehabilitation discipline. The programs are designed to build on existing expertise of practicing clinicians and current students. The certificate programs provide both profession-specific as well as interdisciplinary evidence-based content and are offered in various formats which may include distance technologies and face-to-face learning. A post-baccalaureate certificate will be granted upon successful completion (minimum grade of C+) of at least three required graduate-level courses. [...]</p> <p>Graduate Program Requirements</p> <p>Certificates (Rehabilitation Medicine) [Graduate]</p> <p>The Post-Baccalaureate Certificate in Francophone Practice for Speech-Language Pathologists</p> <p>The Postgraduate Certificate in Francophone Practice for Speech-Language Pathologists is a collaborative effort between the Faculty of Rehabilitation Medicine and the Faculté Saint-Jean. [...]</p>	<p>Graduate Programs</p> <p>Rehabilitation Medicine [Graduate]</p> <p>General Information [...]</p> <p>Continuing Professional Education</p> <p>The Faculty of Rehabilitation Medicine offers a number of credit certificate programs which formally acknowledge the study of particular themes within the rehabilitation discipline. The programs are designed to build on existing expertise of practicing clinicians and current students. The certificate programs provide both profession-specific as well as interdisciplinary evidence-based content and are offered in various formats which may include distance technologies and face-to-face learning. A graduate certificate will be granted upon successful completion (minimum grade of C+) of at least three required graduate-level courses. [...]</p> <p>Graduate Program Requirements</p> <p>Certificates (Rehabilitation Medicine) [Graduate]</p> <p>The Graduate Certificate in Francophone Practice for Speech-Language Pathologists</p> <p>The Graduate Certificate in Francophone Practice for Speech-Language Pathologists is a collaborative effort between the Faculty of Rehabilitation Medicine and the Faculté Saint-Jean. [...]</p>

Program Requirements

The **Postgraduate** Certificate in Francophone Practice for Speech-Language Pathologists consists of three graduate courses.
[...]

Certificat d'études supérieures spécialisées en pratique orthophonique en milieu francophone

Le **certificat d'études supérieures** spécialisées en pratique orthophonique en milieu francophone est le fruit d'une collaboration entre la Faculty of Rehabilitation Medicine et la Faculté Saint-Jean.
[...]

Programme

Le programme de **certificat d'études supérieures** spécialisées en pratique orthophonique en milieu francophone est composé de trois cours gradués.
[...]

The **Post-Baccalaureate** Certificate in Pain Management

[...]

Program Requirements

The **post-baccalaureate** certificate will be granted upon successful completion of three required graduate-level courses
[...]

The **Post-Baccalaureate** Certificate in Stroke Rehabilitation

[...]

Program Requirements

The **post-baccalaureate** certificate will be granted upon successful completion of three required graduate-level courses
[...]

Program Requirements

The **Graduate** Certificate in Francophone Practice for Speech-Language Pathologists consists of three graduate courses.
[...]

Certificat d'études supérieures spécialisées en pratique orthophonique en milieu francophone

Le **certificat d'études supérieures** spécialisées en pratique orthophonique en milieu francophone est le fruit d'une collaboration entre la Faculty of Rehabilitation Medicine et la Faculté Saint-Jean.
[...]

Programme

Le programme de **certificat d'études supérieures** spécialisées en pratique orthophonique en milieu francophone est composé de trois cours gradués.
[...]

The **Graduate** Certificate in Pain Management

[...]

Program Requirements

The **graduate** certificate will be granted upon successful completion of three required graduate-level courses
[...]

The **Graduate** Certificate in Stroke Rehabilitation

[...]

Program Requirements

The **graduate** certificate will be granted upon successful completion of three required graduate-level courses
[...]

The ~~Post-Baccalaureate~~ Certificate in Sexual Health

[...]

Program Requirements

The ~~post-baccalaureate~~ certificate will be granted upon successful completion of four required graduate-level courses

[...]

~~Post-Baccalaureate~~ Certificate Bridging to Canadian Physical Therapy Practice

[...]

