

The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, October 15, 2015 meeting:

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Agenda Title: **Office of the Registrar: Proposed Approval of Transfer Credit for October 2015**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposal for approval of transfer credit, as submitted by the Office of the Registrar, and as set forth in Attachment A, to be effective upon approval.

Final Item: 4A

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Agenda Title: **Faculty of Medicine and Dentistry: Proposed changes to existing Admission, Immunization, and Academic Standing Requirements, BSc Medical Laboratory Sciences**

CARRIED MOTION: THAT the GFC Academic Standard Committee approve, under delegated authority from General Faculties Council, Proposed Changes to existing Admission, Immunization, and Academic Standing Requirements, BSc Medical Laboratory Sciences, as submitted by the Faculty of Medicine and Dentistry, and as set forth in Attachment B, to take effect in 2016-2017.

Final Item: 4B

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Agenda Title: **Faculty of Medicine and Dentistry: Proposed Changes to Existing Dental Hygiene and Doctor of Dental Surgery (DDS) Admission Requirements**

CARRIED MOTION: THAT the GFC Academic Standard Committee approve, under delegated authority from General Faculties Council, the Proposed Changes to Existing Dental Hygiene and Doctor of Dental Surgery (DDS) Admission Requirements, as submitted by the Faculty of Medicine and Dentistry, and as set forth in Attachment C, to take effect in 2016-2017.

Final Item: 4C

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Agenda Title: **Faculty of Science: Proposed Changes to Existing Academic Standing/Graduation Requirements**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed changes to existing Academic Standing/Graduation Requirements, as submitted by the Faculty of Science, and as set forth in Attachment D, to take effect in 2016-2017.

Final Item: 4D

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Agenda Title: **Faculty of Science: Proposed Changes to Spring/Summer Admission**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed changes to Spring/Summer Admission, as submitted by the Faculty of Science, and as set forth in Attachment E, to take effect Winter 2016.

Final Item: 4E

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**Agenda Title: Faculty of Graduate Studies and Research: Proposed Changes to Admission Requirements, English and Film Studies**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed changes to admission requirements, English and Film Studies, as submitted by the Faculty of Graduate Studies, and as set forth in Attachment F, to take effect in 2016-2017.

Final Item: 4F

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**Agenda Title: Faculté Saint-Jean, Proposed Changes to Existing Admission/Transfer Requirements**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed changes to existing Admission/Transfer Requirements, as submitted by Faculté Saint Jean, and as set forth in Attachment G, to take effect in 2016-2017.

Final Item: 4G

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**Agenda Title: Faculty of Medicine and Dentistry: Proposed changed to Existing Admission Deadlines, BSc Dental Hygiene post-diploma program**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed changes to existing admission deadlines, BSc Dental Hygiene post-diploma program, as submitted by the Faculty of Medicine and Dentistry, and as set forth in Attachment H, to take effect in 2016-2017.

Final Item: 4H

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**Agenda Title: Faculty of Education, Proposed Changes to Existing Admission Requirements Aboriginal Transition Year Program**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed changes to existing Admission Requirements for the Aboriginal Transition Year Program, as submitted by the Faculty of Education, and as set forth in Attachment I, to take effect in 2016-2017.

Final Item: 4I

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**Agenda Title: Faculty of Graduate Studies and Research, Proposed Changes to Existing Transfer Requirements, MBA**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed changes to existing transfer requirements, MBA program, as submitted by the Faculty of Graduate Studies, and as set forth in Attachment J, to take effect in 2016-2017.

Final Item: 4J

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**Agenda Title: Faculty of Science, Proposed Calendar Wording for Embedded Research Certificate in Psychology**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from

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General Faculties Council, proposed calendar wording for the Embedded Research Certificate in Psychology, as set forth in Attachment 1, to take effect Fall 2016.

Final Item: 4K

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Agenda Title: **Proposal for Changes to Existing Entrance, Academic Standing and Language Requirements for graduate programs in the Department of Modern Languages and Cultural Studies, Faculty of Graduate Studies and Research**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed changes to existing Entrance, Academic Standing and Language Requirements for graduate programs in Modern Languages and Cultural Studies, as submitted by the Faculty of Graduate Studies, and as set forth in Attachment 1, to take effect in 2016-2017.

Final Item: 5

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Agenda Title: **Proposal for a (new) Freestanding For-Credit University Certificate in Early Childhood Education, Faculty of Education**

CARRIED MOTION: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee the approval of a (new) Freestanding For-Credit University Certificate in Early Childhood Education, as submitted by the Faculty of Education, and as set forth in Attachments 1 and 2, for implementation in July 2016.

Final Item: 6

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Agenda Title: **Proposal for a (new) Freestanding For-Credit University Certificate in Advancing Adolescent Literacy**

CARRIED MOTION: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee, the approval of a (new) Freestanding For-Credit University Certificate in Advancing Adolescent Learning, as submitted by the Faculty of Education, and as set forth in Attachments 1 and 2, for implementation in January 2016.

Final Item: 7

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Agenda Title: **Proposal for a (new) Freestanding For-Credit University Certificate in Digital Learning, Faculty of Education**

CARRIED MOTION: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee, the approval of a (new) Freestanding, For-Credit University Certificate in Digital Learning, as submitted by the Faculty of Education, and as set forth in Attachments 1 and 2, for implementation in August 2016.

Final Item: 8

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Agenda Title: **Proposal for an Embedded Credit Certificate in Real Estate, Faculty of Business**

CARRIED MOTION: THAT GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the Embedded Certificate in Real Estate, as submitted by the Faculty of Business,

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and as set forth in Attachment 1, to take effect in Winter 2016.

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the termination of the non-credit Certificate Program in Real Estate, as submitted by the Faculty of Business, and as set forth in Attachment 4, to take effect upon approval.

Final Item: 9

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**OUTLINE OF ISSUE**

**4A. Office of the Registrar: Proposed Approval of Transfer Credit for October 2015**

**4B. Faculty of Medicine and Dentistry: Proposed changes to existing Admission, Immunization, and Academic Standing Requirements, BSc Medical Laboratory Sciences**

**4C. Faculty of Medicine and Dentistry: Proposed Changes to Existing Dental Hygiene and Doctor of Dental Surgery (DDS) Admission**

**4D. Faculty of Science: Proposed Changes to Existing Academic Standing/Graduation Requirements**

**4E. Faculty of Science: Proposed Changes to Spring/Summer Admission**

**4F. Faculty of Graduate Studies and Research: Proposed Changes to Admission Requirements, English and Film Studies**

**4G. Faculté Saint-Jean, Proposed Changes to Existing Admission/Transfer Requirements**

**4H. Faculty of Medicine and Dentistry: Proposed changed to Existing Admission Deadlines, BSc Dental Hygiene post-diploma program**

**4I. Faculty of Education, Proposed Changes to Existing Admission Requirements Aboriginal Transition Year Program**

**4J. Faculty of Graduate Studies and Research, Proposed Changes to Existing Transfer Requirements, MBA**

**4K. Faculty of Science, Proposed Calendar Wording for Embedded Research Certificate in Psychology**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Melissa Padfield, Deputy Registrar, Office of the Registrar; Fraser Brenneis, Vice-Dean Education, Faculty of Medicine and Dentistry; Deborah Burshytn, Associate Dean (Undergraduate), Faculty of Graduate Studies and Research; Brenda Leskiw, Associate Dean, Faculty of Science; Yvette d'Entremont, Associate Dean, Faculté Saint Jean; Clive Hickson, Associate Dean, Faculty of Education
Presenter	Nat Kav, Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee
Subject	N/A

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	See individual items for detail on proposed changes submitted by Faculties and the Office of the Registrar.
The Impact of the Proposal is	See 'Purpose'.
Replaces/Revises (eg, policies, resolutions)	Various sections of the <i>University Calendar</i> ; see individual items for specific affected <i>Calendar</i> sections. Updates the <i>Alberta Transfer Guide</i> .

Timeline/Implementation Date	Item 4A: To take effect upon approval. Item 4B: To take effect in 2016-2017. Item 4C: To take effect in 2016-2017. Item 4D: To take effect in 2016-2017. Item 4E: To take effect Winter 2016. Item 4F: To take effect in 2016-2017. Item 4G: To take effect in 2016-2017. Item 4H: To take effect in 2016-2017. Item 4I: To take effect in 2016-2017. Item 4J: To take effect in 2016-2017. Item 4K: To take effect in 2016-17.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	<p><b>Dare to Discover</b> Values: to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. <b>Post-Secondary Learning Act (PSLA)</b>: The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC (Academic Standards Committee). (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. <b>PSLA</b>: The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>3. <b>UAPPOL Admissions Policy</b>: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)</p> <p>The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the <i>University Calendar</i>. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the <i>University Calendar</i>.</p> <p>The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”</p>

**4. UAPPOL Admissions Procedure:****PROCEDURE****1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS**  
Following approval by GFC:

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

For example, a change approved in May 2005 would be first published in the 2006-2007 *University Calendar* in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006)."

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

5. **PSLA:** The *PSLA* gives Faculty Councils the authority to "determine the conditions under which a student must withdraw from or may continue the student's program of studies in a faculty" (Section 29(1)(d)).

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

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

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

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

**8. GFC Academic Standards Committee (ASC) Terms of Reference**

**(Mandate):** The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are **editorial** in nature. ASC's terms of reference provide that "the term '**routine and/or editorial**' refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy" (3.A.i).

**Section 3 of GFC ASC's Terms of Reference** state:

**"B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)**

i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals. (GFC 29 SEP 2003) (GFC 31 MAY 2005) (EXEC 04 DEC 2006)

ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations, and acts for GFC in approving all proposals for a) change to examination regulations, b) change to existing International Baccalaureate (IB) and Advanced Placement (AP) policies and procedures and c) change to the University Calendar Section on Missed Term Work (under the Section entitled Evaluation Procedures and Grading System. (EXEC 18 NOV 1996) (EXEC 04 DEC 2006)

[...]

**E. Physical Testing and Immunization of Students**

ASC approves on GFC's and the Board's behalf, all individual Faculty policies concerning physical testing and immunization of students, and files a report with the GFC Executive Committee for information. (GFC 27 SEP 1999) (GFC 29 SEP 2003)

[...]"

**9. GFC ASC Terms of Reference (Mandate/Alberta Transfer Guide):**  
GFC ASC's delegated authority from GFC extends to the following:

"i. ASC approves, for inclusion in the Alberta Transfer Guide, courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. Approval will be



	<p>based upon an assessment of course content and level of instructor qualifications.</p> <p>ii. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta.</p> <p>iii. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta.</p> <p>iv. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta.” (3.D.i-iv.)</p> <p><b>10. UAPPOL Transfer Credit Articulation Procedure (Overview and Procedure):</b> “The University of Alberta will accept for transfer credit the courses recommended by Faculties and approved by ASC for inclusion in the Alberta Transfer guide, to the extent that the courses fit the degree program that the student wishes to enter. Credit for such courses will be considered in a credit-no credit basis only and will not be included in the University grade point average calculation on the University transcript. Faculties may have other requirements...Transfer credit is assessed on an individual course-by-course basis for by a block transfer agreement.”</p> <p><b>11. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):</b> GFC delegated authority to ASC to approve “proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC).” (3.G.).</p>
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**Routing** (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee; Faculty Councils; Faculty of Graduate Studies and Research; Representatives of the Office of the Registrar and the Office of the Provost and Vice-President (Academic); University Governance
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee (September 17, 2015) – for final approval
Final Approver	GFC Academic Standards Committee

## Attachments:

1. Attachment A (pages 1 – 14): Office of the Registrar
2. Attachment B (page 1 - 5): Faculty of Medicine and Dentistry (BSc in Medical Laboratory Science)
3. Attachment C (pages 1 – 4): Faculty of Medicine and Dentistry (Dental Hygiene and DDS)
4. Attachment D (pages 1 - 5): Faculty of Science
5. Attachment E (pages 1 – 4): Faculty of Science (Spring Admission)
6. Attachment F (page 1): Faculty of Graduate Studies and Research (English & Film Studies)
7. Attachment G (pages 1 – 3): Faculté Saint-Jean

## Items No. 4A – 4K

8. Attachment H (page 1): Faculty of Medicine and Dentistry (Admission and Readmission deadlines BSc Dental Hygiene post-diploma degree completion program)
9. Attachment I (page 1): Faculty of Education (Transition Year Program for Aboriginal Applicants)
10. Attachment J (page 1): Faculty of Graduate Studies and Research (MBA)
11. Attachment K (page 1): Calendar copy, Embedded Research Certificate in Psychology, Faculty of Science

Prepared by Meg Brolley, Coordinator, GFC Academic Standards Committee, c/o University Governance, [meg.brolley@ualberta.ca](mailto:meg.brolley@ualberta.ca)

October 1, 2015

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR  
Proposals Recommended for APPROVAL of Transfer Credit at the  
Academic Standards Committee Meeting on October 15, 2015

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
<b>ATHABASCA UNIVERSITY</b>				
93766	ECOM 320 (3)	AUMGT 3XX (3)		Athabasca's ECOM 320 (3) was previously approved for MIS3xx (3). The new agreement will be: ECOM 320 (3) = MIS3xx (3) OR AUMGT 3xx (3).
106282	EDUC 302 (3)	AUPRO 3XX (3)		Athabasca's EDUC 302 (3) was previously approved for EDPS360 (3). The new agreement will be: EDUC 302 (3) = EDPS360 (3) OR AUPRO 3xx (3).
<b>CANADIAN UNIVERSITY COLLEGE</b>				
138061	BIOL 111/ 112 (6)	NURS140/ 150 (6) OR AUPED 112/ AUOption 1XX [Science] (6)		
<b>GRANDE PRAIRIE REGIONAL COLLEGE</b>				
138357	DD 2421 (3)	MUSIC 2XX (3)		
<b>KING'S UNIVERSITY COLLEGE, THE</b>				
136362	SOCI 316 (3)	AUSOC 2XX (3)		King's SOCI 316 (3) was previously approved for SOC 2xx (3). The new agreement will be: SOCI 316 (3) = SOC 2xx (3) OR AUSOC 2xx (3).
<b>MACEWAN UNIVERSITY</b>				
54696	CHEM 261 (3)	AUCHE 250 (3)		MacEwan's CHEM 261 (3) was previously approved for CHEM 261 (3). The new agreement will be: CHEM 261 (3) = CHEM 261 (3) OR AUCHE 250 (3).

October 1, 2015

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR  
Proposals Recommended for APPROVAL of Transfer Credit at the  
Academic Standards Committee Meeting on October 15, 2015

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
<b>MOUNT ROYAL UNIVERSITY</b>				
78420	HIST 3345 (3)	AUHIS369 (3)		MRU's HIST 3345 (3) was previously approved for HIST 3xx (3). The new agreement will be: HIST 3345 (3) = HIST 3xx (3) OR AUHIS369 (3).
<b>NORQUEST COLLEGE</b>				
136595	SOCI 2373 (3)	AUSOC 2XX (3)		NorQuest's SOCI 2373 (3) was previously approved for SOC 2xx (3). Student will not also receive credit for SOC 473 at UofA. The new agreement will be: SOCI 2373 (3) = SOC 2xx (3) OR AUSOC 2xx (3). Student will not also receive credit for SOC 473 at UofA.
<b>NORTHERN LAKES COLLEGE</b>				
138619	COMP 2100 (3)	EDU 210 (3)		
<b>ST MARY'S UNIVERSITY</b>				
138984	BIOL 315 (3)	STAT 151 (3) OR AUSTA 153 (3)		
138802	BIOL 433 (3)	AUBIO 371 (3)		St Mary's BIOL 433 (3) was previously approved for IMIN 371 (3). The new agreement will be: BIOL 433 (3) = IMIN 371 (3) OR AUBIO 371 (3).
138770	BIOL 441 (3)	MICRB 2XX (3) OR AUBIO 2XX (3)		
138812	BIOL 491 (3)	AUBIO 318 (3)		St Mary's BIOL 491 (3) was previously approved for BIOL 4xx (3). The new agreement will be: BIOL 491 (3) = BIOL 4xx (3) OR AUBIO 318 (3).

FACULTY OF MEDICINE AND DENTISTRY (BSc in Medical Laboratory Science)

CALENDAR CHANGES FOR 2016/2017 CALENDAR

Current						Proposed					
<b>12.7 Admission and Readmission Deadlines</b>						<b>12.7 Admission and Readmission Deadlines</b>					
Medicine and Dentistry						Medicine and Dentistry					
Admission		Readmission		Other Requirements		Admission		Readmission		Other Requirements	
Application	Documents	Application	Documents			Application	Documents	Application	Documents		
<b>BSc in Medical Laboratory Science</b>						<b>BSc in Medical Laboratory Science</b>					
Fall Term	March 1	June 15	March 1	June 15	Letter of intent <b>May 1</b> (see §16.9.2)	Fall Term	March 1	June 15	March 1	June 15	Letter of intent <b>April 1</b> (see §16.9.2)
<b>16.9.2 BSc in Medical Laboratory Science</b>						<b>16.9.2 BSc in Medical Laboratory Science</b>					
<p>The current quota for Phase I students is 29.</p> <p><b>I. Preprofessional Year</b></p> <p>Those wishing to enrol in the BSc Medical Laboratory Science program must complete a preprofessional year before applying for admission to the Faculty. The required courses or their equivalents are available at various <del>universities and community colleges</del> in Alberta. Students should where possible take these courses (equivalent to ★30 at the University of Alberta) as one year of full-time study.</p> <p><b>II. Academic Requirements</b></p> <p><del>A minimum of ★30 are required including courses in introductory chemistry, organic chemistry, microbiology, genetics, and English. For University of Alberta students, appropriate courses would include the following:</del></p> <ol style="list-style-type: none"> <li>(1) English ★6</li> <li>(2) General Chemistry ★6</li> <li>(3) Organic Chemistry ★6</li> <li>(4) Biology ★3 (cell biology)</li> <li>(5) ★3 from Biology, Genetics, Microbiology, or Zoology</li> <li>(6) Statistics ★3</li> <li>(7) ★3 options (any Faculty)</li> </ol> <p><del>This coursework is compatible with programs required of students in the preprofessional disciplines of Pharmacy, Medicine and Dentistry; with the specialization and honors</del></p>						<p>The current quota for Phase I students is 29.</p> <p><b>I. Preprofessional Year</b></p> <p>Those wishing to enrol in the BSc Medical Laboratory Science program must complete a preprofessional year before applying for admission to the Faculty. The required courses or their <b>transfer</b> equivalents are available at various <b>postsecondary institutions</b> in Alberta. Students should where possible take these courses (equivalent to ★30 at the University of Alberta) as one year of full-time study.</p> <p><b>II. Academic Requirements</b></p> <p><b>The following</b> ★30 are required.</p> <ol style="list-style-type: none"> <li>(1) English ★6</li> <li>(2) General Chemistry ★6</li> <li>(3) Organic Chemistry ★6</li> <li>(4) Biology ★3 (cell biology)</li> <li>(5) ★3 from Biology, Genetics, Microbiology, or Zoology</li> <li>(6) Statistics ★3</li> <li>(7) ★3 options (any Faculty)</li> </ol>					

programs in the Faculty of Science of Biochemistry, Cell Biotechnology, Genetics, Microbiology. All regulations of the Faculty in which the student is currently registered must be followed.

### III. Other Requirements

(1)**Selection Process:** A minimum GPA of 2.0 is required in preprofessional coursework. Except for ENGL, all preprofessional courses are prerequisites for senior courses. Thus, deficiencies would normally have to be made up. The preprofessional program may be completed through full- or part-time study at a number of postsecondary institutions that offer courses accepted as equivalent. The selection process is competitive, and applicants will be rank ordered according to the GPA in the required preprofessional courses. Preference will be given to those students who have completed the required ★30 in one academic year. An applicant may not benefit from additional postsecondary courses.

**Deposit:** Upon notification of acceptance, applicants will be required to confirm their admission and intention to register by submitting a nonrefundable tuition deposit within the time specified in the letter of acceptance. The deposit will be credited toward payment of tuition upon completion of registration. (See §13.5.3).

(2)**Spoken English Requirement:** Applicants must meet a spoken English requirement. (See §13.3.2.)

(3)**Letter of Intent:** Applicants must submit a letter with their application for admission stating their career goals, knowledge of the profession, related experience, and reasons for seeking admission to Medical Laboratory Science. Prospective students are encouraged to tour a clinical laboratory, speak to staff in a clinical laboratory or investigate the career online to assist in their understanding of the program.

(4)**Police Information Checks:** Applicants should be aware that a clear Police Information Check is required at the time of admission and that any criminal charges pending must be declared.

Under the *Protection for Persons in Care Act*, all students going to any clinical placement or rotation in Alberta are required to complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. The clinical practice site will determine the criteria for acceptance/denial of a placement. Students are responsible for having a Police Information Check completed upon receiving admission to the Faculty.

Students who have concerns related to their ability

### III. Other Requirements

(1)**Selection Process:** A minimum GPA of 2.0 is required in preprofessional coursework. The selection process is competitive, and applicants will be ranked primarily on academic achievement in the required preprofessional courses. Other factors considered in ranking include overall academic achievement (emphasizing recent academic performance), a demonstrated ability to perform well in a consecutive Fall/Winter Term of full-time study (preferably 30 units), a personal interview, and a letter of intent.

Preference will be given to those students who have completed the required ★30 in one academic year. An applicant may not benefit from additional postsecondary courses.

(2)**Spoken English Requirement:** Applicants must meet a spoken English requirement. (See §13.3.2.)

(3)**Letter of Intent:** Applicants must submit a letter with their application for admission stating their career goals, knowledge of the profession, related experience, and reasons for seeking admission to Medical Laboratory Science. Prospective students are encouraged to investigate the career to assist in their understanding of the program.

(4) **Personal Interview:** Interview selection is based on postsecondary academic records and a letter of intent received by April 1 (see §12.7). Selected applicants will be interviewed to determine if they have the qualities necessary for the profession. The interview will evaluate qualities such as communication, teamwork, reflection, conflict resolution, empathy, responsibility, initiative, problem-solving ability, prioritization and organization. Short-listed applicants will be advised of the interview date.

(5)**Police Information Checks:** Applicants should be aware that a clear Police Information Check is required at the time of admission and that any criminal charges pending must be declared.

Under the *Protection for Persons in Care Act*, all students going to any clinical placement or rotation in Alberta are required to complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. The clinical practice site will determine the criteria for acceptance/denial of a placement. Students are

to provide a clear Police Information Check should consult with the Faculty. The ultimate responsibility for ensuring that students meet the requirements of clinical agencies lies with the students. Other background checks may be required by a clinical agency, such as a child intervention record check. Students will be advised if any additional background checks are required by the clinical agency. See §23.8.3 for more information on the general requirements concerning Police Information Checks and the fees associated with them.

responsible for having a Police Information Check completed upon receiving admission to the Faculty.

Students who have concerns related to their ability to provide a clear Police Information Check should consult with the Faculty. The ultimate responsibility for ensuring that students meet the requirements of clinical agencies lies with the students. Other background checks may be required by a clinical agency, such as a child intervention record check. Students will be advised if any additional background checks are required by the clinical agency. See §23.8.3 for more information on the general requirements concerning Police Information Checks and the fees associated with them.

**(6) Medical Testing and Immunization Requirements:**

Please see 20.5 **University Bloodborne Pathogens Policy**

**(7) Deposit:** Upon notification of acceptance, applicants will be required to confirm their admission and intention to register by submitting a nonrefundable tuition deposit within the time specified in the letter of acceptance. The deposit will be credited toward payment of tuition upon completion of registration. (See §13.5.3).

**(8) Technical Standard:** The Division of Medical Laboratory Science Technical Standards Policy defines the necessary knowledge, skills, professional behaviours, and attitudes required of students. Please see the Medical Laboratory Science website for further information.

<p><b>IV. Aboriginal Applicants</b></p> <p>The Division of Medical Laboratory Science will give up to one position within the quota for the BSc MLS program to Aboriginal applicants. Students of Aboriginal ancestry within the meaning of the Constitution Act, 1982, Section 35, Part 2, or a person accepted by one of the Aboriginal peoples of Canada as a member of their community, will be considered in this category.</p> <p>Candidates will be subject to normal minimum admission requirements as outlined in §16.9.2 and approval by the Divisional Admissions Committee. If there are no qualified Aboriginal applicants in any given year, the position will be allocated to the general applicant pool.</p> <p><del>Aboriginal applicants should contact the Coordinator, Division of Medical Laboratory Science, for career planning.</del></p> <p><b>V. For More Information</b></p> <p>Individuals considering entering the preprofessional year should contact the Division of Medical Laboratory Science, 5-411 Edmonton Clinic Health Academy, University of Alberta, Edmonton, AB T6G 1C9</p>	<p><b>IV. Aboriginal Applicants</b></p> <p>The Division of Medical Laboratory Science will give up to one position within the quota for the BSc MLS program to Aboriginal applicants. Students of Aboriginal ancestry within the meaning of the Constitution Act, 1982, Section 35, Part 2, or a person accepted by one of the Aboriginal peoples of Canada as a member of their community, will be considered in this category.</p> <p>Candidates will be subject to normal minimum admission requirements as outlined in §16.9.2 and approval by the Divisional Admissions Committee. If there are no qualified Aboriginal applicants in any given year, the position will be allocated to the general applicant pool.</p> <p><b>V. For More Information</b></p> <p>Individuals considering entering the preprofessional year should contact the Division of Medical Laboratory Science, 5-411 Edmonton Clinic Health Academy, University of Alberta, Edmonton, AB T6G 1C9</p>
<p><b>15.9.3 Post-Professional Certificate BSc in Medical Laboratory Science</b></p> <p><b>I. Admission Requirements</b></p> <p>In order to be eligible for admission to the post-professional certificate program applicants must have:</p> <ol style="list-style-type: none"> <li>(1) successfully completed the Canadian Society for Medical Laboratory Science (CSMLS) General <b>Certificate.</b></li> <li>(2) <del>CSMLS certification within the last 5 years or have been working in the field (at least part-time) in the last 5 years.</del></li> </ol> <p><b>II. Other Requirements</b></p> <ol style="list-style-type: none"> <li>(1) Official transcripts from technical institutes and clinical training sites, CSMLS certification, and other postsecondary institutions.</li> <li>(2) Resumé.</li> <li>(3) Letter indicating history of employment as a medical technologist with particular attention paid to the description of the type of work in which the applicant was involved. In this letter a statement of career goals and reasons for seeking admission to the BSc program in Medical Laboratory Science should be included.</li> </ol> <p><b>III. For More Information</b></p> <p>Individuals considering entrance to the post-professional certificate program should contact the Division of Medical Laboratory Science, 5-411 Edmonton Clinic Health Academy, University of</p>	<p><b>15.9.3 Post-Professional Certificate BSc in Medical Laboratory Science</b></p> <p><b>I. Admission Requirements</b></p> <p>In order to be eligible for admission to the post-professional certificate program applicants must have:</p> <ol style="list-style-type: none"> <li>(1) successfully completed the Canadian Society for Medical Laboratory Science (CSMLS) General <b>Certification.</b></li> <li>(2) <b>Within the last five years: CSMLS certification or related work experience.</b></li> </ol> <p><b>II. Other Requirements</b></p> <ol style="list-style-type: none"> <li>(1) Official transcripts from technical institutes and clinical training sites, CSMLS certification, and other postsecondary institutions.</li> <li>(2) Resumé.</li> <li>(3) Letter indicating history of employment as a medical technologist with particular attention paid to the description of the type of work in which the applicant was involved. In this letter a statement of career goals and reasons for seeking admission to the BSc program in Medical Laboratory Science should be included.</li> </ol> <p><b>III. For More Information</b></p> <p>Individuals considering entrance to the post-professional certificate program should contact the Division of Medical Laboratory Science, 5-411 Edmonton Clinic Health Academy, University of Alberta, Edmonton, AB T6G 1C9 or by e-mail</p>



Alberta, Edmonton, AB T6G 1C9 or by e-mail medlabsc@ualberta.ca. Paper application is required after March 1.

medlabsc@ualberta.ca. Paper application is required after March 1.

## 113.2.5 BSc Program in Medical Laboratory Science

(1)Academic Standing: Final decisions regarding academic standing and promotion to the next year or graduation are made by the Faculty of Medicine and Dentistry Academic Standings and Promotion Committee based on recommendations of the Medical Laboratory Science Academic Standing Committee.

(2)Promotion in the Medical Laboratory Science program depends on passing grades in all subjects of the previous year with a minimum GPA of 2.0, as well as the following requirements:

### Phase I

Each laboratory instructor assesses the competence in communication, comprehension, and technical skills of each student **four** times throughout the academic year. These assessments are documented as a written evaluation that the student is asked to sign. At the end of the Phase, the instructors assign each student a pass or probationary rating based on these evaluations. Students with a GPA of 2.0 who have a majority of unsatisfactory technical ratings are permitted to proceed into Phase II on probation. Students in Phase II who are on probation must withdraw if they receive an unsatisfactory technical rating in any one course. Students entering Phase II with a majority of pass ratings from all the Phase I Medical Laboratory Science courses are assessed as having satisfactory standing.

### Phase II

For those Medical Laboratory Science courses with both technical and academic demands, the student must successfully complete the requirements of both components to receive a passing grade.

The competence in communication, comprehension, and technical skills of each student will be assessed by Competency Based Objectives (CBOs) in each Medical Laboratory Science course. Students must pass all the CBOs for each course according to the policies outlined in the specific manuals for each course. Students who do not achieve this in any one course will be required to satisfactorily complete a remedial period of training in that course. A student who requires remedial training in more than one course will be required to withdraw. Students who have entered Phase II on probation (see Phase I) will not normally be allowed remedial training and will be required to withdraw.

(3)The Dean, or Supervisor acting on behalf of the Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of practicum/clinical placement if the Dean or Supervisor has reasonable grounds to believe that this is necessary in order to protect the Public Interest. (See §23.8.2, Practicum Intervention Policy.)

## 113.2.5 BSc Program in Medical Laboratory Science

(1)Academic Standing: Final decisions regarding academic standing and promotion to the next year or graduation are made by the Faculty of Medicine and Dentistry Academic Standings and Promotion Committee based on recommendations of the Medical Laboratory Science Academic Standing Committee.

(2)Promotion in the Medical Laboratory Science program depends on passing grades in all subjects of the previous year with a minimum GPA of 2.0, as well as the following requirements:

### Phase I

Each laboratory instructor assesses the competence in communication, comprehension, and technical skills of each student **several** times throughout the academic year. These assessments are documented as a written evaluation that the student is asked to sign. At the end of the Phase, the instructors assign each student a pass or probationary rating based on these evaluations. Students with a GPA of 2.0 who have a majority of unsatisfactory technical ratings are permitted to proceed into Phase II on probation. Students in Phase II who are on probation must withdraw if they receive an unsatisfactory technical rating in any one course. Students entering Phase II with a majority of pass ratings from all the Phase I Medical Laboratory Science courses are assessed as having satisfactory standing.

### Phase II

For those Medical Laboratory Science courses with both technical and academic demands, the student must successfully complete the requirements of both components to receive a passing grade.

The competence in communication, comprehension, and technical skills of each student will be assessed by Competency Based Objectives (CBOs) in each Medical Laboratory Science course. Students must pass all the CBOs for each course according to the policies outlined in the specific manuals for each course. Students who do not achieve this in any one course will be required to satisfactorily complete a remedial period of training in that course. A student who requires remedial training in more than one course will be required to withdraw. Students who have entered Phase II on probation (see Phase I) will not normally be allowed remedial training and will be required to withdraw.

(3)The Dean, or Supervisor acting on behalf of the Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of practicum/clinical placement if the Dean or Supervisor has reasonable grounds to believe that this is necessary in order to protect the Public Interest. (See §23.8.2, Practicum Intervention Policy.)

(4)The Division of Medical Laboratory Science Technical Standards Policy defines the necessary knowledge, skills, professional behaviours, and attitudes required of students. Please see the Medical Laboratory Science website for further information.

(5)Promotion in the post-professional certificate BSc program in Medical Laboratory Science depends on passing grades in all subjects of the previous year with a minimum GPA of 2.0.

(6)Reexamination:

a.Students are allowed reexamination privileges only in courses that are failed.

b. Students must achieve a GPA of 2.0 inclusive of the failed course in order to be considered for reexamination.

c. ~~The Division of Medical Laboratory Science Academic Standings Committee and the Faculty of Academic Standing and Promotion Committee must approve reexamination.~~

d. If reexamination is approved, satisfactory completion of a remedial program may be required before the student is permitted to take the reexamination.

(7)A student permitted to repeat a course or an entire phase must withdraw unless a minimum average grade of 2.7 is obtained on the repeated work.

(8)Any student whose technical work or academic performance is deemed unsatisfactory may be required to withdraw from the Faculty.

~~(9)For students in Medical Laboratory Science, where there is a greater potential for transmission of bloodborne pathogens from students to patients as a result of activities involved in their clinical experience in practice settings, the following procedures will apply:~~

~~— Hepatitis B: Hepatitis B antigen testing will be performed by the University Health Centre on all students after acceptance into the program. Students who test negative for Hepatitis B surface antigen (HbsAg), Hepatitis B vaccination will be required. An exception will be made for those for whom is medically contraindicated or for those individuals who have proof of prior vaccination and test positive for antibody to Hepatitis B surface antigen (anti-HBs). After vaccination, students will receive a second test to determine if they have converted to produce the appropriate antibody titre. If they have not converted they will receive a second vaccination and again be tested. Those students who then fail to convert will be counselled as their potential risk status during training and future practice.~~

~~— For students who test positive for Hepatitis B surface antigen their “e” antigen (HbeAg) status and the presence of Hepatitis B viral DNA will be determined. If they are found to be positive for the “e” antigen or the viral DNA they will be counselled as to their risk of infecting patients.~~

~~— Human Immunodeficiency Virus (HIV) and Hepatitis C Virus (HCV): The data indicates that transmission of the human immunodeficiency virus (HIV) and Hepatitis C Virus (HCV) from a health care worker (HCW) to a patient in a health care setting is extremely rare, although transmission from patients to a HCW is more common. Therefore, all students accepted into the Faculty of Medicine and Dentistry are encouraged to undergo HIV and HCV testing upon admission and at any time during their program when concerns about infection have arisen, but testing for HIV~~

(4)The Division of Medical Laboratory Science Technical Standards Policy defines the necessary knowledge, skills, professional behaviours, and attitudes required of students. Please see the Medical Laboratory Science website for further information.

(5)Promotion in the post-professional certificate BSc program in Medical Laboratory Science depends on passing grades in all subjects of the previous year with a minimum GPA of 2.0.

(6)**Reexamination:**

a.Students are allowed reexamination privileges only in courses that are failed.

b. Students must achieve a GPA of 2.0 inclusive of the failed course in order to be considered for reexamination.

c. **The Division of Medical Laboratory Science Academic Standings Committee must approve reexamination.**

d. If reexamination is approved, satisfactory completion of a remedial program may be required before the student is permitted to take the reexamination.

(7) A student permitted to repeat a course or an entire phase must withdraw unless a minimum average grade of 2.7 is obtained on the repeated work.

(8) Any student whose technical work or academic performance is deemed unsatisfactory may be required to withdraw from the Faculty.

(9)**Voluntary Withdrawal:** A student wishing to temporarily withdraw registration from the MLS program is required to make written application to the Director, stating the reasons for withdrawal and the intended period of absence. Readmission to the MLS program following voluntary withdrawal will be based on the following:

a.review, by the Faculty, of the reasons for withdrawal and of the student's academic record;

b.availability of a place, within quota, in the class to which the student seeks readmission.

c.The length of time the student interrupts studies leading to the BSc in MLS degree must not exceed two years in total.

(10) **Faculty Advisor:** At the discretion of the Faculty, a Faculty advisor may be assigned to students having difficulty meeting promotion requirements. The method of assignment and the role of the Faculty advisor is determined by the Faculty.

(11) **First class standing:** awarded to students with a GPA of not less than 3.5 while enrolled in a normal academic course load.

(12) **With Distinction:** awarded to graduating students who have obtained an average GPA of not less than 3.5 during the final 60 credits of course work.

and HCV is not mandatory at this time.

Note: For updates on changes to medical testing and immunization refer to the Faculty Office.

## 114.9 Post-Professional Certificate BSc in Medical Laboratory Science

### General Information

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

The program requires ★76 additional study post-diploma and ★60 must be completed through the University of Alberta.

### Program of Courses

#### Year 1

- (1) BIOL 107 (★3)
- (2) CHEM 101 (★3)
- (3) CHEM 102 (★3)
- (4) CHEM 164 or 261 (★3)
- (5) CHEM 263 (★3)
- (6) MLSCI 244 (★3)
- (7) MLSCI 245 (★3)
- (8) MLSCI 320 (★3)
- (9) STAT 141 or 151 or 337 (★3)
- (10) Approved MLS options (★6)

#### Spring/Summer

- (1) BIOCH 200 (★3)
- (2) BIOCH 330 (★3)
- (3) Arts options (★6)

#### Year 2

- (1) MLSCI 410 (★3)
- (2) MLSCI 480 (★3)
- (3) Project course MLSCI 491 (★6) or MLSCI 409 (★3) and Science option (★3)
- (4) ★12 chosen from MLSCI 420, 430, 460, 466, 475, 481, MMI 405 or 426 or 427 or 415
- (5) INT D 410 (★3)
- (6) Arts option (★3)

## 114.9 Post-Professional Certificate BSc in Medical Laboratory Science

### General Information

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

The program requires ★75 additional study post-diploma and ★60 must be completed through the University of Alberta.

### Program of Courses

#### Year 1

- (1) BIOL 107 (★3)
- (2) CHEM 101 (★3)
- (3) CHEM 102 (★3)
- (4) CHEM 164 or 261 (★3)
- (5) CHEM 263 (★3)
- (6) MLSCI 244 (★3)
- (7) MLSCI 245 (★3)
- (8) MLSCI 320 (★3)
- (9) STAT 141 or 151 or 337 (★3)
- (10) Approved MLS options (★6)

#### Spring/Summer

- (1) BIOCH 200 (★3)
- (2) BIOCH 330 (★3)
- (3) Arts options (★6)

#### Year 2

- (1) MLSCI 410 (★3)
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- (3) Project course MLSCI 491 (★6) or MLSCI 409 (★3) and Science option (★3)
- (4) ★12 chosen from MLSCI 420, 430, 460, 466, 475, 481, MMI 405 or 426 or 427 or 415
- (5) INT D 410 (★3)
- (6) Arts option (★3)

<p><b>231.182 Medical Laboratory Science, MLSCI</b>  <b>Division of Medical Laboratory Science</b>  <b>Faculty of Medicine and Dentistry</b>  <b>Notes</b>  (1) See also <del>INT D 409 and 491</del> for courses offered by more than one Department or Faculty and which may be taken as options or as a course in this discipline.  (2) MLSCI 320, 330, 340, 350, 360, and 370 are to be taken as a unit over a <del>37</del>-week period. They are open to students of Medical Laboratory Science only or by special permission of the Division</p>	<p><b>231.182 Medical Laboratory Science, MLSCI</b>  <b>Division of Medical Laboratory Science</b>  <b>Faculty of Medicine and Dentistry</b>  <b>Notes</b>  (1) See also <b>MLSCI 409 and 491</b> for courses offered by more than one Department or Faculty and which may be taken as options or as a course in this discipline.  (2) MLSCI 320, 330, 340, 350, 360, and 370 are to be taken as a unit over a <b>38</b>-week period. They are open to students of Medical Laboratory Science only or by special permission of the Division</p>
<p>MLSCI 475 Clinical Immunology  *3 (fi 6) (either term, 3-0-0). The application of basic immunology concepts to disease and transplantation, and their monitoring by the clinical laboratory. Topics include the cellular and humoral immune responses, human immune development, immunology and cancer, immune deficiency, autoimmune disease, immunopathology, and transplant immunology. Prerequisite: IMIN <del>370</del> or equivalent and consent of Division</p>	<p>MLSCI 475 Clinical Immunology  *3 (fi 6) (either term, 3-0-0). The application of basic immunology concepts to disease and transplantation, and their monitoring by the clinical laboratory. Topics include the cellular and humoral immune responses, human immune development, immunology and cancer, immune deficiency, autoimmune disease, immunopathology, and transplant immunology. Prerequisite: IMIN <b>371</b> or equivalent and consent of Division</p>

Rationale:

**16.9.2 BSc in Medical Laboratory Science**

**II . Academic Requirements**

These changes are simple edits for readability

III. other requirements

(1) selection process

– strike through of clause about the English prerequisite as any student lacking the preprofessional requirements are deemed inadmissible.

(3) letter of intent – Alberta Health Services and DynaLife Dx no longer offer tours so remove this suggestion as lab tours are difficult in Edmonton

Move deposit to its own category in other requirements (becomes No.7)

(4) MLS is adding an interview to the admission process, wording is consistent with other FoMD programs.

(6) Move immunization and medical testing requirements to 20.5 as per health Sciences Council

(8) technical standards –standards is already mentioned in the academic standing section of the calendar (113.2.5 (8)); however, applicants should also be aware of these criteria.

113.2.5(2) Change the number of assessment from four to several as it varies in each course at the discretion of the instructor

113.2.5(6)c. Faculty academic standings policy change – reexaminations will be granted by the programs in FoMD

113.2.5(9) move medical testing to admissions (see above explanation)

113.2.5 (9)add in voluntary withdrawl guidelines, wording is consistent with other FoMD programs

113.2.5 (10) add in faculty advisor information, wording is consistent with other FOMD programs

113.2.5 (11) (12) add in rules for granting with distinction and first class standing

114.9 change total credit requirement to 75 for post diploma students – editorial change based on calendar changes in 2014-15 expanding MLSCI 410 to 3 credits and changing the course load for senior year students.

231.182 (1) missed changing these course numbers for 2014-15.

231.182 (2)Clinical practicum in phase 2 is 38 weeks total

MLSCI 475 – incorrect prerequisite course number

**FACULTY OF MEDICINE AND DENTISTRY  
CALENDAR ENTRY  
Effective Fall Session 2016-2017**

Dated: May 28, 2015

CURRENT	PROPOSED
<p><b>16.9.4 Dental Hygiene Diploma</b> Application for Admission and Application for Readmission</p> <p>Only electronic applications will be accepted. To access the online application for the University of Alberta please visit <a href="http://www.admissions.ualberta.ca">www.admissions.ualberta.ca</a>.</p> <p>For detailed application and program information please visit <a href="http://www.dentistry.ualberta.ca">www.dentistry.ualberta.ca</a>.</p> <p><b>Enrolment:</b> Enrolment is limited to an annual quota of 40 students. Of the 40 positions available 85% are reserved for Alberta residents, 10% for Non-Alberta residents and 5% for International students (see §13.2).</p>	<p><b>16.9.4 Dental Hygiene Diploma</b> Application for Admission and Application for Readmission</p> <p>Only electronic applications will be accepted. To access the online application for the University of Alberta please visit <a href="http://www.admissions.ualberta.ca">www.admissions.ualberta.ca</a>.</p> <p>For detailed application and program information please visit <a href="http://www.dentistry.ualberta.ca">www.dentistry.ualberta.ca</a>.</p> <p><b>Enrolment:</b> Enrolment is limited to an annual quota of 40 students. Of the 40 positions available 85% are reserved for Alberta residents, 10% for Non-Alberta residents and 5% for International students (see §13.2).</p> <p><u>Because the number of candidates who meet the minimum requirements for admission far exceeds the quota, it should be understood that eligibility does not guarantee admission. Admission is determined on a competitive basis.</u></p>

### III. Final Selection

Applicant profiles are made up of the following:

- (1) Overall GPA achieved on all transferable postsecondary work completed as a full-time student taken during Fall/Winter or Spring/Summer Terms. For overall GPA calculation full-time study is equivalent to a minimum of ★18 taken during Fall/Winter Terms or ★12 taken during Spring/Summer Terms.
- (2) Interview score.

In order to be competitive, applicants should strive for a minimum GPA of 3.0. Students with a GPA of less than 2.7 will not be considered for admission.

For applicants who have completed four or more years of transferable postsecondary work, the cumulative (overall) GPA is calculated with the deletion of the lowest Fall/Winter GPA, provided it is not the most recent Fall/Winter or the only Fall/Winter where ★24 was taken.

The Admissions Committee reserves the right to use its judgment with respect to individual cases.

Applicants who have extenuating circumstances may submit a letter requesting special consideration to the Admissions Committee with supporting documentation. Such applicants must have completed the preprofessional requirements. Applicants seeking special consideration must contact the School of Dentistry Admissions Office prior to submitting their request for a *Request for Special Consideration* form. Special consideration requests must be received by the Admissions Office by January 31 of the year admission is sought.

**Deposit:** Upon notification of acceptance, applicants will be required to confirm their intention to register by submitting a nonrefundable tuition deposit within a specified time. The deposit will be credited toward payment of tuition upon completion of registration.

### III. Final Selection

Applicant profiles are made up primarily of the following:

- (1) Overall GPA achieved on all transferable postsecondary work completed as a full-time student taken during Fall/Winter or Spring/Summer Terms. For overall GPA calculation full-time study is equivalent to a minimum of ★18 taken during Fall/Winter Terms or ★12 taken during Spring/Summer Terms.
- (2) Interview score.

In order to be competitive, applicants should strive for a minimum GPA of 3.0. Students with a GPA of less than 2.7 will not be considered for admission.

For applicants who have completed four or more years of transferable postsecondary work, the cumulative (overall) GPA is calculated with the deletion of the lowest Fall/Winter GPA, provided it is not the most recent Fall/Winter or the only Fall/Winter where ★24 was taken.

As admission into the program is limited to a quota of 40 students, the Admissions Committee has the responsibility of selecting those applicants who demonstrate promise to successfully complete the program. The Admissions Committee reserves the right to use its judgment with respect to individual cases.

Applicants who have extenuating circumstances may submit a letter requesting special consideration to the Admissions Committee with supporting documentation. Such applicants must have completed the preprofessional requirements. Applicants seeking special consideration must contact the School of Dentistry Admissions Office prior to submitting their request for a *Request for Special Consideration* form. Special consideration requests must be received by the Admissions Office by January 31 of the year admission is sought.

**Deposit:** Upon notification of acceptance, applicants will be required to confirm their intention to register by submitting a nonrefundable tuition deposit within a specified time. The deposit will be credited toward payment of tuition upon completion of registration.