Program Requirements

The ~~post-baccalaureate~~ certificate will be granted upon successful completion of five required graduate-level courses

[...]

The ~~Graduate~~ Certificate in Sexual Health

[...]

Program Requirements

The ~~graduate~~ certificate will be granted upon successful completion of four required graduate-level courses

[...]

~~Graduate~~ Certificate Bridging to Canadian Physical Therapy Practice

[...]

Program Requirements

The ~~graduate~~ certificate will be granted upon successful completion of five required graduate-level courses

[...]

Justification: In the new Alberta Credential Framework 2018, the credential of Post-Baccalaureate Certificate is now an undergraduate level certificate. At the graduate level, what was formerly called Post-Baccalaureate Certificate is now Graduate Certificate.

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2019-2020 University of Alberta Proposed Calendar Graduate Program Changes: Name change for Post-Baccalaureate Certificates to Graduate Certificate to conform with the 2018 Alberta Credential Framework.

Current	Proposed
<p>Graduate Programs</p> <p>Educational Policy Studies [Graduate]</p> <p>General Information The Department of Educational Policy Studies offers master's and doctoral programs in the following specialized areas of study: Adult, Community and Higher Education; Educational Administration and Leadership; Indigenous Peoples Education; and Social Justice and International Studies in Education as well as a post-baccalaureate certificate in Teaching and Learning in Higher Education. [...]</p> <p>Graduate Program Requirements</p> <p>Certificates (Educational Policy Studies) [Graduate]</p> <p>Free-Standing Post-Baccalaureate Certificates</p> <p>Entrance Requirements Applicants to Post-Baccalaureate Certificates must meet the general admission requirements of the Faculty of Graduate Studies and Research (see Admission) and are subject to regulations for certificates specified in Regulations of the Faculty of Graduate Studies and Research.</p> <p>Program Requirements The Post-Baccalaureate-Certificates normally require ★9 in graduate courses. [...]</p> <p>Length of Program There is no residence requirement for the Post-Baccalaureate Certificates program. Normally, the Post-Baccalaureate Certificates must be completed within four years.</p>	<p>Graduate Programs</p> <p>Educational Policy Studies [Graduate]</p> <p>General Information The Department of Educational Policy Studies offers master's and doctoral programs in the following specialized areas of study: Adult, Community and Higher Education; Educational Administration and Leadership; Indigenous Peoples Education; and Social Justice and International Studies in Education as well as a graduate certificate in Teaching and Learning in Higher Education. [...]</p> <p>Graduate Program Requirements</p> <p>Certificates (Educational Policy Studies) [Graduate]</p> <p>Free-Standing Graduate Certificates</p> <p>Entrance Requirements Applicants to Graduate Certificates must meet the general admission requirements of the Faculty of Graduate Studies and Research (see Admission) and are subject to regulations for certificates specified in Regulations of the Faculty of Graduate Studies and Research.</p> <p>Program Requirements The Graduate Certificates normally require ★9 in graduate courses. [...]</p> <p>Length of Program There is no residence requirement for the Graduate Certificates program. Normally, the Graduate Certificates must be completed within four years.</p>

Post-Baccalaureate Certificate in Teaching and Learning in Higher Education (★9)

This **Post-Baccalaureate** Certificate in Teaching and Learning in Higher Education is to provide academic staff, graduate students and postdoctoral fellows with the opportunity to complete a formal and externally recognizable program in the theories, practice (design, development and delivery) and assessment of teaching and learning in higher education.

[...]

Graduate Certificate in Teaching and Learning in Higher Education (★9)

This **Graduate** Certificate in Teaching and Learning in Higher Education is to provide academic staff, graduate students and postdoctoral fellows with the opportunity to complete a formal and externally recognizable program in the theories, practice (design, development and delivery) and assessment of teaching and learning in higher education.

[...]

Justification: In the new Alberta Credential Framework 2018, the credential of Post-Baccalaureate Certificate is now an undergraduate level certificate. At the graduate level, what was formerly called Post-Baccalaureate Certificate is now Graduate Certificate.