**16.9.7 Doctor of Dental Surgery (DDS)  
Application for Admission and Application for  
Readmission**

Only electronic applications will be accepted. To access the online application for the University of Alberta go to [www.admissions.ualberta.ca](http://www.admissions.ualberta.ca).

For detailed application and program information please visit [www.dentistry.ualberta.ca](http://www.dentistry.ualberta.ca).

**Note:** Applicants who have been Required to Withdraw, or equivalent, from any postsecondary program will not be considered for admission.

**Enrolment:** Enrolment is limited to an annual quota of 31 students. Of the 31 positions available 85% are reserved for Alberta residents, 10% for Non-Alberta residents and 5% for International students (see §13.2).

**16.9.7 Doctor of Dental Surgery (DDS)  
Application for Admission and Application for  
Readmission**

Only electronic applications will be accepted. To access the online application for the University of Alberta go to [www.admissions.ualberta.ca](http://www.admissions.ualberta.ca).

For detailed application and program information please visit [www.dentistry.ualberta.ca](http://www.dentistry.ualberta.ca).

**Note:** Applicants who have been Required to Withdraw, or equivalent, from any postsecondary program will not be considered for admission.

**Enrolment:** Enrolment is limited to an annual quota of 31 students. Of the 31 positions available 85% are reserved for Alberta residents, 10% for Non-Alberta residents and 5% for International students (see §13.2).

**Because the number of candidates who meet the minimum requirements for admission far exceeds the quota, it should be understood that eligibility does not guarantee admission. Admission is determined on a competitive basis.**

**III. Final Selection**

Applicant profiles are made up of the following:

- (1)Overall GPA achieved on all transferable postsecondary work completed as a full-time student taken during Fall/Winter or Spring/Summer Terms. For overall GPA calculation full-time study is equivalent to a minimum of ★18 taken during Fall/Winter Terms or ★12 taken during Spring/Summer Terms.
- (2)Dental aptitude test scores
- (3)Interview score

In order to be competitive, applicants should strive for a minimum GPA of 3.5 in their university studies. Students with a GPA of less than 3.0 will not be considered for admission.

For applicants who have completed four or more years of transferable postsecondary work, the cumulative (overall) GPA is calculated with the deletion of the lowest Fall/Winter GPA, provided it is not the most recent Fall/Winter or the only Fall/Winter where ★30 was taken.

Applicants who do not meet the minimum criteria will not be considered for admission.

**III. Final Selection**

Applicant profiles are made **primarily** up of the following:

- (1)Overall GPA achieved on all transferable postsecondary work completed as a full-time student taken during Fall/Winter or Spring/Summer Terms. For overall GPA calculation full-time study is equivalent to a minimum of ★18 taken during Fall/Winter Terms or ★12 taken during Spring/Summer Terms.
- (2)Dental aptitude test scores
- (3)Interview score

In order to be competitive, applicants should strive for a minimum GPA of 3.5 in their university studies. Students with a GPA of less than 3.0 will not be considered for admission.

For applicants who have completed four or more years of transferable postsecondary work, the cumulative (overall) GPA is calculated with the deletion of the lowest Fall/Winter GPA, provided it is not the most recent Fall/Winter or the only Fall/Winter where ★30 was taken.

Applicants who do not meet the minimum criteria will not be considered for admission. **As admission into the program is limited to a quota of 31 students, the Admissions Committee has the responsibility of selecting those applicants who demonstrate promise**

The Admissions Committee reserves the right to use its judgment with respect to individual cases.

Applicants who have extenuating circumstances may submit a letter requesting special consideration to the Admissions Committee with supporting documentation. Such applicants must have completed the preprofessional requirements. Applicants seeking special consideration must contact the School of Dentistry Admissions Office prior to submitting their request for a *Request for Special Consideration* form. Special consideration requests must be received by the Admissions Office by January 31 of the year admission is sought.

**Deposit:** Upon notification of acceptance, applicants will be required to confirm their intention to register by submitting a nonrefundable tuition deposit within a specified time. The deposit will be credited toward payment of tuition upon completion of registration.

#### 16.9.8 DDS Advanced Placement Program

For detailed application and program information please visit [www.dentistry.ualberta.ca](http://www.dentistry.ualberta.ca).

**Limitation of Enrolment:** Enrolment is limited.

##### I. Admission Requirements

(9)**Final Selection:** Applicant profiles are made up of results of the Assessment of Fundamental Knowledge sponsored by the National Dental Examining Board of Canada (NDEB), Language Proficiency/Spoken English results, Pre-Entry Examination results, and successful completion of the Introduction to Advanced Placement course (DDS 829).

The Admissions Committee reserves the right to use its judgement with respect to individual cases. The decision concerning admission is final. No appeal mechanism exists.

**to successfully complete the program.** The Admissions Committee reserves the right to use its judgment with respect to individual cases.

Applicants who have extenuating circumstances may submit a letter requesting special consideration to the Admissions Committee with supporting documentation. Such applicants must have completed the preprofessional requirements. Applicants seeking special consideration must contact the School of Dentistry Admissions Office prior to submitting their request for a *Request for Special Consideration* form. Special consideration requests must be received by the Admissions Office by January 31 of the year admission is sought.

**Deposit:** Upon notification of acceptance, applicants will be required to confirm their intention to register by submitting a nonrefundable tuition deposit within a specified time. The deposit will be credited toward payment of tuition upon completion of registration.

#### 16.9.8 DDS Advanced Placement Program

For detailed application and program information please visit [www.dentistry.ualberta.ca](http://www.dentistry.ualberta.ca).

**Limitation of Enrolment:** Enrolment is limited.

**Because the number of candidates who meet the minimum requirements for admission far exceeds the quota, it should be understood that eligibility does not guarantee admission. Admission is determined on a competitive basis.**

##### I. Admission Requirements

(9)**Final Selection:** Applicant profiles are made up **primarily** of results of the Assessment of Fundamental Knowledge sponsored by the National Dental Examining Board of Canada (NDEB), Language Proficiency/Spoken English results, Pre-Entry Examination results, and successful completion of the Introduction to Advanced Placement course (DDS 829).

**As admission into the program is limited, the Admissions Committee has the responsibility of selecting those applicants who demonstrate promise to successfully complete the program.**

The Admissions Committee reserves the right to use its judgement with respect to individual cases. The decision concerning admission is final. No appeal mechanism exists.



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Items in green will be considered by the Academic Standards Committee

Current	Proposed
<b>194.3 Cell Biology</b>	
<b>194.3.1 Honors in Cell Biology</b>	
Continuation in the Honors in Cell Biology program requires successful completion of at least *24 with a minimum 3.0 GPA in each preceding Fall/Winter. <span style="background-color: #90EE90;">In addition, graduation requires a minimum 3.0 GPA on all courses credited towards the degree.</span>	Continuation in the Honors in Cell Biology program requires successful completion of at least *24 with a minimum 3.0 GPA in each preceding Fall/Winter.
<u>Year 1</u> BIOL 107 CHEM 101, 102 CHEM 164 or 261 MATH <span style="background-color: #FFFF00;">113 or 114</span> PHYS 124, 126 *6 junior ENGL or *3 junior ENGL and *3 junior WRS *3 in approved options  [...]	<u>Year 1</u> BIOL 107 CHEM 101, 102 CHEM 164 or 261 MATH 114 PHYS 124, 126 *6 junior ENGL or *3 junior ENGL and *3 junior WRS *3 in approved options  [...]
<u>Cell Biology Group A Options</u> BIOCH 401, 420, 425, 441, 450, 481, 482 BIOCH 430 or GENET 304 BIOL 421 CELL 310, 398, 402, 405, <span style="background-color: #FFFF00;">410, 415</span> , 425, 445, 498 CHEM 282, 371, 373, 464 GENET 305, 375, 420 IMIN 200, 324, 372, 405, 452 MATH 115 MICRB 316, 470 MMI 391 ONCOL 320, <span style="background-color: #FFFF00;">425</span> PMCOL <span style="background-color: #FFFF00;">204</span> , 371 or ZOOL 342 ZOOL 303 or BOT 303	<u>Cell Biology Group A Options</u> BIOCH 401, 420, 425, 441, 450, 481, 482 BIOCH 430 or GENET 304 BIOL 421 CELL 310, 398, 402, 405, 425, 445, 498 CHEM 282, 371, 373, 464 GENET 305, 375, 420 IMIN 200, 324, 372, 405, 452 MATH 115 MICRB 316, 470 MMI 391 ONCOL 320 PMCOL 371 or ZOOL 342 ZOOL 303 or BOT 303
<u>Cell Biology Recommended Options</u> ANAT 200, 400, 401 BIOCH 310, 320, 330, 410, 455, 460 BIOL 108, 208, 315, <span style="background-color: #FFFF00;">324</span> , 335, 380, 391, 430 BOT 382 GENET 301, 302, 364, 390, 408, 412, 418 IMIN 371, 401, 410 MICRB 311, 315, 410, <span style="background-color: #FFFF00;">450</span> MMI 351, 352, 405, 415, 426, 427, 445	<u>Cell Biology Recommended Options</u> ANAT 200, 400, 401, <span style="background-color: #FFFF00;">402</span> BIOCH 310, 320, 330, 410, 455, 460, <span style="background-color: #FFFF00;">465</span> BIOL 108, 208, <span style="background-color: #FFFF00;">221</span> , 315, <span style="background-color: #FFFF00;">322</span> , 335, 380, 391, 430 BOT 382 GENET 301, 302, 364, 390, 408, 412, 418 IMIN 371, 401, 410 MICRB 311, 315, <span style="background-color: #FFFF00;">343</span> , 410 MMI 351, 352, 405, 415, 426, 427, 445 <span style="background-color: #FFFF00;">ONCOL 425</span>

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<p>PHYSL 212, 214, 372, 401, 403 PMCOL 201, 202 STAT 337 ZOOOL 241, 242</p>	<p>PHYSL 212, 214, 372, 401, 403 PMCOL 201, 202 STAT 337 ZOOOL 241, 242, 442</p>
<p><b>194.10.1 Honors in Mathematics</b></p> <p>Continuation in the Honors in Mathematics program requires successful completion of at least *24 with a minimum 3.0 GPA in the previous Fall/Winter. Graduation requires the successful completion of at least *24 with a minimum 3.0 GPA in each Fall/Winter.</p> <p>The program must contain the following courses. It is recommended that these courses be taken in the years indicated.</p> <p>Year 1</p> <p>MATH 117, 118, 127, 227 *6 in an approved Science option *6 in approved Arts options *6 in approved options</p> <p>Year 2</p> <p>MATH 217, 317, 328, either 326 or 334 *6 in approved Science options *6 in approved Arts options *6 in approved options</p> <p>Years 3 and 4</p> <p>MATH 326, 334, 411, 417, 418, 424, 447, 448 and 499 *9 in approved Science options including *3 in CMPUT or STAT *6 in approved Arts options *18 in approved options</p> <p>Notes</p> <p>(4) Several of the required courses, including MATH 411, 424, 447, and 448, may only be offered in alternate years.</p> <p>(2) ECON 299, 386 or 387 may not be used for credit in any Honors degree offered by the Department of Mathematical and Statistical Sciences.</p> <p>(3) SCI 100 will be considered equivalent to MATH</p>	<p><b>194.10.1 Honors in Mathematics</b></p> <p>Continuation in the Honors in Mathematics program requires successful completion of at least *24 with a minimum 3.0 GPA and a minimum 3.0 GPA on all MATH courses completed in the previous Fall/Winter. In addition, graduation requires a minimum 3.0 GPA on all courses credited towards the degree and a minimum 3.0 GPA on all MATH courses credited towards the degree.</p> <p>The program must contain the following courses. It is recommended that these courses be taken in the years indicated.</p> <p>Year 1</p> <p>MATH 117, 118, 127, 227 [see Note (2)] *6 in an approved Science option *6 in approved Arts options *6 in approved options</p> <p>Year 2</p> <p>MATH 217, 317, 328, either 326 or 334 *6 in approved Science options *6 in approved Arts options *6 in approved options</p> <p>Years 3 and 4</p> <p>MATH 326, 334, 411, 417, 418, 424, 447, 448 and 499 *12 in approved Science options including *3 in CMPUT or STAT *6 in approved Arts options *18 in approved options</p> <p>Notes</p> <p>(1) Each student's program must have the approval of the Department of Mathematical and Statistical Sciences.</p> <p>(2) With consent of the Department, students may substitute MATH 100, 113, 114, 134, or 144 for MATH 117; MATH 101, 115, or 146 for MATH 118; MATH 102 or 125 for MATH 127; MATH 225 for MATH 227.</p>

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<p>114, 115, CMPUT 174 and *18 Science options.</p> <p>The Department also offers a BA in Honors in Mathematics (see §44.18.1).</p>	<p>(3) Several of the required courses, including MATH 411, 424, 447, and 448, may only be offered in alternate years.</p> <p>(4) ECON 299, 386 or 387 may not be used for credit in any Honors degree offered by the Department of Mathematical and Statistical Sciences.</p> <p>(5) SCI 100 will be considered equivalent to MATH 114, 115, CMPUT 174 and *18 Science options.</p> <p>The Department also offers a BA in Honors in Mathematics (see §44.18.1).</p>
<p><b>194.10.6 Honors in Applied Mathematics</b></p> <p>Continuation in the Honors in Applied Mathematics program requires successful completion of at least *24 with a minimum 3.0 GPA in the previous Fall/Winter. Graduation requires the successful completion of at least *24 with a minimum 3.0 GPA in each Fall/Winter.</p> <p>The program must contain the following courses. It is recommended that these courses be taken in the years indicated.</p> <p>Year 1</p> <p>MATH 117, 118, 127, 227 *6 in approved Science options *6 in approved Arts options *6 in approved options</p> <p>Year 2</p> <p>MATH 217, 317, 325 or 326 or 328, 334 *6 in approved Science options *6 in approved Arts options *6 in approved options</p> <p>Years 3 and 4</p> <p>*21 in Mathematics including MATH 337, 381, 411, 417, 436, 499 *6 in approved options at the 300-level or higher in the field of application *3 in an approved 300- or 400-level MATH or MA PH *3 in CMPUT or STAT option</p>	<p><b>194.10.6 Honors in Applied Mathematics</b></p> <p>Continuation in the Honors in Applied Mathematics program requires successful completion of at least *24 with a minimum 3.0 GPA and a minimum 3.0 GPA on all MATH courses completed in the previous Fall/Winter. In addition, graduation requires a minimum 3.0 GPA on all courses credited towards the degree and a minimum 3.0 GPA on all MATH courses credited towards the degree.</p> <p>The program must contain the following courses. It is recommended that these courses be taken in the years indicated.</p> <p>Year 1</p> <p>MATH 117, 118, 127, 227 [see Note (2)] *6 in approved Science options *6 in approved Arts options *6 in approved options</p> <p>Year 2</p> <p>MATH 217, 317, 326 or 328, 334 *6 in approved Science options *6 in approved Arts options *6 in approved options</p> <p>Years 3 and 4</p> <p>*21 in Mathematics including MATH 337, 381, 411, 417, 436, 499 *6 in approved options at the 300-level or higher in the field of application *3 in an approved 300- or 400-level MATH or MA PH *3 in CMPUT or STAT option</p>

# Programs Faculty of Science Calendar Changes 2016-2017

<p>*9 in approved Science options *6 in approved Arts options *12 in approved options</p> <p>Notes</p> <p>1. Several of the required courses, including MATH 411, may only be offered in alternate years.</p> <p>2. ECON 299, 386 or 387 may not be used for credit in any Honors degree offered by the Department of Mathematical and Statistical Sciences.</p> <p>3. SCI 100 will be considered equivalent to MATH 114, 115, CMPUT 174 and *18 Science options.</p> <p><b>Honors in Mathematical Physics</b></p> <p>See §194.15.7 for details.</p>	<p>*9 in approved Science options *6 in approved Arts options *12 in approved options</p> <p>Notes</p> <p>1. Each student's program must have the approval of the Department of Mathematical and Statistical Sciences.</p> <p>2. With consent of the Department, students may substitute MATH 100, 113, 114, 134, or 144 for MATH 117; MATH 101, 115, or 146 for MATH 118; MATH 102 or 125 for MATH 127; MATH 225 for MATH 227.</p> <p>3. Several of the required courses, including MATH 411, may only be offered in alternate years.</p> <p>4. ECON 299, 386 or 387 may not be used for credit in any Honors degree offered by the Department of Mathematical and Statistical Sciences.</p> <p>5. SCI 100 will be considered equivalent to MATH 114, 115, CMPUT 174 and *18 Science options.</p>
<p><b>194.10.9 Honors in Mathematics and Economics</b></p> <p>Continuation in the Honors in Mathematics and Economics program requires successful completion of at least *24 with a minimum 3.0 GPA in the previous Fall/Winter. Graduation requires the successful completion of at least *24 with a minimum 3.0 GPA in each Fall/Winter.</p> <p>The program must contain the following courses. It is recommended that these courses be taken in the years indicated.</p> <p>Year 1</p> <p>ECON 101, 102 MATH 117, 118, 127, 227 *6 junior ENGL or *3 junior ENGL and *3 junior WRS *6 in approved Science options</p> <p>Year 2</p> <p>ECON 281, 282 MATH 217, 317, 325 or 326 or 328 STAT 265, 266</p>	<p><b>194.10.9 Honors in Mathematics and Economics</b></p> <p>Continuation in the Honors in Mathematics and Economics program requires successful completion of at least *24 with a minimum 3.0 GPA and a minimum 3.0 GPA on all ECON, MATH and STAT courses completed in the previous Fall/Winter. In addition, graduation requires a minimum 3.0 GPA on all courses credited towards the degree and a minimum 3.0 GPA on all ECON, MATH and STAT courses credited towards the degree.</p> <p>The program must contain the following courses. It is recommended that these courses be taken in the years indicated.</p> <p>Year 1</p> <p>ECON 101, 102 MATH 117, 118, 127, 227 [see Note (2)] *6 junior ENGL or *3 junior ENGL and *3 junior WRS *6 in approved Science options</p> <p>Year 2</p> <p>ECON 281, 282 MATH 217, 317, 325 or 326 or 328 STAT 265, 266 *3 in approved Science options *6 in approved options</p>

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<p>*3 in approved Science options *6 in approved options</p> <p>Years 3 and 4</p> <p>ECON 384, 385, 399, 481, 482, 497 *6 in Economics options *12 from MATH 334, 373, 381, 411, 417, 421, 422, 481 *12 in MATH or STAT courses *6 in approved Science options *6 in approved options</p> <p>Notes 1. Credit is not granted for ECON 299, 386 or 387. 2. Credit in SCI 100 will be considered equivalent to MATH 114, 115, *15 Science options and *6 approved options.</p>	<p>Years 3 and 4</p> <p>ECON 384, 385, 399, 481, 482, 497 *6 in Economics options *12 from MATH 334, 373, 381, 411, 417, 421, 422, 481 *12 in MATH or STAT courses *6 in approved Science options *6 in approved options</p> <p>Notes 1. Each student's program must have the approval of the Department of Mathematical and Statistical Sciences. 2. With consent of the Department, students may substitute MATH 100, 113, 114, 134, or 144 for MATH 117; MATH 101, 115, or 146 for MATH 118; MATH 102 or 125 for MATH 127; MATH 225 for MATH 227. 3. Credit is not granted for ECON 299, 386 or 387. 4. Credit in SCI 100 will be considered equivalent to MATH 114, 115, *15 Science options and *6 approved options.</p>
<p><b>194.10.11 Honors in Mathematics and Finance</b></p> <p>Continuation in the Honors in Mathematics and Finance program requires successful completion of at least *24 with a minimum 3.0 GPA and a minimum 3.0 GPA on all ACCTG, ECON, FIN, MATH, MGTSC, OM and STAT courses completed in the previous Fall/Winter. In addition, graduation requires a minimum 3.0 GPA and a minimum 3.0 GPA on all ACCTG, ECON, FIN, MATH, MGTSC, OM and STAT courses taken in the last Fall/Winter of the degree, as well as a minimum 3.0 GPA on all courses credited towards the degree and a minimum 3.0 GPA on all ECON, FIN, MATH, MGTSC, OM and STAT courses credited towards the degree.</p> <p>The program must contain the following courses. It is recommended that these courses be taken in the years indicated.</p> <p>Year 1</p> <p>CMPUT 174 and 175 ECON 101, 102 MATH 117 (or 114), 118 (or 115), 127 (or 125) STAT 151 *6 junior ENGL or *3 junior ENGL and *3 junior WRS</p>	<p><b>194.10.11 Honors in Mathematics and Finance</b></p> <p>Continuation in the Honors in Mathematics and Finance program requires successful completion of at least *24 with a minimum 3.0 GPA and a minimum 3.0 GPA on all ACCTG, ECON, FIN, MATH, MGTSC, OM and STAT courses completed in the previous Fall/Winter. In addition, graduation requires a minimum 3.0 GPA on all courses credited towards the degree and a minimum 3.0 GPA on all ACCTG, ECON, FIN, MATH, MGTSC, OM and STAT courses credited towards the degree.</p> <p>The program must contain the following courses. It is recommended that these courses be taken in the years indicated.</p> <p>Year 1</p> <p>CMPUT 174 and 175 ECON 101, 102 MATH 117 (or 114 or 134 or 144) MATH 118 (or 115 or 146) MATH 127 (or 125) STAT 151</p>

# Programs Faculty of Science Calendar Changes 2016-2017

<p>...nothing further</p>	<p>*6 junior ENGL or *3 junior ENGL and *3 junior WRS</p> <p>...nothing further</p>
<p><b>194.10.14 Honors in Statistics</b></p> <p>Continuation in the Honors Statistics program requires successful completion of at least *24 with a minimum 3.0 GPA and a minimum 3.0 GPA on all MATH and STAT courses completed in the previous Fall/Winter. In addition, graduation requires a minimum 3.0 GPA and a minimum 3.0 GPA on all MATH and STAT courses taken in the last Fall/Winter of the degree, as well as a minimum 3.0 GPA on all courses credited towards the degree and a minimum 3.0 GPA on all MATH and STAT courses credited towards the degree.</p> <p>The program must contain the following courses, which should be taken in the years indicated:</p> <p>Year 1</p> <p>CMPUT 174 and 175 *6 junior ENGL, or *3 junior ENGL and *3 junior WRS MATH 114 (or 117), 115 (or 118), 125 (or 127) STAT 151 *6 in approved options</p> <p>Year 2</p> <p>MATH 214 (or 217), 215 (or 317), 225 (or 227) STAT 252, 265, 266 *6 in approved Arts options *3 in approved Science options *3 in an approved option</p> <p>Years 3 and 4</p> <p>MATH 314 or 417 MATH 414 or 418 STAT 361, 368, 371, 372, 378, 471, 499 *12 in STAT options at the 400-level *6 in approved Arts options *15 in approved Science options</p>	<p><b>194.10.14 Honors in Statistics</b></p> <p>Continuation in the Honors Statistics program requires successful completion of at least *24 with a minimum 3.0 GPA and a minimum 3.0 GPA on all MATH and STAT courses completed in the previous Fall/Winter. In addition, graduation requires a minimum 3.0 GPA on all courses credited towards the degree and a minimum 3.0 GPA on all MATH and STAT courses credited towards the degree.</p> <p>The program must contain the following courses, which should be taken in the years indicated:</p> <p>Year 1</p> <p>CMPUT 174 and 175 *6 junior ENGL, or *3 junior ENGL and *3 junior WRS MATH 117 (or 114 or 134 or 144) MATH 118 (or 115 or 146) MATH 127 (or 125) STAT 151 *6 in approved options</p> <p>Year 2</p> <p>MATH 217 (or 214), 317 (or 215), 227 (or 225) STAT 252, 265, 266 *6 in approved Arts options *3 in approved Science options *3 in an approved option</p> <p>Years 3 and 4</p> <p>MATH 314 or 417 MATH 414 or 418 STAT 361, 368, 371, 372, 378, 471, 499 *12 in STAT options at the 400-level *6 in approved Arts options *15 in approved Science options</p> <p>Notes</p>

# Programs Faculty of Science Calendar Changes 2016-2017

<p>Notes</p> <p>1. Credit will not be granted for ECON 299, 386 or 387.</p> <p>2. Credit in SCI 100 will be considered equivalent to CMPUT 174, MATH 114, 115 and *18 approved Science options.</p>	<p>1. Each student's program must have the approval of the Department of Mathematical and Statistical Sciences.</p> <p>2. Credit will not be granted for ECON 299, 386 or 387.</p> <p>3. Credit in SCI 100 will be considered equivalent to CMPUT 174, MATH 114, 115 and *18 approved Science options.</p>
<p><b>194.10.4 Specialization in Mathematics</b></p> <p>Continuation in the Specialization in Mathematics program requires successful completion of at least *24 with a minimum 2.3 GPA and a minimum 2.3 GPA on all MATH courses completed in the previous Fall/Winter. In addition, graduation requires a minimum 2.3 GPA and a minimum 2.3 GPA on all MATH courses taken in the last Fall/Winter of the degree, as well as a minimum 2.3 GPA on all courses credited towards the degree and a minimum 2.3 GPA on all MATH courses credited towards the degree.</p> <p>The program must contain the following courses. It is recommended that these courses be taken in the years indicated.</p> <p>Year 1</p> <p>MATH 114, 115 MATH 125 CMPUT 174 and 175 *6 in junior ENGL, or *3 junior ENGL and *3 junior WRS *3 in an approved Science option *6 in approved options</p> <p>Year 2</p> <p>MATH 214, 215 MATH 225 MATH 228 *3 in an approved MATH option *3 in an approved Science option *6 in approved Arts options *6 in approved options</p> <p>Year 3</p> <p>MATH 314, 414</p>	<p><b>194.10.4 Specialization in Mathematics</b></p> <p>Continuation in the Specialization in Mathematics program requires successful completion of at least *24 with a minimum 2.3 GPA and a minimum 2.3 GPA on all MATH courses completed in the previous Fall/Winter. In addition, graduation requires a minimum 2.3 GPA on all courses credited towards the degree and a minimum 2.3 GPA on all MATH courses credited towards the degree.</p> <p>The program must contain the following courses. It is recommended that these courses be taken in the years indicated.</p> <p>Year 1</p> <p>MATH 114 (or 117 or 134 or 144) MATH 115 (or 118 or 146) MATH 125 (or 127) CMPUT 174 and 175 *6 in junior ENGL, or *3 junior ENGL and *3 junior WRS *3 in an approved Science option *6 in approved options</p> <p>Year 2</p> <p>MATH 214 (or 217), 215 (or 317) MATH 225 (or 227) MATH 228 *3 in an approved MATH option *3 in an approved Science option *6 in approved Arts options *6 in approved options</p> <p>Year 3</p> <p>MATH 314, 414 [see Note (3)] *6 in approved MATH options *6 in approved Science options</p>

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<p>*6 in approved MATH options *6 in approved Science options *6 in approved Arts options *6 in approved options</p> <p>Year 4</p> <p>*12 in approved MATH options at the 300-level or higher *6 in approved Science options *12 in approved options</p> <p>Notes 1. Each student's program must have the approval of the Department of Mathematical and Statistical Sciences. 2. A student must take at least *6 in MATH in each Fall/Winter of the program. 3. A corresponding Honors MATH course can be substituted for any MATH course listed. For example, MATH 117 can be substituted for MATH 114. 4. A student presenting the Honors Calculus sequence MATH 117/118/217/317 must substitute MATH options for MATH 314 and 414 5. Credit will not be given for ECON 299, 386 or 387. 6. Credit for SCI 100 will be considered equivalent to MATH 114, 115, CMPUT 174 and *18 Science options.</p>	<p>*6 in approved Arts options *6 in approved options</p> <p>Year 4</p> <p>*12 in approved MATH options at the 300-level or higher *6 in approved Science options *12 in approved options</p> <p>Notes 1. Each student's program must have the approval of the Department of Mathematical and Statistical Sciences. 2. Students are encouraged to take at least *6 in MATH in each Fall/Winter of the program. 3. A student presenting the Honors Calculus sequence MATH 117/118/217/317 must substitute MATH options for MATH 314 and 414 4. Credit will not be given for ECON 299, 386 or 387. 5. Credit for SCI 100 will be considered equivalent to MATH 114, 115, CMPUT 174 and *18 Science options.</p>
<p><b>194.10.5 Specialization in Mathematics - Computational Science</b></p> <p>Continuation in the Specialization in Mathematics - Computational Science program requires successful completion of at least *24 with a minimum 2.3 GPA and a minimum 2.3 GPA on all CMPUT, MATH and STAT courses completed in the previous Fall/Winter. In addition, graduation requires a minimum 2.3 GPA and a minimum 2.3 GPA on all CMPUT, MATH and STAT courses taken in the last Fall/Winter of the degree, as well as a minimum 2.3 GPA on all courses credited towards the degree and a minimum 2.3 GPA on all CMPUT, MATH and STAT courses credited towards the degree.</p> <p>The program must contain the following courses. It is recommended that these courses be taken in the years indicated.</p> <p>Year 1</p>	<p><b>194.10.5 Specialization in Mathematics - Computational Science</b></p> <p>Continuation in the Specialization in Mathematics - Computational Science program requires successful completion of at least *24 with a minimum 2.3 GPA and a minimum 2.3 GPA on all CMPUT, MATH and STAT courses completed in the previous Fall/Winter. In addition, graduation requires a minimum 2.3 GPA on all courses credited towards the degree and a minimum 2.3 GPA on all CMPUT, MATH and STAT courses credited towards the degree.</p> <p>The program must contain the following courses. It is recommended that these courses be taken in the years indicated.</p> <p>Year 1</p>



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<p>CMPUT 174 and 175 <del>MATH 114, 115, 125</del> *6 in a junior ENGL, or *3 junior ENGL and *3 junior WRS *9 in approved options</p> <p>Year 2</p> <p>CMPUT 201, 204, 272 <del>MATH 214, 215, 222, 225</del> STAT 265 *6 in approved Arts options</p> <p>Year 3</p> <p>CMPUT 229, 291 MATH 228, 381 STAT 266 *3 in approved MATH or STAT options *3 in approved Arts options *9 in approved options</p> <p>Year 4</p> <p>*6 in CMPUT at 300-level or higher *6 in MATH or STAT at 300-level or higher *3 in an option at 300-level or higher *3 in approved Arts options *12 in approved options</p> <p>Notes</p> <p><del>1. The program must contain at least *72 in Science and *18 in Arts.</del>  <del>2. Recommended MATH options include MATH 314, 322, 324, 325, 334, 337, 373, 414, 421, 422, 481.</del>  <del>3. Recommended CMPUT options include CMPUT 301, 304, 313, 325, 379, 391, 401, 411.</del>  <del>4. Recommended STAT options include STAT 368, 371, 378, 471, 479.</del>  <del>5. A corresponding Honors MATH course can be substituted for any MATH course listed. For example, MATH 117 can be substituted for MATH 114.</del>  <del>6. Each student's program must have the approval of the Department of Mathematical and Statistical Sciences.</del></p>	<p>CMPUT 174 and 175 MATH 114 (or 117 or 134 or 144) MATH 115 (or 118 or 146) MATH 125 (or 127) *6 in a junior ENGL, or *3 junior ENGL and *3 junior WRS *9 in approved options</p> <p>Year 2</p> <p>CMPUT 201, 204, 272 MATH 214 (or 217), 215 (or 317) MATH 222 MATH 225 (or 227) STAT 265 *6 in approved Arts options</p> <p>Year 3</p> <p>CMPUT 229, 291 MATH 228, 381 STAT 266 *3 in approved MATH or STAT options *3 in approved Arts options *9 in approved options</p> <p>Year 4</p> <p>*6 in CMPUT at 300-level or higher *6 in MATH or STAT at 300-level or higher *3 in an option at 300-level or higher *3 in approved Arts options *12 in approved options</p> <p>Notes</p> <p><u>1. Each student's program must have the approval of the Department of Mathematical and Statistical Sciences.</u>  <u>2. The program must contain at least *72 in Science and *18 in Arts.</u>  <u>3. Recommended MATH options include MATH 314, 322, 324, 325, 334, 337, 373, 414, 421, 422, 481.</u>  <u>4. Recommended CMPUT options include CMPUT 301, 304, 313, 325, 379, 391, 401, 411.</u>  <u>5. Recommended STAT options include STAT 368, 371, 378, 471, 479.</u>  <u>6. Credit will not be given for ECON 299, 386 or 387.</u>  <u>7. Credit in SCI 100 will be considered equivalent to</u></p>
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# Programs Faculty of Science Calendar Changes 2016-2017

<p><del>7.</del> Credit will not be given for ECON 299, 386 or 387.  <del>8.</del> Credit in SCI 100 will be considered equivalent to CMPUT 174, MATH 114, 115 and *18 options.</p>	<p>CMPUT 174, MATH 114, 115 and *18 options.</p>
<p><b>194.10.10 Specialization in Mathematics and Economics</b></p> <p>Continuation in the Specialization in Mathematics and Economics program requires successful completion of at least *24 with a minimum 2.3 GPA and a minimum 2.3 GPA on all ECON, MATH and STAT courses completed in the previous Fall/Winter. In addition, graduation requires <b>a minimum 2.3 GPA and a minimum 2.3 GPA on all ECON, MATH and STAT courses taken in the last Fall/Winter of the degree, as well as</b> a minimum 2.3 GPA on all courses credited towards the degree and a minimum 2.3 GPA on all ECON, MATH and STAT courses credited towards the degree.</p> <p>The program must contain the following courses. It is recommended that these courses be taken in the years indicated.</p> <p>Year 1</p> <p>ECON 101, 102  <b>MATH 114, 115, 125</b>  STAT 151  *6 junior ENGL, or *3 junior ENGL and *3 junior WRS  *3 in an approved Science option  *3 in an approved option</p> <p>Year 2</p> <p>CMPUT 174, 175  ECON 281, 282  <b>MATH 214, 215, 225</b>  STAT 265, 266  *3 in an approved option</p> <p>Years 3 and 4</p> <p>ECON 384 (or an approved ECON option at the 400-level or higher), 385 (or an approved ECON option at the 400-level or higher), 399  *15 in approved ECON options, of which at least *3</p>	<p><b>194.10.10 Specialization in Mathematics and Economics</b></p> <p>Continuation in the Specialization in Mathematics and Economics program requires successful completion of at least *24 with a minimum 2.3 GPA and a minimum 2.3 GPA on all ECON, MATH and STAT courses completed in the previous Fall/Winter. In addition, graduation requires a minimum 2.3 GPA on all courses credited towards the degree and a minimum 2.3 GPA on all ECON, MATH and STAT courses credited towards the degree.</p> <p>The program must contain the following courses. It is recommended that these courses be taken in the years indicated.</p> <p>Year 1</p> <p>ECON 101, 102  <b>MATH 114 (or 117 or 134 or 144)</b>  <b>MATH 115 (or 118 or 146)</b>  <b>MATH 125 (or 127)</b>  STAT 151  *6 junior ENGL, or *3 junior ENGL and *3 junior WRS  *3 in an approved Science option  *3 in an approved option</p> <p>Year 2</p> <p>CMPUT 174, 175  ECON 281, 282  <b>MATH 214 (or 217), 215 (or 317)</b>  <b>MATH 225 (or 227)</b>  STAT 265, 266  *3 in an approved option</p> <p>Years 3 and 4</p> <p>ECON 384 (or an approved ECON option at the 400-level or higher), 385 (or an approved ECON option at the 400-level or higher), 399  *15 in approved ECON options, of which at least *3 must be at the 400-level or higher</p>

# Programs Faculty of Science Calendar Changes 2016-2017

<p>must be at the 400-level or higher *18 in approved MATH or STAT options, of which at least *12 must be at the 300-level or higher *3 in an approved Science option *15 in approved options</p> <p>Notes</p> <ol style="list-style-type: none"> <li>1. Credit will not be given for ECON 299, 386 or 387.</li> <li>2. Students who are considering graduate work in Economics should take ECON 497.</li> <li>3. A Student must take at least *6 in ECON, MATH, or STAT in each Fall/Winter of the program.</li> <li>4. A corresponding Honors MATH course can be substituted for any MATH course listed. For example, MATH 117 can be substituted for MATH 114.</li> <li>5. Credit in SCI 100 will be considered equivalent to MATH 114, 115, CMPUT 174, *12 Science options and *6 options.</li> </ol>	<p>*18 in approved MATH or STAT options, of which at least *12 must be at the 300-level or higher *3 in an approved Science option *15 in approved options</p> <p>Notes</p> <ol style="list-style-type: none"> <li>1. Each student's program must have the approval of the Department of Mathematical and Statistical Sciences.</li> <li>2. Credit will not be given for ECON 299, 386 or 387.</li> <li>3. Students who are considering graduate work in Economics should take ECON 497.</li> <li>4. Students are encouraged to take at least *6 in ECON, MATH, or STAT in each Fall/Winter of the program.</li> <li>5. Credit in SCI 100 will be considered equivalent to MATH 114, 115, CMPUT 174, *12 Science options and *6 options.</li> </ol>
<p><b>194.10.12 Specialization in Mathematics and Finance</b></p> <p>Continuation in the Specialization in Mathematics and Finance program requires successful completion of at least *24 with a minimum 2.3 GPA and a minimum 2.3 GPA on all ACCTG, ECON, FIN, MATH, MGTSC, OM and STAT courses completed in the previous Fall/Winter. In addition, graduation requires a minimum 2.3 GPA and a minimum 2.3 GPA on all ACCTG, ECON, FIN, MATH, MGTSC, OM and STAT courses taken in the last Fall/Winter of the degree, as well as a minimum 2.3 GPA on all courses credited towards the degree and a minimum 2.3 GPA on all ECON, FIN, MATH, MGTSC, OM and STAT courses credited towards the degree.</p> <p>The program must contain the following courses. It is recommended that these courses be taken in the years indicated.</p> <p>Year 1</p> <p>CMPUT 174 and 175 ECON 101, 102 MATH 114, 115, 125 STAT 151 *6 junior ENGL or *3 junior ENGL and *3 junior WRS</p> <p>Year 2</p>	<p><b>194.10.12 Specialization in Mathematics and Finance</b></p> <p>Continuation in the Specialization in Mathematics and Finance program requires successful completion of at least *24 with a minimum 2.3 GPA and a minimum 2.3 GPA on all ACCTG, ECON, FIN, MATH, MGTSC, OM and STAT courses completed in the previous Fall/Winter. In addition, graduation requires a minimum 2.3 GPA on all courses credited towards the degree and a minimum 2.3 GPA on all ACCTG, ECON, FIN, MATH, MGTSC, OM and STAT courses credited towards the degree.</p> <p>The program must contain the following courses. It is recommended that these courses be taken in the years indicated.</p> <p>Year 1</p> <p>CMPUT 174 and 175 ECON 101, 102 MATH 114 (or 117 or 134 or 144) MATH 115 (or 118 or 146) MATH 125 (or 127) STAT 151 *6 junior ENGL or *3 junior ENGL and *3 junior WRS</p>

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<p>ACCTG 311 ECON 281 <b>MATH 214, 215</b> MATH 225, 253 OM 352 STAT 265, 266 *3 in approved options</p> <p>Year 3</p> <p>FIN 301 <b>MATH 314, 356, 357</b> STAT 371 *3 in an approved FIN option *12 in approved options</p> <p>Year 4</p> <p>ECON 399 or STAT 378 MATH 373 STAT 471 *6 in approved FIN options *15 in approved options</p> <p>Notes</p> <p>1. Each student's program must have the approval of the Department of Mathematical and Statistical Sciences and must include:</p> <ol style="list-style-type: none"> <li>a. *18 in Arts courses</li> <li>b. *63 in Science courses</li> <li>c. *33 in ACCTG, ECON, FIN, MGTSC or OM, including *9 in 400-level FIN</li> </ol> <p>2. Approved ACCTG, ECON, FIN and MGTSC options include ACCTG 322, 412, 432, 443; ECON 282, 384, 385, 399, 408, 481, 482; FIN 412, 413, 414, 416, 422, 434, 442; MGTSC 404, 405. Credit will not be given for ECON 299, 386 or 387.</p> <p>3. Recommended Science options include: MATH 334, 337, 381, 432, 481; STAT 353, 472, 479.</p> <p><b>4. A corresponding Honors MATH course can be substituted for any MATH course listed. For example, MATH 117 can be substituted for MATH 114.</b></p> <p><b>5.</b> A student presenting the Honors Calculus sequence MATH 117/118/217/317 must substitute a MATH option for MATH 314.</p> <p><b>6.</b> Credit in SCI 100 will be considered equivalent to CMPUT 174, MATH 114, 115 and *18 options.</p>	<p>Year 2</p> <p>ACCTG 311 ECON 281 <b>MATH 214 (or 217), 215 (or 317)</b> MATH 225, 253 OM 352 STAT 265, 266 *3 in approved options</p> <p>Year 3</p> <p>FIN 301 <b>MATH 314 [see Note (4)]</b> <b>MATH 356, 357</b> STAT 371 *3 in an approved FIN option *12 in approved options</p> <p>Year 4</p> <p>ECON 399 or STAT 378 MATH 373 STAT 471 *6 in approved FIN options *15 in approved options</p> <p>Notes</p> <p>1. Each student's program must have the approval of the Department of Mathematical and Statistical Sciences and must include:</p> <ol style="list-style-type: none"> <li>a. *18 in Arts courses</li> <li>b. *63 in Science courses</li> <li>c. *33 in ACCTG, ECON, FIN, MGTSC or OM, including *9 in 400-level FIN.</li> </ol> <p>2. Approved ACCTG, ECON, FIN and MGTSC options include ACCTG 322, 412, 432, 443; ECON 282, 384, 385, 399, 408, 481, 482; FIN 412, 413, 414, 416, 422, 434, 442; MGTSC 404, 405. Credit will not be given for ECON 299, 386 or 387.</p> <p>3. Recommended Science options include: MATH 334, 337, 381, 432, 481; STAT 353, 472, 479.</p> <p><b>4.</b> A student presenting the Honors Calculus sequence MATH 117/118/217/317 must substitute a MATH option for MATH 314.</p> <p><b>5.</b> Credit in SCI 100 will be considered equivalent to CMPUT 174, MATH 114, 115 and *18 options.</p>
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# Programs Faculty of Science Calendar Changes 2016-2017

194.10.15 Specialization in Statistics	194.10.15 Specialization in Statistics
<p>Continuation in the Specialization in Statistics program requires successful completion of at least *24 with a minimum 2.3 GPA and a minimum 2.3 GPA on all MATH and STAT courses completed in the previous Fall/Winter. In addition, graduation requires a minimum 2.3 GPA and a minimum 2.3 GPA on all MATH and STAT courses taken in the last Fall/Winter of the degree, as well as a minimum 2.3 GPA on all courses credited towards the degree and a minimum 2.3 GPA on all MATH and STAT courses credited towards the degree.</p>	<p>Continuation in the Specialization in Statistics program requires successful completion of at least *24 with a minimum 2.3 GPA and a minimum 2.3 GPA on all MATH and STAT courses completed in the previous Fall/Winter. In addition, graduation requires a minimum 2.3 GPA on all courses credited towards the degree and a minimum 2.3 GPA on all MATH and STAT courses credited towards the degree.</p>
<p>Year 1</p> <p>CMPUT 174 and 175 MATH 114, 115, 125 STAT 151 *6 junior ENGL, or *3 junior ENGL and *3 junior WRS *6 in approved options</p>	<p>Year 1</p> <p>CMPUT 174 and 175 MATH 114 (or 117 or 134 or 144) MATH 115 (or 118 or 146) MATH 125 (or 127) STAT 151 *6 junior ENGL, or *3 junior ENGL and *3 junior WRS *6 in approved options</p>
<p>Year 2</p> <p>MATH 214, 215, 225 STAT 252, 265, 266 *6 in approved Arts options *6 in approved Science options *3 in approved options</p>	<p>Year 2</p> <p>MATH 214 (or 217), 215 (or 317) MATH 225 (or 227) STAT 252, 265, 266 *6 in approved Arts options *6 in approved Science options *3 in approved options</p>
<p>Years 3 and 4</p> <p>STAT 361, 368, 371, 372, 378 *12 in STAT options at 300- and 400-level *6 in approved Arts options *6 in approved Science options *18 in approved options</p>	<p>Years 3 and 4</p> <p>STAT 361, 368, 371, 372, 378 *12 in STAT options at 300- and 400-level *6 in approved Arts options *6 in approved Science options *18 in approved options</p>
<p>Notes</p> <p>1. A corresponding Honors MATH course can be substituted for any MATH course listed. For example, MATH 117 can be substituted for MATH 114.</p> <p>2. Credit will not be granted for ECON 299, 386 or 387.</p> <p>3. Credit in SCI 100 will be considered equivalent to CMPUT 174, MATH 114, 115 and *18 approved</p>	<p>Notes</p> <p>1. Each student's program must have the approval of the Department of Mathematical and Statistical Sciences.</p> <p>2. Credit will not be granted for ECON 299, 386 or 387.</p> <p>3. Credit in SCI 100 will be considered equivalent to CMPUT 174, MATH 114, 115 and *18 approved Science options.</p>

# Programs Faculty of Science Calendar Changes 2016-2017

<p>Science options.</p> <p><b>194.16.1 Honors in Physiology - FOR EARLY IMPLEMENTATION – FALL 2015</b></p> <p>Honors in Physiology is offered by the Department of Physiology in the Faculty of Medicine and Dentistry through the Faculty of Science.</p> <p>The Honors program is designed to prepare students for advanced study leading to careers in academia, industrial research, or for entry into health-related professions. A choice of courses is available for students with interests in particular branches of the life sciences (e.g., cell and molecular biology, endocrinology, cardiovascular physiology, and neurobiology).</p> <p><b>Continuation and graduation in the Honors Physiology program requires successful completion of *30 with a minimum 3.3 GPA, in the previous Fall/Winter.</b> In addition, second-year students must present a minimum grade of B in PHYSL 212 and PHYSL 214 in order to continue, whereas students who are eligible to enter the program in their third year and have credit in PHYSL 210 must present a minimum grade of A- in order to be admitted. Students must consult the Departmental Advisor prior to registration in each year of the program.</p> <p><b>Year 1</b></p>	<p><b>194.16.1 Honors in Physiology – FOR EARLY IMPLEMENTATION – FALL 2015</b></p> <p>Honors in Physiology is offered by the Department of Physiology in the Faculty of Medicine and Dentistry through the Faculty of Science.</p> <p>The Honors program is designed to prepare students for advanced study leading to careers in academia, industrial research, or for entry into health-related professions. A choice of courses is available for students with interests in particular branches of the life sciences (e.g., cell and molecular biology, endocrinology, cardiovascular physiology, and neurobiology).</p> <p><b>Continuation and graduation in the Honors Physiology program requires successful completion of *24 with a minimum 3.0 GPA, in the previous Fall/Winter.</b> In addition, second-year students must present a minimum grade of B in PHYSL 212 and PHYSL 214 in order to continue, whereas students who are eligible to enter the program in their third year and have credit in PHYSL 210 must present a minimum grade of A- in order to be admitted. Students must consult the Departmental Advisor prior to registration in each year of the program.</p> <p><b>Year 1</b></p>
<p>BIOL 107 CHEM 101, 102, 164 (or 261), 263 (see Note 2) STAT 141 or 151 ★6 in junior level ENGL or WRS ★6 in approved options</p>	<p>BIOL 107 CHEM 101, 102, 164 (or 261), 263 (see Note 2) STAT 141 or 151 ★6 in junior level ENGL or WRS ★6 in approved options</p>
<p><b>Year 2</b></p> <p>BIOCH 200 BIOL 201, 207 PHYS 124, 126 PHYSL 212, 214 PMCOL 201, 202 ★3 in approved options</p> <p><b>Year 3</b></p>	<p><b>Year 2</b></p> <p>BIOCH 200 BIOL 201, 207 PHYS 124 or 126 PHYSL 212, 214 PMCOL 201, 202 ★6 in approved options</p> <p><b>Year 3</b></p>
<p>BIOCH 320, 330 PHYSL 310, 372, 401, 403</p>	<p>BIOCH 320, 330 PHYSL 310, 372, 401, 403</p>

# Programs Faculty of Science Calendar Changes 2016-2017

<p>PMCOL 371 ★ 9 in approved options</p> <p><b>Year 4</b></p> <hr/> <p>PHYSL 467 and ★9 from PHYSL 400; 402; 404; 405; 444; 501; 513; PHYSL 545 or NEURO 443 ★9 from BIOL 545; NEURO 410 or other 400- or 500- level-Science or Non-Science or Non-Arts courses, with consent of the Department. ★6 in other approved options or PHYSL 468 and 469 and ★12 from PHYSL 400; 402; 404; 405; 444; 501; 513; PHYSL 545 or BIOL 545; NEURO 410; 433; or other 400- or 500-level Science or Non-Science-Non-Arts courses, with consent of the Department ★6 in other approved options</p> <p><b>Notes</b></p> <ol style="list-style-type: none"> <li>(1) The program must consist of a minimum of ★90 in Science, a minimum of ★18 in Arts, and no more than ★12 in non-Arts/non-Science options and no more than ★42 in junior (100- level) courses.</li> <li>(2) Honors students in the first year of the program who are unable to take CHEM 263 may take CHEM 263 in second year.</li> <li>(3) All options must be approved by the Departmental Advisor.</li> <li>(4) Credit in Science 100 will be considered equivalent to BIOL 107, 108; CHEM 101, 102, 164; PHYS 144, 146 and ★6 approved Science options.</li> </ol>	<p>PMCOL 371 ★ 9 in approved options</p> <p><b>Year 4</b></p> <hr/> <p>PHYSL 467 and ★9 from PHYSL 400; 402; 404; 405; 444; 501; 513; PHYSL 545 or NEURO 443 ★9 from BIOL 545; NEURO 410 or other 400- or 500- level-Science or Non-Science or Non-Arts courses, with consent of the Department. ★6 in other approved options or PHYSL 468 and 469 and ★12 from PHYSL 400; 402; 404; 405; 444; 501; 513; PHYSL 545 or BIOL 545; NEURO 410; 433; or other 400- or 500-level Science or Non-Science-Non-Arts courses, with consent of the Department ★6 in other approved options</p> <p><b>Notes</b></p> <ol style="list-style-type: none"> <li>(1) The program must consist of a minimum of ★90 in Science, a minimum of ★18 in Arts, and no more than ★18 in non-Arts/non-Science options and no more than ★42 in junior (100- level) courses.</li> <li>(2) Honors students in the first year of the program who are unable to take CHEM 263 may take CHEM 263 in second year.</li> <li>(3) All options must be approved by the Departmental Advisor.</li> <li>(4) Credit in Science 100 will be considered equivalent to BIOL 107, 108; CHEM 101, 102, 164; PHYS 144, 146 and ★6 approved Science options.</li> </ol>
[...]	[...]

<b>CURRENT</b>	<b>PROPOSED</b>
<b>Admissions Chart 7</b>	

**Programs  
Faculty of Science  
Calendar Changes 2016-2017**

<p><b>BSc (Honors) Admission Requirements</b></p>	
<p><b>Applied Mathematics</b></p> <p><b>High School</b> – minimum 80%</p> <p><b>Transfer</b> – a minimum 3.0 GPA on ★24 in each preceding Fall/Winter.</p> <p>For admission requirements, see §<a href="#">16.15.3</a></p>	<p><b>Applied Mathematics</b></p> <p><b>High School</b> – minimum 80%</p> <p><b>Transfer</b> – requires a GPA of at least 3.0 on all Mathematics courses taken which are eligible to be credited to the degree and a minimum 3.0 GPA on ★24 in each preceding Fall/Winter.</p> <p>For admission requirements, see §<a href="#">16.15.3</a></p>
<p><b>Applied Mathematics - Minor in Computing Science</b></p> <p><b>High School</b> – minimum 80%</p> <p><b>Transfer</b> – a minimum 3.0 GPA on ★24 in each preceding Fall/Winter.</p>	<p><b>Applied Mathematics - Minor in Computing Science</b></p> <p><b>High School</b> – minimum 80%</p> <p><b>Transfer</b> – requires a GPA of at least 3.0 on all Mathematics courses taken which are eligible to be credited to the degree and a minimum 3.0 GPA on ★24 in each preceding Fall/Winter.</p>
<p><b>Applied Mathematics - Minor in Statistics</b></p> <p><b>High School</b> – minimum 80%</p> <p><b>Transfer</b> – a minimum 3.0 GPA on ★24 in each preceding Fall/Winter.</p>	<p><b>Applied Mathematics - Minor in Statistics</b></p> <p><b>High School</b> – minimum 80%</p> <p><b>Transfer</b> – requires a GPA of at least 3.0 on all Mathematics courses taken which are eligible to be credited to the degree and a minimum 3.0 GPA on ★24 in each preceding Fall/Winter.</p>
<p><b>Mathematics</b></p> <p><b>High School</b> – minimum 80%</p> <p><b>Transfer</b> – a minimum GPA of 3.0 on ★24 in each preceding Fall/Winter.</p>	<p><b>Mathematics</b></p> <p><b>High School</b> – minimum 80%</p> <p><b>Transfer</b> – requires a GPA of at least 3.0 on all Mathematics courses taken which are eligible to be credited to the degree and a minimum GPA of 3.0</p>



**Programs  
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For admission requirements, see §16.15.3	on ★24 in each preceding Fall/Winter. For admission requirements, see §16.15.3
<p><b>Mathematics - Minor in Computing Science</b>  <b>High School</b> – minimum 80%  <b>Transfer</b> – a minimum GPA of 3.0 on ★24 in each preceding Fall/Winter.</p>	<p><b>Mathematics - Minor in Computing Science</b>  <b>High School</b> – minimum 80%  <b>Transfer</b> – requires a GPA of at least 3.0 on all Mathematics courses taken which are eligible to be credited to the degree and a minimum GPA of 3.0 on ★24 in each preceding Fall/Winter.</p>
<p><b>Mathematics - Minor in Statistics</b>  <b>High School</b> – minimum 80%  <b>Transfer</b> – a minimum GPA of 3.0 on ★24 in each preceding Fall/Winter.</p>	<p><b>Mathematics - Minor in Statistics</b>  <b>High School</b> – minimum 80%  <b>Transfer</b> – requires a GPA of at least 3.0 on all Mathematics courses taken which are eligible to be credited to the degree and a minimum GPA of 3.0 on ★24 in each preceding Fall/Winter.</p>
<p><b>Mathematics and Economics</b>  <b>High School</b> – minimum 80%  <b>Transfer</b> – a minimum 3.0 GPA on ★24 in each preceding Fall/Winter.  For admission requirements, see §16.15.3</p>	<p><b>Mathematics and Economics</b>  <b>High School</b> – minimum 80%  <b>Transfer</b> – requires a GPA of at least 3.0 on all Economics and Mathematics courses taken which are eligible to be credited to the degree and a minimum 3.0 GPA on ★24 in each preceding Fall/Winter.  For admission requirements, see §16.15.3</p>
<p><b>Statistics</b>  <b>High School</b> – minimum 80%  <b>Transfer</b> – a minimum 3.0 GPA on ★24 in each preceding Fall/Winter.  For admission requirements, see §16.15.3</p>	<p><b>Statistics</b>  <b>High School</b> – minimum 80%  <b>Transfer</b> – requires a GPA of at least 3.0 on all Mathematics and Statistics courses taken which are eligible to be credited to the degree and a minimum 3.0 GPA on ★24 in each preceding Fall/Winter.  For admission requirements, see §16.15.3</p>

**Faculty of Science**  
**Course Changes 2016-2017**  
**EARLY IMPLEMENTATION WINTER 2016**

Current

Science					
	Admission		Readmission		Other Requirements
	Application	Documents	Application	Documents	
<b>BSc General</b>					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	
		High School applicant - March 15 (See Note 1) August 1 (See Note 2)			
Winter Term	No admission or readmission				
Spring/Summer	<del>March 1</del>	<del>March 31</del>	<del>March 1</del>	<del>March 31</del>	
<b>Notes</b>					
(1) All previously completed course work and course registration of current year.					
(2) Final results of current year.					
<b>BSc/BEEd (Specialization in Science and Education)</b>					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	
		High School applicant - March 15 (See Note 1) August 1 (See Note 2)			
Winter Term	No admission or readmission				
Spring/Summer	No admission				
<b>Notes</b>					
(1) All previously completed course work and course registration of current year.					
(2) Final results of current year.					
<b>BSc (Specialization, Honors)</b>					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	For the BSc Specialization in Planning, written statement- May 1 (see Admissions <a href="#">Chart 4</a> )
		High School applicant - March 15 (See Note 1) August 1 (See Note 2)			

Winter Term	No admission or readmission				
Spring/Summer	No admission		Previous students - March 1	Not applicable	
<b>Notes</b>					
(1) All previously completed course work and course registration of current year.					
(2) Final results of current year.					
<b>Special/Visiting</b>					
Fall Term	July 1	July 15	July 1	July 15	For Special Students, letter of intent - July 1. Submit the letter of intent to Student Services, Faculty of Science.
Winter Term	No admission or readmission				
Spring/Summer	March 1	March 31	March 1	March 31	For Special Students, letter of intent - March 1. Submit the letter of intent to Student Services, Faculty of Science.

Proposed

<b>Science</b>					
	Admission		Readmission		Other Requirements
	Application	Documents	Application	Documents	
<b>BSc General</b>					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	
		High School applicant - March 15 (See Note 1) August 1 (See Note 2)			
Winter Term	No admission or readmission				
Spring/Summer	No admission or readmission				
<b>Notes</b>					
(1) All previously completed course work and course registration of current year.					
(2) Final results of current year.					
<b>BSc/BEd (Specialization in Science and Education)</b>					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	
		High School applicant - March 15 (See Note 1) August 1 (See Note 2)			
Winter Term	No admission or readmission				
Spring/Summer	No admission or readmission				
<b>Notes</b>					
(1) All previously completed course work and course registration of current year.					
(2) Final results of current year.					

<b>BSc (Specialization, Honors)</b>					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	For the BSc Specialization in Planning, written statement- May 1 (see Admissions <a href="#">Chart 4</a> )
		High School applicant - March 15 (See Note 1) August 1 (See Note 2)			
Winter Term	No admission or readmission				
Spring/Summer	No admission		Previous students – March 1	Not applicable	
<b>Notes</b>					
(1) All previously completed course work and course registration of current year.					
(2) Final results of current year.					
<b>Special/Visiting</b>					
Fall Term	July 1	July 15	July 1	July 15	For Special Students, letter of intent - July 1. Submit the letter of intent to Student Services, Faculty of Science.
Winter Term	No admission or readmission				
Spring/Summer	<b>No admission or readmission</b>				

**Faculty of Science**  
**Course Changes 2016-2017**  
**EARLY IMPLEMENTATION WINTER 2016**

**Current**

**Proposed**

<p><b>12.7</b>  <b>Admission and Readmission Deadlines</b>  <b>Faculty of Science</b></p> <p>BSc General</p> <p>Fall Term  March 1  Postsecondary transfer applicant -  March 15 (See Note 1)  June 15 (See Note 2)    March 1  March 15 (See Note 1)  June 15 (See Note 2)</p> <p>High School applicant -  March 15 (See Note 1)  August 1 (See Note 2)</p> <p>Winter Term  No admission or readmission</p> <p>Spring/Summer  <del>March 1</del>  <del>March 31</del>  <del>March 1</del>  <del>March 31</del></p>	<p><b>12.7</b>  <b>Admission and Readmission Deadlines</b>  <b>Faculty of Science</b></p> <p>BSc General</p> <p>Fall Term  March 1  Postsecondary transfer applicant -  March 15 (See Note 1)  June 15 (See Note 2)    March 1  March 15 (See Note 1)  June 15 (See Note 2)</p> <p>High School applicant -  March 15 (See Note 1)  August 1 (See Note 2)</p> <p>Winter Term  No admission or readmission</p> <p>Spring/Summer  No admission  Previous students - March 1  Not applicable</p>
<p>BSc (Specialization, Honors)</p> <p>Fall Term  March 1  Postsecondary transfer applicant -  March 15 (See Note 1)  June 15 (See Note 2)    March 1  March 15 (See Note 1)  June 15 (See Note 2)</p> <p>High School applicant -  March 15 (See Note 1)  August 1 (See Note 2)</p> <p>Winter Term  No admission or readmission</p> <p>Spring/Summer  No admission</p> <p>Previous students - March 1  Not applicable</p>	<p>BSc (Specialization, Honors)</p> <p>Fall Term  March 1  Postsecondary transfer applicant -  March 15 (See Note 1)  June 15 (See Note 2)    March 1  March 15 (See Note 1)  June 15 (See Note 2)</p> <p>High School applicant -  March 15 (See Note 1)  August 1 (See Note 2)</p> <p>Winter Term  No admission or readmission</p> <p>Spring/Summer  No admission</p>

**PROGRAM CHANGES**  
**Normal Implementation Effective 2016-17**

**Arts Academic Affairs – January 28, 2015**  
**Arts Executive Committee – February 26, 2015**  
**Arts Faculty Council – March 11, 2015**

<b>205.28.1 ENGLISH &amp; FILM STUDIES</b>	<b>205.28.1 ENGLISH &amp; FILM STUDIES</b>
<p><b>Entrance Requirements</b></p> <p>The normal requirements for admission to the MA program include an <b>Honors</b> degree in English or its equivalent in number of courses.</p>	<p><b>Entrance Requirements</b></p> <p>The normal requirements for admission to the MA program include an <b>undergraduate</b> degree in English or its equivalent in number of courses.</p>

**Academic Affairs – January 28, 2015**  
**Arts Executive Committee – February 26, 2015**  
**Arts Faculty Council – March 11, 2015**

Faculté Saint-Jean  
**CALENDAR CHANGE REQUEST**  
 For Implementation in 2016-17

CURRENT	PROPOSED
<p><b>§183.1.10 Admission au BEd/AD</b>            Les critères d'admission au BEd/AD sont les suivants:</p> <p>(1) Être détenteur d'un premier diplôme universitaire qui comprend une préparation adéquate dans les domaines de spécialisations pertinents au programme de l'éducation élémentaire ou secondaire. Toute déficience déterminée par le Bureau des admissions doit être comblée avant l'inscription aux cours de l'année professionnelle.</p> <p style="padding-left: 40px;"><b>Élémentaire</b>            Les candidats devront avoir dans leur premier diplôme l'équivalent de *36 ainsi répartis: *6 par catégorie dans au moins trois des catégories suivantes: Humanités, Sciences Sociales, Beaux-Arts, Sciences et *18 choisis librement parmi ces catégories.</p> <p style="padding-left: 40px;"><b>Secondaire</b>            Les candidats devront avoir dans leur premier diplôme l'équivalent de *30 dans une des spécialisations majeures offertes à la Faculté. En plus, les étudiants devront avoir *12 pertinents à leur spécialisation mineure.</p> <p>(2) <del>La réussite du Test de compétence en français.</del></p> <p>(3) Lettre de motivation : Les candidats doivent soumettre une lettre exposant les raisons qui ont motivé leur choix de carrière et décrivant les expériences vécues qui les ont incités à s'orienter vers la profession enseignante.</p> <p>(4) <del>Entrevue : Les candidats doivent passer une entrevue devant un comité de sélection composé de 3 membres du secteur de l'éducation. La décision du comité est finale et sans appel.</del></p>	<p><b>§183.1.10 Admission au BEd/AD</b>            Les critères d'admission au BEd/AD sont les suivants:</p> <p>(1) Être détenteur d'un premier diplôme universitaire qui comprend une préparation adéquate dans les domaines de spécialisations pertinents au programme de l'éducation élémentaire ou secondaire. Toute déficience déterminée par le Bureau des admissions doit être comblée avant l'inscription aux cours de l'année professionnelle.</p> <p style="padding-left: 40px;"><b>Élémentaire</b>            Les candidats devront avoir dans leur premier diplôme l'équivalent de *36 ainsi répartis: *6 par catégorie dans au moins trois des catégories suivantes: Humanités, Sciences Sociales, Beaux-Arts, Sciences et *18 choisis librement parmi ces catégories.</p> <p style="padding-left: 40px;"><b>Secondaire</b>            Les candidats devront avoir dans leur premier diplôme l'équivalent de *30 dans une des spécialisations majeures offertes à la Faculté. En plus, les étudiants devront avoir *12 pertinents à leur spécialisation mineure.</p> <p>(2) <u>satisfaire aux exigences linguistiques (voir § 183.5.3)</u></p> <p>(3) Lettre de motivation : Les candidats doivent soumettre une lettre exposant les raisons qui ont motivé leur choix de carrière et décrivant les expériences vécues qui les ont incités à s'orienter vers la profession enseignante.</p>
<p><b>183.1.10 Admission to the BEd/AD Program</b>            Admission will be based on the following:</p> <p>(1) An approved degree which includes adequate preparation in an area of teaching concentration relevant to elementary or secondary education programs. Students seeking admission to the BEd/AD</p>	<p><b>183.1.10 Admission to the BEd/AD Program</b>            Admission will be based on the following:</p> <p>(1) An approved degree which includes adequate preparation in an area of teaching concentration relevant to elementary or secondary education programs. Students seeking admission to the BEd/AD program should be aware</p>

program should be aware that any deficiencies as determined by the Office of Admissions must be lifted before they can register in the courses of the “professional year.”

**Elementary:** Applicants seeking admission to the BEd/AD elementary route are required to present the equivalent of \*36 in the following areas:

\*6 per category in at least three of the following categories: Humanities, Social Sciences, Fine Arts, Sciences, and \*18 in any of the categories.

**Secondary:** Applicants seeking admission to the BEd/AD secondary route are required to present the equivalent of \*30 in one of the major specializations offered at the Faculté. As well, candidates must have the equivalent of \*12 in a second area of specialization designated as a minor.

**(2) Successful completion of the DELF (B2) (See §183.5.3)**

(3) Letter of Intent: Applicants must submit a letter setting out the reasons for their choice of career and describing the life experiences that convinced them to become a teacher.

**(4) Interview: Applicants will be interviewed by a Selection Committee composed of at least three members. The decision of this Committee is final and is not subject to appeal.**

that any deficiencies as determined by the Office of Admissions must be lifted before they can register in the courses of the “professional year.”

**Elementary:** Applicants seeking admission to the BEd/AD elementary route are required to present the equivalent of \*36 in the following areas: \*6 per category in at least three of the following categories: Humanities, Social Sciences, Fine Arts, Sciences, and \*18 in any of the categories.

**Secondary:** Applicants seeking admission to the BEd/AD secondary route are required to present the equivalent of \*30 in one of the major specializations offered at the Faculté. As well, candidates must have the equivalent of \*12 in a second area of specialization designated as a minor.

**(2) Satisfy Language Proficiency Requirements (See §183.5.3)**

(3) Letter of Intent: Applicants must submit a letter setting out the reasons for their choice of career and describing the life experiences that convinced them to become a teacher.

#### 183.1.12 Admission des candidats d'un autre établissement postsecondaire

Un candidat qui veut passer d'une autre université à la Faculté Saint-Jean peut être admis avec équivalences universitaires, aux conditions suivantes:

(1) Que les cours complétés dans l'institution qu'il quitte n'aient pas servi à l'obtention d'un diplôme;

(2) Que ces cours soient jugés acceptables dans le programme auquel s'inscrit le candidat;

(3) Que le nombre maximum de crédits transférés ne dépasse pas \*60 pour le BEd; et ne dépasse pas \*30 pour le BEd/AD;

#### 183.1.12 Admission des candidats d'un autre établissement postsecondaire

Un candidat qui veut passer d'une autre université à la Faculté Saint-Jean peut être admis avec équivalences universitaires, aux conditions suivantes:

(1) Que les cours complétés dans l'institution qu'il quitte n'aient pas servi à l'obtention d'un diplôme;

(2) Que ces cours soient jugés acceptables dans le programme auquel s'inscrit le candidat;

(3) Que le nombre maximum de crédits transférés ne dépasse pas \*60 pour le BEd; et ne dépasse pas \*30 pour le BEd/AD;



	<u>(4) Que les exigences linguistiques indiquées au § 183.5.3 soient satisfaites.</u>
<p><b>183.1.12 Postsecondary Transfer Applicants</b></p> <p>Applicants who wish to transfer to Faculté Saint-Jean from another university may be admitted with advanced standing on the following conditions:</p> <p>(1) That the courses completed at the former institution have not been applied toward a degree;</p> <p>(2) That these courses are acceptable in the program to which the applicant is admitted;</p> <p>(3) That no more than *60 be granted for the BEd or *30 for the BEd/AD;</p>	<p><b>183.1.12 Postsecondary Transfer Applicants</b></p> <p>Applicants who wish to transfer to Faculté Saint-Jean from another university may be admitted with advanced standing on the following conditions:</p> <p>(1) That the courses completed at the former institution have not been applied toward a degree;</p> <p>(2) That these courses are acceptable in the program to which the applicant is admitted;</p> <p>(3) That no more than *60 be granted for the BEd or *30 for the BEd/AD;</p> <p><u>(4) That the Language Proficiency Requirements indicated in § 183.5.3 are met</u></p>

<p><b>§ 183.5.3 Test obligatoire pour les étudiants en éducation</b></p> <p>(1) Pour être admissibles aux stages, les étudiants en éducation au programme de BEd devront, au plus tard au premier trimestre de la troisième année, passer un test de français (DELF) comprenant des composantes de production et de compréhension orales et écrites. Pour réussir ce test, ils doivent atteindre le niveau « B2 fort » en obtenant un résultat de 72% sur l'ensemble de l'épreuve et pas moins de 18 points sur</p>	<p><b>§ 183.5.3 Évaluation linguistique</b></p> <p>1. <b>Exigence linguistique du Diplôme d'études en langue française (DELF)</b></p> <p><u>La réussite à l'examen DELF selon le seuil requis ou à un examen équivalent (voir § 183.5.3 (2)) est une condition d'admission au programme de BEd après l'obtention d'un premier diplôme (BEd/Ad) et une condition d'admission aux stages pour les autres programmes.</u></p> <p><u>Pour plus de renseignement sur les épreuves du DELF, veuillez consulter le site : <a href="http://www.csj.ualberta.ca">http://www.csj.ualberta.ca</a></u></p> <p><b>(a) Condition d'admission au programme de BEd/Ad (*60)</b></p> <p><u>Pour être admis au programme, les candidats devront présenter le résultat du test de français (DELF) niveau « B2 fort » comprenant des composantes de production et de compréhension orales et écrites. Le seuil de réussite exigé par la Faculté Saint-Jean est de 72 % sur l'ensemble de l'épreuve et pas moins de 18 points sur 25 dans chacune des quatre composantes.</u></p> <p><b>(b) Condition d'admission aux stages</b></p>
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25 dans chacune des quatre composantes. En cas d'échec, ils auront la possibilité de repasser le test au printemps suivant.

(2) Pour être admissibles aux stages, les étudiants en éducation au programme de BEd/BSc devront, au plus tard au premier trimestre de la quatrième année, passer un test de français (DELF) comprenant des composantes de production et de compréhension orales et écrites. Pour réussir ce test, ils doivent atteindre le niveau « B2 fort » en obtenant un résultat de 72 % sur l'ensemble de l'épreuve et pas moins de 18 points sur 25 dans chacune des quatre composantes. En cas d'échec, ils auront la possibilité de repasser le test au printemps suivant.

(3) Pour être admis au programme de BEd/AD, les candidats devront passer un test de français (DELF) comprenant des composantes de production et de compréhension orales et écrites. Pour réussir le test, ils doivent atteindre le niveau « B2 fort » en obtenant un résultat de 72 % sur l'ensemble de l'épreuve et pas moins de 18 points sur 25 dans chacune des quatre composantes.

(4) Pour être admis au programme de BEd et BEd/BSc avec l'équivalent de deux années (CE60) complétées et transférables dans le programme en éducation, les candidats devront passer un test de français (DELF) comprenant des composantes de production et de compréhension orales et écrites. Pour réussir le test, ils doivent atteindre le niveau « B2 fort » en obtenant un résultat de 72 % sur l'ensemble de l'épreuve et pas moins de 18 points sur 25 dans chacune des quatre composantes.

Note: Pour toute information concernant les examens du DELF, veuillez consulter la page [www.csj.ualberta.ca](http://www.csj.ualberta.ca).

**Programme de BEd (\*120):** Pour être admissibles aux stages, les étudiants devront, au plus tard au premier trimestre de la troisième année, présenter le résultat du test de français (DELF) niveau « B2 fort » comprenant des composantes de production et de compréhension orales et écrites. Le seuil de réussite exigé par la Faculté Saint-Jean est de 72% sur l'ensemble de l'épreuve et pas moins de 18 points sur 25 dans chacune des quatre composantes.

**Programme de BEd/BSc (\*150):** Pour être admissibles aux stages, les étudiants devront, au plus tard au premier trimestre de la quatrième année, présenter le résultat du test de français (DELF) niveau « B2 fort » comprenant des composantes de production et de compréhension orales et écrites. Le seuil de réussite exigé par la Faculté Saint-Jean est de 72 % sur l'ensemble de l'épreuve et pas moins de 18 points sur 25 dans chacune des quatre composantes.

## 2. **Preuve acceptable de compétence linguistique équivalente au DELF niveau « B2 fort »**

Bien que le DELF niveau « B2 fort » constitue la référence principale, les résultats des tests suivants sont acceptés sous certaines conditions :

### o **Test de connaissance de Français (TCF)**

Un score entre 400–499 sur un total de 900 et la preuve que la période entre la date de l'examen et la date de la demande d'inscription ne dépasse pas deux ans.

### o **Test d'évaluation de Français (TEF)**

Un score entre 541 et 698 sur 900 et la preuve que la période entre la date de l'examen et la date de la demande d'inscription ne dépasse pas deux ans.

### o **Test de Français international (TFI)**

Un score entre 320 et 390 en compréhension orale et un score entre 330 et 400 en compréhension écrite ainsi que la preuve que la période entre la date de l'examen et la date de la demande d'inscription ne dépasse pas deux ans.

À noter qu'étant donné que le TFI ne comporte pas les épreuves de production orale et écrite, les étudiants devront passer ces deux épreuves dans

	<p><u>le cadre du Test de reprise administré à l'interne.</u></p> <ul style="list-style-type: none"> <li>○ <u>Les examens de langue du Baccalauréat International (IB)</u> Pour le niveau B, un score minimal de 4 sur 7 Pour le niveau A1 et A2, un score minimal de 3 sur 7</li> <li>○ <u>Advanced Placement Tests: French</u> Un score de 5/5</li> <li>○ <u>Test de langue du Cegep</u> Avoir réussi l'examen avec un minimum de 60%</li> <li>○ <u>Épreuve de français de l'examen du Baccalauréat de France ou équivalent dans d'autres pays francophones</u> Avoir réussi l'épreuve de français.</li> </ul>
<p><b>183.5.3 Compulsory Tests for Students Registered in the Education Program Only</b></p> <p>(1) As a condition of admission to Field Experiences, students admitted to the BEd program in Education must, during the first term of their third year at the latest, take a French test (DELFF) composed of oral and written comprehension and production sections. To pass this test, they must achieve the "strong B2" level by obtaining a mark of 72% on the exam as a whole and scoring not less than 18 points out of 25 on each of the four sections. Students who do not meet this standard will be able to take the test again the following spring.</p> <p>(2) As a condition of admission to Field Experiences, students admitted to the BEd/BSc program must, during the first term of the fourth year of their program, take a French test (DELFF) composed of oral and written comprehension and production sections. To pass this test, they must achieve the "strong B2" level by obtaining a mark of 72% on the exam as a whole and scoring not less than 18 points out of 25 on each of the four sections. Students who do not meet this standard will be able to take the test again the following spring.</p> <p>(3) To be admitted to the BEd/AD program, students must take a French test (DELFF) composed of oral and written comprehension and production sections. To pass this test, they must achieve the "strong B2" level by obtaining</p>	<p><b>183.5.3 Language Assessment</b></p> <p><b>1. Language Requirement of the Diplôme d'études en langue française (DELFF)</b></p> <p>Successful completion of DELFF examination according to the required score or to an equivalent examination (see § 183.5.3 (2)) is an admission requirement to the BEd Program after obtaining a first degree (BEd/Ad) and an admission requirement to the Field Experiences for other programs.</p> <p>For further information on the DELFF, please visit: <a href="http://www.csj.ualberta.ca">http://www.csj.ualberta.ca</a></p> <p><b>(a) Admission Requirement to the BEd/Ad (*60) Program</b></p> <p>To be admitted to this program, students must present the results of a "strong B2" level of the French test (DELFF) comprised of oral and written comprehension and production components. The minimum overall pass mark required by the Faculté Saint-Jean is 72 % and a score no lower than 18 points out of 25 in each of the four components.</p> <p><b>(b) Admission Requirement to Field Experiences</b></p>

a mark of 72% on the exam as a whole and scoring not less than 18 points out of 25 on each of the four sections.

(4) To be admitted to the BEd and BEd/BSc programs with the equivalent of two years of courses (\*60) that have been completed and can be transferred to the Education program, students must take a French test (DELFF) composed of oral and written comprehension and production sections. To pass this test, they must achieve the "strong B2" level by obtaining a mark of 72% on the exam as a whole and scoring not less than 18 points out of 25 on each of the four sections.

Note: For information about the DELF exam, please visit [www.csj.ualberta.ca](http://www.csj.ualberta.ca).

**Bed Program (\*120)** : To be admitted to Field Experiences, students are required, during the first term of their third year at the latest to present the results of a "strong B2" level of the French test (DELFF) comprised of oral and written comprehension and production components. The minimum overall pass mark required by the Faculté Saint-Jean is 72 % and a score no lower than 18 points out of 25 in each of the four components.

**BEd/BSc (\*150)**: To be admitted to Field Experiences, students are required, during the first term of the fourth year of their program, to present the results of a "strong B2" level of the French test (DELFF) comprised of oral and written comprehension and production components. The minimum overall pass mark required by the Faculté Saint-Jean is 72 % and a score no lower than 18 points out of 25 in each of the four components.

## **2. Acceptable proof of language proficiency equivalent to DELF level "Strong B2"**

Although the DELF level "strong B2" is the principal reference, tests results from the following list are acceptable under certain conditions:

- **Test de connaissance de Français (TCF)**  
A score between 400-499 out of 900, and evidence that the period between the date of the examination and the date of the registration request does not exceed two years.
- **Test d'évaluation de Français (TEF)**  
A score between 541-698 out of 900, and evidence that the period between the date of the examination and the date of the registration request does not exceed two years.
- **Test de Français international (TFI)**  
A score between 320 and 390 in oral comprehension and between 330 and 400 in written comprehension as well as evidence that the period between the date of the examination and the date of the registration request does not exceed two years.  
Note that since the TFI does not include the oral and written production parts, students must pass these two parts in the retest session administered internally.

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|--|---|
|  | <ul style="list-style-type: none"><li>○ <b><u>International Baccalaureate (IB) French Exams</u></b><br/><u>For the level B, a minimum score of 4/7</u><br/><u>For the level A1 and A2, a minimum score of 3/7</u></li><br/><li>○ <b><u>Advanced Placement Tests: French</u></b><br/><u>A score of 5/5</u></li><br/><li>○ <b><u>Cegep French exams</u></b><br/><u>Successfully passing the exam with a minimum of 60%</u></li><br/><li>○ <b><u>French test of the Baccalauréat exam in France or equivalent test from a francophone country</u></b><br/><u>Successfully passed the French test</u></li></ul> |
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Submitted by: Dr. Yvette d'Entremont

Approved by: Campus Saint-Jean Faculty Council Committee

Date: April 7, 2015

Date: March 27, 2015

**FACULTY OF MEDICINE AND DENTISTRY  
CALENDAR ENTRY  
Effective Fall Session 2016-17**

Dated: April 30, 2015

CURRENT						PROPOSED					
<b>12.7 Admission and Readmission Deadlines</b>						<b>12.7 Admission and Readmission Deadlines</b>					
<b>Medicine and Dentistry</b>						<b>Medicine and Dentistry</b>					
Admission		Readmission		Other Requirements		Admission		Readmission		Other Requirements	
Application	Documents	Application	Documents			Application	Documents	Application	Documents		
<b>BSc (Dental Hygiene Specialization) Post Diploma Degree Completion Program</b>						<b>BSc (Dental Hygiene Specialization) Post Diploma Degree Completion Program</b>					
Spring Term	November 4	January 2	November 1	January 2	(see §16.9.6)	Fall Term	November 1	June 15	November 1	June 15	see §16.9.6
Fall Term	November 1	June 15	November 1	June 15	(see §16.9.6)	Winter, <span style="background-color: yellow;">Spring</span> , and Summer Terms: No admission or readmission					
Winter and Summer Terms: No admission or readmission											

Rationale for Change Request

The percentage of students who choose a Spring Term admission over a Fall Term admission is very low. Having a Spring Term admission requires the program to offer a course in the Spring Term even when number of students requesting one is very low. The resulting low registration in the Spring Term course is not cost-effective. Implementing this change will simplify the admission process and improve our allocation of resources.

**FACULTY OF EDUCATION**  
**COURSE AND PROGRAM CHANGES**  
***PROPOSED CALENDAR CHANGE (2016-2017)***  
**CALENDAR SECTION**

<b>CURRENT</b> Calendar Section Number (§) 14.1.3	<b>PROPOSED</b> Calendar Section Number (§)14.1.3
<p><b>14.1.3 Transition Year Program for Aboriginal Applicants</b></p> <p><i>no changes until...</i></p> <p><b>4) Education</b>            Course requirement: ★18 as follows:  <b><i>Elementary Route</i></b></p> <ul style="list-style-type: none"> <li>i. EDU 100 (★3)</li> <li>ii. EDPY 302 (★3)</li> <li>iii. <del>ENGL 122 (★3) and 125 (★3)</del> (meets ★6 from Non-Education Element c.)</li> <li>iv ★6 from Non-Education Elements a to g</li> </ul> <p><b><i>Secondary Route</i></b></p> <ul style="list-style-type: none"> <li>i. EDU 100 (★3)</li> <li>ii. EDPY 304 (★3)</li> <li>iii. <del>ENGL 122 (★3) and 125 (★3)</del></li> <li>iv. ★6 from the major/minor area</li> </ul> <p><i>Performance requirement:</i> Minimum GPA of 2.0</p> <p><i>no further changes</i></p>	<p><b>14.1.3 Transition Year Program for Aboriginal Applicants</b></p> <p><i>no changes until...</i></p> <p><b>4) Education</b>            Course requirement: ★18 as follows:  <b><i>Elementary Route</i></b></p> <ul style="list-style-type: none"> <li>i. EDU 100 (★3)</li> <li>ii. EDPY 302 (★3)</li> <li>iii. (★3) ENGL 102 or 103 and (★3) 125 (meets ★6 from Non-Education Element c.)</li> <li>iv ★6 from Non-Education Elements a to g</li> </ul> <p><b><i>Secondary Route</i></b></p> <ul style="list-style-type: none"> <li>i. EDU 100 (★3)</li> <li>ii. EDPY 304 (★3)</li> <li>iii. (★3) ENGL 102 or 103 and (★3) 125</li> <li>iv. ★6 from the major/minor area</li> </ul> <p><i>Performance requirement:</i> Minimum GPA of 2.0</p> <p><i>no further changes</i></p>

April 2, 2015

**2016-17 University of Alberta Calendar Changes:**

Current	Proposed
<p><b>205.9.2 The Degree of MBA</b></p> <p>.....</p> <p><b>Program Requirements</b></p> <p>The MBA program is designed for students from various educational backgrounds; no specific undergraduate major is required for entrance. All MBA students are required to fulfil a total of ★60 (including thesis or course-based). Students who fail three or more courses will be required to withdraw from the MBA program.</p> <p><b>Phase one:</b> The first eight months of the MBA program provides a foundation of courses covering basic managerial skills. The program begins with a required business skills orientation prior to the start of Fall Term classes. Because the first-year full-time courses are cohort-based involving teamwork, exemptions are not normally permitted. Completion of all ★30 in the core courses requires one full academic year (September – April).</p> <p>The second phase of the program provides students with the opportunity to pursue, in some depth, courses in fields of their choice.</p> <p><b>Phase two:</b> The course-based option consists of ★30, which includes a capstone course.</p> <p>The thesis-based option consists of ★15. SMO 641 is required along with ★12 in electives. The thesis is equivalent to ★12 and is undertaken with the supervision of an advisor and a committee.</p> <p><b>Length of Program</b></p> <p>.....</p>	<p><b>205.9.2 The Degree of MBA</b></p> <p>.....</p> <p><b>Program Requirements</b></p> <p>The MBA program is designed for students from various educational backgrounds; no specific undergraduate major is required for entrance. All MBA students are required to fulfil a total of ★60 (including thesis or course-based). Students who fail three or more courses will be required to withdraw from the MBA program.</p> <p><b>Phase one:</b> The first eight months of the MBA program provides a foundation of courses covering basic managerial skills. The program begins with a required business skills orientation prior to the start of Fall Term classes. Because the first-year full-time courses are cohort-based involving teamwork, exemptions are not normally permitted. Completion of all ★30 in the core courses requires one full academic year (September – April).</p> <p>The second phase of the program provides students with the opportunity to pursue, in some depth, courses in fields of their choice.</p> <p><b>Phase two:</b> The course-based option consists of ★30, which includes a capstone course.</p> <p>The thesis-based option consists of ★15. SMO 641 is required along with ★12 in electives. The thesis is equivalent to ★12 and is undertaken with the supervision of an advisor and a committee.</p> <p><u>Individuals who have completed a certificate program through the Alberta School of Business Executive Education may be eligible for a three credit reduction in the MBA program requirements. Individuals are required to have successfully completed all requirements of the certificate program. Only those Executive Education certificate programs with a minimum of 12 full days of instruction are eligible for the *3 reduction and the completion of a maximum of one certificate program is eligible for credit reduction. The Senior and Executive Managers' Development Program (SEMDP) is grandfathered from this policy. Individuals who complete SEMDP are eligible for up to a *6 reduction in the MBA program requirements.</u></p> <p><b>Length of Program</b></p> <p>.....</p>

Submitted by: \_\_\_\_\_

Date: \_\_\_\_\_





**OUTLINE OF ISSUE**

Agenda Title: **Proposal for Changes to Existing Entrance, Academic Standing and Language Requirements for the graduate programs in the Department of Modern Languages and Cultural Studies, Faculty of Graduate Studies and Research**

**Motion:** THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed changes to the existing entrance, academic standing, and language requirements, Department of Modern Languages and Cultural Studies as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, to be in effect for the 2016-2017 Calendar.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Dr Victoria Ruetalo, Associate Chair of Graduate Studies, Department of Modern Languages and Cultural Studies Dr. Heather Zwicker, Vice-Provost and Dean, Faculty of Graduate Studies and Research
Presenter	Dr. Deborah Burshtyn, Associate Dean, Faculty of Graduate Studies and Research
Subject	Proposed Changes to Entrance, Academic Standing and Language Requirements for graduate programs, Department of Modern Languages and Cultural Studies

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The Department of Modern Languages and Cultural Studies is doing some major calendar changes since the current version is greatly outdated and doesn't reflect the current program. The entrance requirements, academic standing requirements and language requirements have been updated.
The Impact of the Proposal is	This calendar change reflects a more sustainable and robust graduate program in MLCS. The reduction of number of specializations will bring together the different areas and languages in the department.
Replaces/Revises (eg, policies, resolutions)	
Timeline/Implementation Date	Changes are being proposed for the 2016-2017 Calendar
Estimated Cost	n/a
Sources of Funding	n/a
Notes	The reduction of the specializations from 10 to 4 was approved by the Dean, Faculty of Graduate Studies and Research, and will be provided to the GFC Academic Planning Committee for information.

**Alignment/Compliance**

Alignment with Guiding Documents	Aligns with <i>Dare to Deliver</i> ; <i>Dare to Discover</i> values
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and	1. <b>Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules

<p>include identifying section numbers)</p>	<p>respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).</p> <p><b>2. PSLA:</b> The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p><b>3. UAPPOL Admissions Policy:</b> “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”</p> <p><b>4. UAPPOL Admissions Procedure:</b> “PROCEDURE 1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS Following approval by GFC: a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar). For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006). b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”</p> <p><b>5. PSLA:</b> The PSLA gives Faculty Councils the authority to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p> <p><b>6. UAPPOL Academic Standing Policy:</b> All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar.</p>
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**7. UAPPOL Academic Standing Regulations Procedures:** All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.

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

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

**8. GFC Academic Standards Committee (ASC) Terms of Reference (3. Mandate of the Committee):**

**“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)**

i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals. (GFC 29 SEP 2003) (GFC 31 MAY 2005) (EXEC 04 DEC 2006)

ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations, and acts for GFC in approving all proposals for a) change to examination regulations, b) change to existing International Baccalaureate (IB) and Advanced Placement (AP) policies and procedures and c) change to the University Calendar Section on Missed Term Work (under the Section entitled Evaluation Procedures and Grading System. (EXEC 18 NOV 1996) (EXEC 04 DEC 2006)'

**9. Academic Planning Committee Terms of Reference (3. Mandate of the Committee)**

**“12. Graduate Degree Specializations**

All proposals for establishment of graduate degree specializations shall be submitted to the Dean of the Faculty of Graduate Studies and Research. The Dean, after consultation, may approve proposals which do not involve base operating or capital funds; the Dean will report these approvals to APC. Proposals which constitute new programs and/or which do involve base operating or capitals funds will be considered and

	decided upon by APC.”
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**Routing** (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Department of English and Film Studies – February 2015 Department of Linguistics – February 2015 Vice-Provost (Academic Programs & Instruction) and Chair, GFC Academic Standard Committee Portfolio Initiatives Manager (Office of the Provost and Vice-President (Academic))
Approval Route (Governance) (including meeting dates)	Department of Modern Languages and Cultural Studies – January 9, 2015 Academic Affairs Committee of the Faculty of Graduate Studies and Research – February, April 2015 Dean, Faculty of Graduate Studies and Research - September 24, 2015 GFC Academic Standards Committee, October 15, 2015
Final Approver	GFC Academic Standard Committee – October 15, 2015

Attachments:

1. Department of Modern Languages and Cultural Studies – Proposed Amendment to the 2016-2017 Calendar

*Prepared by:* Janice Hurlburt, Graduate Governance and Policy Coordinator, Faculty of Graduate Studies and Research

Revised: 10/15/2015

Changes in **green** are for the consideration of the GFC Academic Standards Committee. Other changes will be circulated for information in accordance with Section 37 of the GFC Policy Manual on course/program changes; changes related to specializations will also be forwarded to the GFC Academic Planning Committee for information.

September 9, 2015

**2015-2016 University of Alberta – Calendar Changes – Graduate Programs:**

Current	Proposed
<p><b>205.46 Modern Languages and Cultural Studies</b></p> <p>Department of Modern Languages and Cultural Studies 200 Arts Building University of Alberta Edmonton, Alberta T6G 2E6 E-mail: <a href="mailto:mlcsgrad@ualberta.ca">mlcsgrad@ualberta.ca</a></p> <p><b>205.46.1 General Information</b></p> <p>The Department of Modern Languages and Cultural Studies <del>[confers]</del> Master of Arts and Doctor of Philosophy degrees. Our graduate programs produce specialists working in [<del>French, German, Italian, Russian, Spanish and Ukrainian,</del> engaging] the disciplines of linguistics, [<del>language,</del>] translation [<del>, cultural</del>] studies and [<del>folklore</del>]. (see <del>§205.45.6.1.1</del>).</p> <p><del>[The Graduate programs cover a broad spectrum of research on the Francophone, Germanic, Spanish, and Slavic worlds from various chronological, interdisciplinary and theoretical perspectives. Specific interests include literary and cultural studies, language pedagogy, applied linguistics, translation, folklore, postcolonialism, gender studies, medieval and early modern studies, modernism, postmodernism, the avant-garde, and humanities computing. MLCS has] a unique competence to emphasize</del></p>	<p><b>205.46 Modern Languages and Cultural Studies</b></p> <p>Department of Modern Languages and Cultural Studies 200 Arts Building University of Alberta Edmonton, Alberta T6G 2E6 E-mail: <a href="mailto:mlcsgrad@ualberta.ca">mlcsgrad@ualberta.ca</a> Website: <a href="http://www.mlcs.ualberta.ca">www.mlcs.ualberta.ca</a></p> <p><b>205.46.1 General Information</b></p> <p>The Department of Modern Languages and Cultural Studies <u>offers</u> Master of Arts and Doctor of Philosophy degrees. Our graduate programs produce specialists working in the disciplines of <u>applied</u> linguistics, media and cultural studies, <u>translation studies, and transnational and comparative literatures</u> (see <u>§205.46.1.1</u>).</p> <p><u>The Department of Modern Languages and Cultural Studies emphasizes</u> multidisciplinary and cross-linguistic approaches, but also has the capacity to deliver individualized programs in</p>

multidisciplinary and cross-linguistic approaches both within and without the department, while at the same time retaining the capacity to deliver complete individualized programs in [discrete] fields and languages.

Requests for information should be addressed to the Graduate Programs Office, Department of Modern Languages and Cultural Studies.

### Entrance Requirements

The Department's minimum admission requirement for the MA program is a four-year undergraduate degree with an average of at least 3.0 in the last two years of undergraduate work at the University of Alberta, or an equivalent qualification from a recognized institution. The requirement for the PhD program is an MA degree in the area of specialization.

Where applicable, a TOEFL score of 550 (paper-based) or 88 (Internet-based), or other acceptable English language proficiency test is required (see §203.2.4).

Application deadline[s are December 1 and March 15] for programs beginning the following September. Early applications are encouraged.

Applicants for graduate work must [have a competent reading knowledge of at least one of the following languages: French, German, Italian, Russian, Spanish, or Ukrainian].

specific fields and languages. All work and research in MLCS is based within a multilingual and global context.

For more information, see: [www.mlcs.ualberta.ca](http://www.mlcs.ualberta.ca)

### Entrance Requirements

The Department's minimum admission requirement for the MA program is a four-year undergraduate degree in a related field or the equivalent with a grade point average of at least 3.3 in the last 60 of undergraduate work at the University of Alberta, or an equivalent qualification from a recognized institution. The requirement for the PhD program is an MA degree or the equivalent, related to the area of specialization with a grade point average of at least 3.3. Admitted MA students with a four-year undergraduate degree or the equivalent may be transferred to the PhD program on the recommendation of the department. Graduate students entering a degree program in MLCS are required to have at least one language other than English. Where applicable, a TOEFL score of 600 (paper-based) or 100 (Internet-based), an IELTS score of 7.0, or other acceptable English language proficiency test is required.

The application deadline is January 15 for programs beginning the following September.

For information on how to apply see: [www.mlcs.ualberta.ca](http://www.mlcs.ualberta.ca)

### General Academic Standing Requirements

The Department of Modern Languages and Cultural Studies requires a higher minimum cumulative grade point average and higher passing grades than those acceptable to the Faculty of Graduate Studies and Research (see §§203.8.2 and 203.8.3). The minimum passing grade in any course taken by students registered in the master's and doctoral programs in MLCS is a grade of B-. Grades below a B- count as failing grades for graduate students in MLCS. All

### Financial Assistance

Financial assistance in the form of scholarships and graduate assistantships are available to qualified students. For further information [~~contact the Graduate Programs Office of the Department, and~~] consult [~~[www.mlcs.ca](http://www.mlcs.ca), and [www.gradstudies.ualberta.ca](http://www.gradstudies.ualberta.ca)~~].

### 205.46.1.1 Areas of Specialization

The following areas of specialization are offered in the MA (course-based), MA (thesis-based) and PhD programs [~~unless noted otherwise.~~]

~~Applied Linguistics [(French, German, Russian, Spanish, Ukrainian) (MA only)~~

~~French Language, Literatures, and Linguistics~~

~~Germanic Languages, Literatures, and Linguistics~~

~~Humanities Computing (course-based MA only)~~

~~Italian Studies (MA only)~~

~~Slavic Languages and Literatures (Russian, Ukrainian)~~

~~Slavic Linguistics (Russian, Ukrainian)~~

~~Spanish and Latin American Studies]~~

~~Translation Studies~~

~~[Ukrainian Folklore]~~

students pursuing graduate degrees in MLCS must also maintain a minimum cumulative grade point average of 3.0 throughout the course of the program. A student whose academic standing falls below a grade point average of 3.0 may be required to withdraw at any time.

### Financial Assistance

Financial assistance in the form of scholarships and graduate assistantships may be available to qualified students. For further information, consult [www.mlcs.ualberta.ca](http://www.mlcs.ualberta.ca).

### 205.46.1.1 Areas of Specialization

The following areas of specialization are offered in the MA (course-based), MA (thesis-based) and PhD programs:

Applied Linguistics

Media and Cultural Studies

Translation Studies

Transnational and Comparative Literatures

Students working in Applied Linguistics, Media and Cultural Studies, and Translation Studies will engage in research in a language other than English chosen from any of the languages in which the Department has sufficient current expertise. See the MLCS website: [www.mlcs.ualberta.ca](http://www.mlcs.ualberta.ca).

Students working in Transnational and Comparative Literatures will engage in research in at least one language other than or in addition to English chosen from any of the languages in which the Department has sufficient current expertise. See the MLCS website: [www.mlcs.ualberta.ca](http://www.mlcs.ualberta.ca).



## **205.45.2 The Degree of MA**

### **205.46.1.2 Specialization in Applied Linguistics**

This specialization involves research in one of the following areas: second language acquisition and pedagogy, discourse studies, sociolinguistics, and multilingualism.

### **205.46.1.3 Specialization in Media and Cultural Studies**

This specialization involves the analysis of different media using theories of cultural studies. Areas of emphasis include: folklore studies, gender and sexuality studies, native studies, popular culture, game and design studies, and urban studies.

### **205.46.1.4 Specialization in Translation Studies**

This specialization involves research in one or more of the following: cultural translation, history of translation, literary translation, multilingual translation, translation theory and criticism.

### **205.46.1.5 Specialization in Transnational and Comparative Literatures**

This specialization involves the study of global literature, criticism, theory, and their intersections with language, art, and culture, either within a single language or across languages.

### **205.46.2 The Degree of MA**

Both thesis-based and course-based MA programs are offered. The thesis-based program is research focused, while the course-based program is focused on developing a variety of skills.

Students registered in either the thesis-based or course-based programs must successfully

### **Thesis-based MA Programs**

~~Over the duration of their program, students must register in a minimum of ★24 credits. In addition to the thesis, a minimum of ★18 credits must be in course work.~~

### **Course-based MA Programs**

~~Over the duration of their program, students must register in a minimum of ★2[7] credits, depending on their academic background. In addition to the [project (★3)], a minimum★[24] credits must be in course work.~~

### **Length of Program**

~~For the MA, the [normal] time to completion is [two years]; the maximum allowed time to complete the program is four years.~~

### **205.45.3 The Degree of PhD**

~~Over the duration of their program, students must register in a minimum of ★3[6] credits. In addition to the thesis, a minimum of ★[27] credits must be in course work.~~

~~[The Doctoral Candidacy in MLCS is a two-part written and oral examination that must be completed by the end of the first term of a student's third year. The written examination consists of three parts, each based on topics different from that of the proposed dissertation. All written examinations must be completed within 21 days. The oral examination is ordinarily held two weeks after the written examination.]~~

complete a minimum of \*18 in the area of specialization and MLCS 795 (\*3) (individualized modules tailored to the student's professional goals). The courses chosen to meet the \*18 requirement will depend on the student's background and must be approved by the Department's Associate Chair (Graduate).

### **Thesis-based MA Program**

In addition to the requirements listed above, complete MLCS 797 (\*3) (academic and professional writing, which will lead into a thesis).

### **Course-based MA Program**

In addition to the requirements listed above, complete MLCS 796 (\*3) (individualized modules tailored to the student's professional goals- part II).

### **Length of Program**

The expected time to completion is between twelve and eighteen months; the maximum time allowed to complete the MA program is four years.

### **205.46.3 The Degree of PhD**

Over the duration of their program, students must register in and successfully complete a minimum of ★30 as follows:

- ★18 in coursework in the area of specialization approved by the Associate, Chair (Graduate)
- MLCS 795 (individualized modules tailored to the student's professional goals)
- MLCS 797 (academic and professional writing)
- MLCS 798 (preparation for the comprehensive exams)
- MLCS 799 (preparation for the candidacy exam)

The Department of Modern Languages and Cultural Studies requires that students demonstrate a general knowledge of their specialization of study by passing comprehensive exams prior to the candidacy exam. The candidacy exam is an oral defense of the thesis proposal. Students are expected to complete the candidacy exam successfully in their second year

### Language Requirement

PhD students must demonstrate a reading knowledge of ~~one foreign language other than the language of their specialization~~. Credits taken to satisfy the language requirements do not count toward the degree.

### Length of Program

The time necessary to complete the requirements for the PhD depends upon the student's progress. The minimum requirement is two years of study and research in residence at the University of Alberta. The maximum allowed [time] to complete the program is six years.

### 205.45.4 Programs in [Germanic Languages, Literatures, and] Linguistics

#### 205.45.4.1 General Information—[Germanic Languages, Literatures, and] Linguistics

~~—[MLCS offers graduate work leading to the MA and PhD degrees with specializations in Germanic Languages, Literatures, and Linguistics.~~

~~—The library houses approximately 50,000 volumes in the areas of German literature, language and Germanic linguistics and philology, and subscribes to over 130 periodicals and serials. The holdings are particularly strong in the areas of eighteenth-century literature, Age of Goethe, Romanticism, Naturalism and Expressionism. The university has an impressive collection of Naturalist and Expressionist periodicals, and materials on the reading circles of the "Vormärz." German women's literature is one of the areas of strength of current collection development. The Bruce Peel Special Collections houses the largest collection in North America of archival material by and about Georg Kaiser, with holdings that combine the Kaiser archives in Berlin and Switzerland.~~

~~The Germanic programs are especially well qualified in the following areas: Germanic language and linguistics, applied linguistics, second language acquisition, translation, eighteenth to twenty-first-century German and Austrian literature and culture, contemporary~~

~~of study. The candidacy exam must be successfully completed by the end of the student's third year in the program.~~

~~In addition to the requirements listed above, students must complete a thesis.~~

### Language Requirement

PhD students must demonstrate at least a reading knowledge of two languages other than English. Credits taken to satisfy the language requirements do not count toward the degree.

### Length of Program

The time necessary to complete the requirements for the PhD depends upon the student's progress. The minimum requirement is two years of study and research in residence at the University of Alberta. The maximum time allowed to complete the program is six years.

studies, gender and sexuality, film and visual culture, literature and ethics, politics and aesthetics, poetics, European migration and globalization, Holocaust studies.]

## **205.45.5 Programs in French, Italian, and Spanish Language, Literatures, and Linguistics**

### **205.45.5.1 General Information—[French, Italian, and Spanish Language, Literatures, and Linguistics]**

[MLCS offers graduate work leading to MA and PhD degrees with a specialization in (1) French Language, Literatures and Linguistics; (2) Spanish and Latin American Studies; (3) Italian Studies (MA only).

The library holdings to support research in French, Italian, and Spanish are extensive. Materials include eighteenth-century French fiction and poetry, French books before 1601, French books from 1601 to 1700, and three centuries of French drama. Apart from the main library, the Bibliothèque de la Faculté Saint-Jean has extensive holdings in French language books in many disciplines. In Italian the holdings contain the Cornell Petrarch Collection, Italian books before 1601, Italian books from 1601 to 1700, and Italian drama. The Library has a comprehensive book and periodicals collection permitting research in a wide range of fields in the disciplines covering Spain, Spanish America and Brazil. Notably, there are several thousand items not held anywhere else among major North American university libraries especially in the areas of Spanish literature to 1700 and 1868-1960, as well as literature and Latin American Studies from Argentina, Brazil, Chile, Mexico, and Uruguay.

Major research areas in French include: French and Francophone literature and culture, with specializations in the Caribbean, Québec, children's literature, cinema and women's writing; applied linguistics, with specializations in L2 pedagogy, SLA and discourse analysis; translation studies.

Italian Studies cover the following areas: Dante, Vico, Romanticism, prose, translation, avant-garde, Postmodernism, popular culture and Canadian-Italian literature.

Although Spanish and Latin American Studies are able to support research in a number of areas in the literature and culture of Spain, the program is oriented principally to Latin America. The

strengths are in the following geographic and literary/cultural areas: Cuba, Caribbean, Brazil, Mexico, Argentina, Uruguay, Chile; avant-garde, modern and contemporary Brazilian poetry, comparative American studies and cultural politics; narrative, cinema, music, women writers, visual arts, contemporary fiction, poetry, popular culture; Latin American film; colonial and transatlantic studies, indigenous studies, literary translation; L2 pedagogy and acquisition, and sociolinguistics.]

### **205.45.6 Programs in [Slavic Languages, Literatures, Linguistics, and Ukrainian Folklore]**

#### **205.45.6.1 General Information—[Slavic Languages, Literatures, Linguistics, and Ukrainian Folklore]**

[MLCS offers graduate work leading to the MA and PhD degrees with specializations in (1) Slavic Languages and Literatures (Russian, Ukrainian); (2) Slavic Linguistics (Russian, Ukrainian); and (3) Ukrainian Folklore.

The holdings of the library in the area of Slavic languages and literature comprise some 40,000 volumes. Together with some 25,000 volumes in the fields of history, economics, ethnography and political science, the collection in languages and literatures make Alberta the third largest research library in terms of Slavic studies in Canada. Over four hundred microfilm copies of old printed books obtained from the library of the Ukrainian Academy of Sciences add to the research potential of the collection. The library's collection in Ukrainian language and literature is the third largest in Canada and is growing at the rate of several hundred volumes per year. The holdings in literature encompass all periods in the history of Ukrainian literature, including émigré writings. Russian holdings are especially strong in the nineteenth-century literary classics and twentieth-century literature, but medieval and eighteenth-century Russian literature is also well represented. The holdings in language and linguistics are particularly strong in the fields of historical linguistics, dialectology and language learning.

Research interests in Slavic include the following: In literature: Russian and Ukrainian medieval, eighteenth, nineteenth, and twentieth century literatures, especially Romanticism, modernism and the avant-garde; hagiography; Russian Imperial Ideology, historiography and

court culture, Post-Soviet performance arts and visual culture, documentary genre; Ukrainian modernism and futurism; mysticism and iconography; also Polish literature and culture. In linguistics: synchronic phonology, especially Russian and Ukrainian; Russian syntax; L2 pedagogy and acquisition; discourse analysis and Slavic sociolinguistics. In folklore: folk ritual, oral folklore, dance and Ukrainian-Canadian topics.]

### **205.45.7 Programs in [Applied Linguistics]**

#### **205.45.7.1 General Information—[Applied Linguistics]**

[MLCS offers graduate work leading to the MA with specialization in French, German, Russian, Spanish or Ukrainian.

The holdings of the library in Applied Linguistics are an area of strength of current collection development. Works on second language acquisition and foreign language pedagogy are particularly well represented. All research areas of departmental staff are supported with extensive monograph holdings and journals.

Research interests in Applied Linguistics include the following: sociolinguistics, with emphasis on language variation, language attitudes, language and politics, minority languages, language planning, and gender linguistics; second language acquisition and foreign language pedagogy, with special interest in writing and reading; pragmatics, discourse analysis, bilingualism.]

### **205.46.8 Combined Program in MLCS and Humanities Computing**

#### **205.46.8.1 General Information—Combined Program in MLCS and Humanities Computing**

The Office of Interdisciplinary Studies in the Faculty of Arts offers a two-year MA program in conjunction with existing graduate programs in the Faculty of Arts and the School of Library and Information Studies. It integrates computing and its underlying technologies with disciplines such as literature, language, and cultural studies. For specializations available to students pursuing an MA degree in MLCS and Humanities Computing

### **205.46.4 Combined Program in MLCS and Humanities Computing**

#### **205.46.4.1 General Information—Combined Program in MLCS and Humanities Computing**

The Office of Interdisciplinary Studies in the Faculty of Arts offers a two-year MA program in conjunction with existing graduate programs in the Faculty of Arts and the School of Library and Information Studies. It integrates computing and its underlying technologies with disciplines such as literature, language, and cultural studies. For

<p>see <a href="#">205.46.1.1</a>.</p> <p><b>205.46.9 Graduate Courses</b></p> <p>Graduate courses can be found in §<a href="#">231</a>, Course Listings, under the following subject headings:</p> <p>French (FREN)  German (GERM)  Italian (ITAL)  Modern Languages and Cultural Studies (MLCS)  Russian (RUSS)  Scandinavian (SCAND)  Slavics (SLAV)  Spanish (SPAN)  Ukrainian (UKR)</p>	<p>specializations available to students pursuing an MA degree in MLCS and Humanities Computing see <a href="#">205.46.1.1</a>.</p> <p><b>205.46.5 Graduate Courses</b></p> <p>Graduate courses can be found in §<a href="#">231</a>, Course Listings, under the following subject headings:</p> <p><u>Comparative Literature (C Lit)</u></p> <p>French (FREN)  German (GERM)  Italian (ITAL)  Modern Languages and Cultural Studies (MLCS)  Russian (RUSS)  Scandinavian (SCAND)  Slavics (SLAV)  Spanish (SPAN)  Ukrainian (UKR)</p>
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**Justification:**

*(Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation. i.e. ANTHR 101, WRITE 298 etc.*

*Note 2: In the interests of maintaining sustainable teaching, deleted course information must also be identified whenever new courses are introduced.*

This calendar change reflects a more sustainable and robust graduate program in MLCS. We are proposing that we reduce our 10 specializations into 4 that bring together the different areas and languages in the department. These changes will allow the department the possibilities of offering shared courses at the graduate level making better use of our resources. Both the departments of English and Film Studies and Linguistics have been consulted regarding these changes.

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FACULTY OF GRADUATE STUDIES & RESEARCH

Submitted by:	Signature of Department Chair or Designee	Date:	FACULTY USE ONLY	
Victoria Ruetalo		September 9, 2015	Approval Process	Date
			✓ Academic Affairs	_____
			✓ Executive Committee	_____
			✓ Faculty Council	_____
			ASC	_____
			GFC Circulation	_____
			Other	_____

SUMBIT completed, signed forms by hardcopy to

Jan Zielinski (6-33 Humanities) **and**

SUBMIT Word version to Jan and Robin Cowan by email ([jan.zielinski@ualberta.ca](mailto:jan.zielinski@ualberta.ca),  
[robin.cowan@ualberta.ca](mailto:robin.cowan@ualberta.ca))



**OUTLINE OF ISSUE**

Agenda Title: **Proposal for a (new) Freestanding For-Credit University Certificate in Early Childhood Education, Faculty of Education**

**Motion:** THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee the approval of a (new) Freestanding For-Credit University Certificate in Early Childhood Education, as submitted by the Faculty of Education, and as set forth in Attachments 1 and 2, for implementation in July 2016.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Dr Randy Wimmer, Dean (Interim), Faculty of Education
Presenter	Dr Anna Kirova, Department of Elementary Education
Subject	Approval of the University Certificate in Early Childhood Education

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposed 15-credit University Certificate in Early Childhood Education will provide an opportunity for professional development of in-service teachers and child care providers in the licensed and regulated child care sector through courses aimed to develop the specialized knowledge and skills required to effectively teach young children in a variety of early childhood settings.
The Impact of the Proposal is	To provide an opportunity for professional development of in-service teachers and child care providers in the licensed and regulated child care sector through courses aimed to develop the specialized knowledge and skills required to effectively teach young children in a variety of early childhood settings.
Replaces/Revises (eg, policies, resolutions)	N/A.
Timeline/Implementation Date	July, 2016
Estimated Cost	See proposed budget.
Sources of Funding	This will be a revenue generating program.
Notes	

**Alignment/Compliance**

Alignment with Guiding Documents	<i>Dare to Deliver and Dare to Discover</i> The 2015 Comprehensive Institution Plan
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<ol style="list-style-type: none"> <li><b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</li> <li><b>2. PSLA:</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)) and provides that GFC may make recommendations to the Board of Governors on a number of matters including the budget, academic planning, and related matters (Section 26(1)(o)). GFC has thus</li> </ol>

established an Academic Planning Committee (GFC APC), as set out in the GFC APC Bylaws.

3. **UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

4. **UAPPOL Admissions Procedure:**

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS Following approval by GFC:

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

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

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

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

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

**7. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):**

“G. Certificates (All Faculties): Approval Route

GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC). (GFC 31 MAY 2005) (EXEC 12 JAN 2009)”

**8. GFC Academic Planning Committee (APC) Terms of Reference (Mandate):**

“8. Establishment/Termination of Academic Programs [...]

d. Where additional funding and/or space is required to support the offering of a proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) the certificate required Government approval, ASC would provide a recommendation on the (proposed) initiative to APC. APC, in turn, would have the GFC delegated authority to give final approval for the proposal in those cases where Government approval of the certificate is not required; in cases where Government approval is required, APC would provide recommendation on the proposal to the Board of Governors (or delegate body). (GFC 31 MAY 2005).”

**9. Board Learning and Discovery Committee (BLDC) Terms of Reference: “[...]”**

**3. MANDATE OF THE COMMITTEE**

Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing the Committee shall: [...]

c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters [...]

**Routing** (Include meeting dates)

<p>Consultative Route (parties who have seen the proposal and in what capacity)</p>	<p>Elementary Education Department Council (feedback and approval) – November 21, 2014 Brenda Leskiw, VP Academic Program &amp; Instruction (feedback) Education Faculty Council (feedback and approval) – December 2, 2014 GFC Academic Standards Committee Subcommittee on Standards (review) - June 4 2015</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Elementary Education Department Council - November 21, 2014 Education Faculty Council – December 2, 2014 GFC Academic Standards Committee - October 15, 2015 GFC Academic Planning Committee – November 18, 2015 Board Learning and Discovery Committee – November 27, 2015</p>
<p>Final Approver</p>	<p>Board Learning and Discovery Committee – November 27, 2015</p>

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - 25) Program Proposal (new) Credit Certificate in Early Childhood Education
2. Attachment 2 (page(s) 1 - 4) *University Calendar* Change for section 12.7

*Prepared by:* Betty jo Werthmann, Governance Administrator, Faculty of Education,  
betty.jo.werthmann@ualberta.ca

Revised: 10/6/2015

## Proposal Template Diploma, Certificate and Non-credential Programs

*The following template outlines the information required by Enterprise and Advanced Education to support its comprehensive review of proposals for new certificate, diploma and non-credential programs and new specializations in existing certificate, diploma and non-credential programs.*

*The guiding premise of the review is to ensure that the program adds value to Campus Alberta. The review will focus on the institution’s assessment of student and employer demand; the situation of the program in the context of Campus Alberta; the financial viability of the program, including implications for students and taxpayers; and dimensions of program quality.*

### **Basic Information**

<b>Institution</b>	<b>University of Alberta</b>
<b>Program/specialization title</b>	<b>Early Childhood Education</b>
<b>Credential awarded</b>	<b>Free-Standing For-Credit University Certificate in Early Childhood Education</b>
<b>Proposed Implementation Date</b>	<b>Fall, 2016 (Early Implementation)</b>

## SECTION 1: PROGRAM OVERVIEW

### 1.1 Type of Initiative

*New Certificate, Diploma or Non-credential program; or new specialization(s) in existing program.*

New Free-standing for-credit University Certificate in Early Childhood Education

### 1.2 Program Description

*Provide a brief (1-2 paragraphs) description of the program, summarizing its intended purpose, curriculum design, and methods of delivery and highlighting distinctive attributes. Attach as an Appendix a complete list of courses, including credit values, instructional hours and brief (calendar style) course descriptions. For elective options, specify course selection parameters. Identify new courses to be developed for this program.*

#### **Rationale:**

The University Certificate in Early Childhood Education in the Faculty of Education responds to the Government of Alberta's priority for early childhood development and education (ECDE). As evidence of its commitment, a Government of Alberta cross-ministry team has had in-depth conversations with leaders in Alberta's community, financial, post-secondary, and cultural sectors about support for ECDE. The team has also met with leading social innovators and practitioners from around the world. In total, about 540 people provided input on how best to support social innovation in Alberta. Areas of focus include homelessness, early childhood education, care of the elderly and meeting the needs of our Aboriginal population. The new provincial government has indicated commitment to early childhood education and development across the province. This commitment increases the need for teachers with a specialization in early childhood.

Prioritizing early childhood education in the province also reflects the findings of the Early Childhood Development Mapping Project Initiative that point to the alarming reality that nearly 29 percent of Alberta's young children are experiencing great difficulty in one or more areas of development as compared to 25.4 percent in Canada, and that the levels of early childhood development vary a great deal across Alberta (Alberta Government, 2014). The Ministries of Education, Health and Human Services are embarking on an ambitious strategy to improve the outcomes of young children. The cross-ministry ECDE strategy includes plans for the development and facilitation of enriched early learning environments within a well-aligned, integrated system to lay the foundation for the future success of children (Alberta Government, 2013). The aim to have a "made in Alberta early years approach" is consistent with international policy and research on ECDE that highlights the importance of involving families and communities in a participatory approach and the importance of teacher qualifications for professionals working with young children (OECD, 2006, p. 161). The Council of Ministers of Education in Canada has jointly endorsed the national Early Learning and Development Framework that includes acknowledgement of the importance of early childhood educators and references the role of postsecondary teacher education programs in supporting teacher capacity in ECDE (CMEC, 2014). Such qualifications will prepare educators working with children 0 to 8 years of age to meet their diverse needs including special needs, linguistic and cultural and religious/spiritual needs and needs based on the socio-economic circumstances in which they live. Teachers with specialized knowledge in the area of early childhood education and development can provide young children with the 'learner-centred and competency-based' experience that aligns with the direction of Alberta Education for the provincial education system.

Researchers have identified education of early childhood teachers as an important factor in early childhood settings (Kelley & Camilli, 2007; Saracho & Spodek, 2007), and have highlighted the relevance of reliable scientific knowledge for professional practice in teaching and early childhood education (Garbett, 2003; Hiebert, Gallimore & Stigler, 2002; Hyson, Tomlinson & Morris, 2009). In a review of literature on the impact of early childhood teacher education on students' cognitive orientation, Mischo, Wahl, Strohmmer and Wolf (2014) point

out that “there exist empirical evidence that a higher level of teacher education is associated with higher levels of quality outcomes ... and that it seems possible that early childhood teacher education fosters the quality of early childhood professionals’ cognitive orientations” (p. 196). The Muttart Foundation recently completed a report on *Advancing the Educational Preparation and Professional Development of Alberta’s Early Learning and Care Workforce*, researched and written by Dr Rachel Langford, Director of the School of Early Childhood Studies at Ryerson University (Muttart Foundation, 2014). The report reinforces the need for “well-educated and appropriately supported early childhood educators and teachers” because they are “central to the high-quality environments and experiences that shape children’s early learning” (p. 1).

### ***Description of the Program:***

To meet the projected needs and in line with the identified provincial priorities, the proposed 15-credit University Certificate in Early Childhood Education will provide an opportunity for professional development of in-service teachers and child care providers in the licensed and regulated child care sector through courses aimed to develop the specialized knowledge and skills required to effectively teach young children in a variety of early childhood settings. The proposed University Certificate in Early Childhood Education consists of four required courses and one elective course that build on existing early childhood education courses currently offered in a traditional, face-to-face, on-campus delivery format (Appendix A & B). Three to four courses will be offered each year including intersession. Content of existing courses will require minimal adaptation. The proposed online mode of delivery reflects the need of the teachers and child care providers across the province who cannot always access face-to-face, on-campus learning opportunities, particularly during the school year. A high priority will be given to fostering a community of practice through the online program using online forums. In terms of the future need for the certificate, there is anticipated growth or stable student population in most areas of the province, especially in rural locations in high employment and resource industry areas that continue to experience strong growth in student population, resulting in higher demand for teachers. In addition, Alberta’s population younger than age five is the fastest growing demographic segment, many of whom require programming in early learning settings in the next few years. Alberta requires well-trained adults to work with children and their families in these programs. Details are provided in section 2.2: Labour Market Analysis.

## **1.3 Enrolment Plan**

*Include assumptions and explanatory notes (e.g., attrition, part-time enrolment).*

To be financially viable, the program will be offered as a cohort every year (25 students in each cohort). The Department of Elementary Education has offered cohorts at a Master’s level specializing in Early Learning, and considers the cohort model to be most successful in both completion rate (two MEd cohorts had 92 percent completion rate), and learning experiences for the students. The proposed University Certificate in Early Childhood Education is designed for part-time, online study. The maximum time permitted for completion of the program will be four years from the date of registration. Ideally, the program will start in September 2016. All students will be part-time. We anticipate that after the first year, the interest in the program will grow as participants in the first cohort share their positive learning experiences with their colleagues in the field.

- *If internal reallocation of existing resources is proposed, describe any anticipated decrease in enrolment in other programs that would result.*

We anticipate open cohorts of part-time students of approximately 25 students per cohort, with a projected number of 18-20 graduates in years 2 and 3 (2017 and 2018) and 36-40 graduates per year beginning in year 4 (2019) and ongoing.

If the number of applications exceeds 25 eligible applicants, additional cohorts in a given year may be considered.

## SECTION 2: DEMAND

### 2.1 Student Demand Analysis

*Analysis should be supported by relevant data for the region and for Campus Alberta, as might be derived from: systematic questionnaire surveys of target audiences; application and enrolment summaries and trends for similar programs currently offered by other institutions; tabulations of unsolicited student inquiries and/or expressions of interest obtained at student recruitment events; demographic projections for relevant sub-populations.*

School Divisions across the Province have focused their attention on the quality and skill-set of staff working in programs with children below the mandatory school age. Research has demonstrated that the quality and nature of the staff that work with young children is critical in contributing to the quality of the program. As schools have increased the number of their preschool programs they have encountered some challenges in finding staff with the required skills and knowledge to work with very young children.

The proposed University Certificate in Early Childhood Education responds to the Provincial need to increase the number of Early Childhood Services to Grade 3 teachers with specialization in early education pedagogy. Since 1999, the population of Alberta has grown by 35%: a rate of growth unique in Canada and in most parts of the developed world. During the same period Alberta's demographic profile has also changed a great deal. The Province's more diverse ethnic and cultural landscape requires new approaches to emerging challenges.

Potential workforce participants from the childcare sector:

In addition, there is a growing number of child care providers in the licensed and regulated child care sector who have degrees in related fields (i.e. social work, psychology, child and youth care, human ecology, physical education, psychology, etc.) who will be interested in increasing their knowledge and skills in the field of early childhood education, and aligning with the expectations associated with the new provincial Early Learning and Care Curriculum Framework that is being field tested in early learning classrooms. The certificate program will be extremely beneficial to early childhood professionals working in licensed child care programs that have an educational equivalency but lack specific coursework in early childhood education. The benefit is that the University Certificate in ECE will build on their post-secondary training with specialized education on the development of young children (and supporting high quality programming). Eligible early childhood professionals working in pre/accredited child care programs have access to professional development funding (up to \$1000 per year) through the Alberta Child Care Accreditation Funding Program which could be used towards the tuition costs for these courses.

There is also a large number of individuals with degrees in related fields (i.e. speech pathology, psychology, child and youth care, occupational therapy, physical education, social work, etc.) who provide programming for young children ages 0 to 8 in various early learning and care contexts such as early education classrooms, child care centres, out-of-school programs, Parent Link Centres and pre-schools who will be interested in raising their knowledge in the field of early childhood education as a way to become better qualified and thus more desirable candidates for the jobs they seek.

As Alberta Education projections and the Ministry of Human Services data regarding number of individuals actively working in the child care sector that hold an equivalency demonstrate (see section 2.2), interest will be beyond the greater Edmonton area, which we will meet through the alternative delivery of the certificate program.



## 2.2 Labour Market Analysis

*Analysis should be supported by relevant data and placed in the context of the target occupational/regional labour market(s). Relevant data sources include systematic surveys of prospective employers; occupational supply/demand projections from government or industry sources; tabulations of job postings/‘help wanted’ advertising; surveys of recruitment and graduate employment rates of similar programs; and demographic projections (i.e. for relevant regions and sub-populations.) Describe anticipated employment outcomes.*

The tables below provide information about projected student population and the need for primary grade teacher workforce in the province of Alberta:

*Projected enrollment numbers (rounded)—based on birth rates and migration to the province: An approximately 14% growth rate is anticipated.*

Grade	2014-15	2019-2020	2024-2025	2028-2029
ECS (including K)	64,000	66,400	68,000	67,300
one	54,500	56,000	58,300	58,000
two	52,300	55,800	58,000	58,000
three	49,500	56,000	58,000	58,600
<b>Total primary</b>	<b>220,300</b>	<b>234,200</b>	<b>242,300</b>	<b>241,900</b>

*Projected teacher workforce numbers for ECS to Grade 3:*

	2014-15	2019-2020	2024-2025	2028-2029
<b>Project workforce</b>	11,000	12,000	12,200	12,100

According to Alberta Education projections based on current, past and the anticipated future of student enrolments and workforce numbers, the province of Alberta will need teachers who are trained and prepared to teach young children 2.5-8 years, and this need will increase over time.

Over the next 5-10 years, Alberta Education anticipates strong growth in the ECS to Grade 12 education student population. This means that the public education system will require additional teaching positions. These will be new positions in addition to the positions that will be vacated by retirements and other leaves of absence such as maternity leaves. It is important to note that:

- Alberta is experiencing a high birth rate compared to other provinces and a high “in-migration” of workers who are often in their child-bearing years and bring their families with them.
- Graduation rates from faculties of education in the province are around 2000 annually. This is less than the annual average retirement rate of approximately 5500 teachers in the ECS-Grade 12 education system.
- A number of school authorities hire new teachers from out of province in order to meet their demand for teachers, particularly in more remote communities and in specialty areas such as French language teaching.
- The annual attrition rate is approximately 11.7% resulting in approximately 1200 ECS to Grade 3 teachers leaving the profession each year, some of whom will be replaced by recently graduated new hires.
- As highlighted in the Provincial documents and the labor market analysis, the early childhood specialization of staff who manage and provide programming for the children who are in the licensed and regulated child care sector will increase.

Information regarding licensed preschools in the province of Alberta:

There are 728 active licensed preschools out of a total of 2,355 active licensed programs (day care, out-of-school care, family day home agencies, group family child care, innovative child care, and preschools) in the

province of Alberta. Many individuals actively working in the child care sector apply for certification with a completed post-secondary educational equivalency. Recent information indicates that approximately 87% of these applicants hold Bachelor of Education degrees (in the period December 2013 to May 2014).

## 2.3 Support

*Provide evidence of consultation with and approval/support from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry.*

Letters of support (see Appendix D) were received from:

- Alberta Teachers' Association
- University of Lethbridge
- Ambrose University
- Concordia University
- Canadian University College

Alberta Education's funding of the development of the online version of the courses also demonstrates support.

## SECTION 3: INSTITUTIONAL AND SYSTEM CONTEXT

### 3.1 Institutional Strategy

*How does the proposed program align with the institution's strategic priorities and the Comprehensive Institutional Plan?*

The proposed program is in line with the University of Alberta's strategic plan (*Dare to Deliver 2011-2015*) which indicates that the establishment of certificate programs that are time-based and skill-specific are one way of enabling students and alumni to receive academic recognition for their pursuit of multiple interest and cross-disciplinary learning (p.7).

The Faculty of Education at University of Alberta is a signatory of the 2013 Accord by the Association of Canadian Deans of Education that aims to "advance early learning policies and practices that require educators to meet and respect children where and as they are" (p. 8). Furthermore, the Canadian Deans' Accord on Early Learning and Early Childhood Education acknowledges the importance of the early years in shaping children's lives and recognizes and respects educator knowledge and decision-making as vital to educational effectiveness for early learners.

### 3.2 Institutional Programs

*Explain how the proposed program fits with existing programs at the institution, and the anticipated positive or negative impacts on other programs.*

Two existing programs are related to the proposed University Certificate including a \*24 post-graduate Diploma in ECE and graduate degrees specializing in ECE are offered by the Department of Elementary Education. As described in 3.6 Learner Pathways below, we anticipate that the laddering opportunities for the University Certificate have the potential to increase our student enrolment in existing programs.

### **3.3 Internal Review and Approval**

*Provide a brief description of the internal review and approval process followed in developing the proposal.*

The proposal was developed in consultation with Dr. Fern Snart, Dean, Faculty of Education, Dr. Lynn McGarvey, Associate Dean, Teacher Education, Dr. Larry Prochner, Chair, Department of Elementary Education and Vanessa Grabia, Assistant Chair, Department of Elementary Education.

The proposal was supported in principle by the Department Elementary Education at Department Council meeting on November 21, 2014. The Faculty of Education Council approved the University Certificate in ECE on December 2, 2014. The proposal was reviewed by the Registrar's Advisory Committee on Fees and GFC Academic Standards Committee-Subcommittee on Standards in June, 2015. The proposal will be presented to GFC Academic Standards Committee and GFC Academic Planning Committee in Fall 2015.

### **3.4 Campus Alberta Programs/Initiatives**

*Discuss the relationships (similarity, complementarity, transfer, competition) of the proposed program to other programs or initiatives in Campus Alberta and explain what the proposed program would add to the system. If the proposed program would duplicate existing programs, explain why that duplication is warranted.*

The proposed University Certificate in Early Childhood Education will not duplicate other ECE programs available at other institutions in the province.

At present, Red Deer College and MacEwan University both offer non-degree granting programs in Early Learning & Childcare. The planned Early Childhood Education Minor at Concordia University of Edmonton is for students to take in their undergraduate degree in Arts, Management or Science and is not available to students in the Education After-Degree Program.

As outlined in section 1.2 (Rationale) this Certificate will fill an essential need in the province. It has received substantial support from other post-secondary institutions in the province (Section 2.3). The proposed Certificate offers a possibility for professional development for in-service teachers who hold Bachelor of Education degrees from other post-secondary institutions in the province who are seeking to increase their qualifications in the area of early childhood education and are looking for a program that will allow them to earn additional credits towards Teacher Qualification Service. It will also be an option for those with other degrees and working in child care, preschool, and other early childhood settings.

### **3.5 Consultation**

*Summarize the type and outcomes of consultations with other institutions offering related programs. Attach copies of relevant documents (e.g. letters, meeting summaries). Discuss the potential for inter-institutional collaboration.*

Consultations with Alberta Education staff, School Accreditation & Standards Branch, Learning Supports & Information Management Division have been ongoing.

Consultations with the Ministry of Human Services, Early Childhood Development Branch have also been ongoing.

### 3.6 Learner Pathways

3.6.1 Identify potential pathways from work to school (where applicable).

3.6.2 Identify potential opportunities for transfer/laddering into the proposed program from other institutions or other programs within the institution; and for transfer/laddering from the proposed program to other programs within the institution or at other institutions. List any formal agreements for internal or inter-institutional transfer/laddering that have been negotiated to this point.

Applicants with degrees in related fields such as child and youth care, psychology, social work, human ecology, arts, and education may enter the Certificate. Multiple laddering opportunities exist for the applicants depending on previous coursework taken.



Laddering into the University Certificate in ECE:

- Former University of Alberta students who completed one or more University Certificate courses (see Section 5.2 below) may ladder in up to \*9 credits (EDEL 355, 457 and 404) into the \*15 credit Certificate.
- Applicants who completed equivalent courses at another institution may also ladder these credits into the University Certificate. At present, the Faculty of Education has an existing transfer credit agreement with MacEwan University whereby graduates with a Diploma in Early Learning and Child Care receive credit for EDEL 355. A transfer agreement providing a similar arrangement is currently under negotiation with Keyano College.

Laddering from the University Certificate in ECE into other programs:

- After completing the University Certificate students may ladder these \*15 credits into the \*24 Diploma in Early Childhood Education leaving only three graduate courses remaining (EDEL 55, 556 and 557). There also exists the potential to ladder these graduate courses into a Masters degree in Elementary Education.

3.6.3 Estimate the portion of graduates who can be expected to proceed to further education directly. At a later stage in their careers. What types of programs/credentials would they be most likely to pursue?

Approximately 25% of the students admitted to our Diploma in Early Childhood Education have applied for a Masters Degree with a focus on Early Childhood. We expect that a similar percentage of students who complete the University Certificate in ECE will choose to apply to the diploma or the masters degree.

## SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY

### 4.1 Annual Budget and Funding Sources

Identify annual and one-time expenditures and annual revenue for the program in the budget tables below. If program implementation will take place over more than one year, provide estimates for each year until full implementation. Provide explanatory notes for all budget assumptions, such as inflation and per student tuition.

(For proposals without significant impacts on institutional costs, revenues or enrolment, a detailed budget presentation will not normally be required (please confirm with the department). Such proposals will satisfy all of the following tests:

1. The proposal is for a new specialization in an existing program, consisting of an innovative combination of existing curricula.
2. Overall enrolment capacity in the program is maintained.
3. Excepting incidental administrative and promotional costs, no start-up or incremental operations costs are incurred.)

	Year 2016	Year 2017	Year 2018	Year 2019	Year 2020	Annual Ongoing
<b>Revenue</b>						
Tuition and Related Fees	\$63,750	\$106,250	\$170,000	\$212,500	\$212,500	\$212,500
Re-allocation from Existing Programs	\$0	\$0	\$0	\$0	\$0	\$0
Other Internal Sources <sup>2</sup>	\$0	\$0	\$0	\$0	\$0	\$0
External (Third Party) Sources <sup>3</sup>	\$0	\$0	\$0	\$0	\$0	\$0
GOA (Identify source) <sup>4</sup>	\$0	\$0	\$0	\$0	\$0	\$0
Other (specify)	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Revenue</b>	\$63,750	\$106,250	\$170,000	\$212,500	\$212,500	\$212,500
<b>Operational Costs</b>						
Salaries, Wages and Benefits	\$25,500	\$42,500	\$68,000	\$85,000	\$85,000	\$85,000
Materials and Contracted Services	\$24,000	\$22,500	\$31,500	\$47,500	\$42,500	\$43,500
Other Direct Costs (15% overhead to central)	\$9,563	\$15,938	\$25,500	\$31,875	\$31,875	\$31,875
Indirect Costs	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Operational Costs</b>	\$59,063	\$80,938	\$125,000	\$164,375	\$159,375	\$160,375

#### Notes:

1. Financial resources reallocated from existing programs of instruction should be estimated based on the recent cost experience of the source program(s).
2. Identify the source and duration of internal funding.
3. Identify the source and duration of external funding and outline any terms, conditions, and deliverables associated with the funding. External (Third Party) Sources might include support from other levels of government; e.g., the Government of Canada.
4. Government of Alberta sources might include future Advanced Education and Technology grant support or commitments (assumed or actual) from other departments.

<b>One-time expenditure: 2015-17</b>	<b>Amount</b>	<b>Revenue Source</b>	<b>Details</b>
Startup and preparation	\$50,000	ABEd grant	Development of an interactive teaching space to deliver the program
Equipment and IT	\$42,500	ABEd grant	Computers, equipment (including microphones, etc)
Curriculum Development	\$117,500	ABEd grant	Includes professors' time and Technology in Education mentor and consultant for 5 courses.
Information Dissemination	\$25,000	ABEd grant	Development of information tools and resources (eg. webpage, posters, brochures)
Library Enhancements	\$6,500	ABEd grant	Library impact statement is included (see Appendix C)
Other	\$5,000	ABEd grant	Supplies

## 4.2 Impact

### 4.2.1 Compare the proposed tuition rate with that of similar programs in Campus Alberta.

No similar programs exist.

### 4.2.2 Discuss the financial impact on students and the learner funding system, taking into account the costs of education and the potential debt burden relative to post-graduation earning capacity.

The cost for students will be \$850 per course, or \$4,250 for the program in the first year (with tuition increases per course each subsequent year based on the cost of living). We assume that teachers in school and other early childhood settings will have access to professional development funds to support the tuition fees.

### 4.2.3 If program funding includes internal reallocation, evaluate the impact of this reallocation on the institution's operations and overall financial position.

## SECTION 5: QUALITY ASSESSMENT

### 5.1 Institutional Capacity

*5.1.1 List instructional positions that would support the proposed program, specifying position title, credential and experience requirements, and areas of expertise. Distinguish between new and existing positions; and regular and sessional appointments. Describe mechanisms (existing and planned) to develop and ensure currency of teaching skills and disciplinary expertise.*

The Department of Elementary Education's faculty members with Early Childhood Education specialization, Dr. Larry Prochner and Dr. Anna Kirova will be primarily responsible for re-developing the existing four Early Childhood courses as online courses and teaching them.

In addition, the following faculty members in the Department of Elementary Education have expertise and have taught early childhood courses in the past five years:

Dr. Lynn McGarvey, Professor in Mathematics Education

Dr. Linda Laidlaw, Associate Professor in Language and Literacy

Dr. Amanda Montgomery, Professor of Music Education

Dr. Janice Huber, Associate Professor in Teacher Education and Early Childhood Education

*5.1.2 List instructional support positions (e.g. lab technicians, tutors) related to the proposed program.*

Technical support for online course delivery will be needed. (See table under 5.1.3)

*5.1.3 Describe facilities, equipment and information resources (existing and planned) that would house and support delivery of the proposed program.*

*5.1.4 Discuss the anticipated impacts of the proposed program on student support services.*

Technology in Education support for online learning and mentoring will be covered by the cost-recovery fees.

### 5.2 Curriculum

*Describe the process of development and validation of curriculum for the proposed program. If available, please attach external review documents.*

The proposed University Certificate in Early Childhood Education will include four existing 3-credit face-to-face Early Childhood courses that are being developed as online courses (see Appendix A for course descriptions).

EDEL 355: Teaching and Learning in Early Childhood Settings

EDEL 404: Developing Literacy in Early Childhood Settings

EDEL 455: Play as a Teaching and Learning Strategy

EDEL 457: Theory and practice in Early Childhood Education

In addition, new online 3-credit courses offered on a rotation basis will be developed (see Appendix B) from which the students will choose their electives. These courses allow students to develop expertise in particular aspects of Early Childhood Education including issues in Early Childhood Education for Aboriginal children, global perspectives in inclusive education, and contemporary issues in Early Childhood Education.

### 5.3 Academic Standards

List the requirements for admission and any alternate routes to admission; for residency; for academic progression; and for graduation. Compare these requirements to those for similar programs.

#### Admission Requirements

To be eligible for admission to University Certificate programs applicants must:

- (1) present a three- or four-year degree from an accredited postsecondary institution
- (2) meet the English Language proficiency requirements as specified in §13.3.

#### Supporting Documents

- (1) Official post-secondary degree transcripts demonstrating that the degree has been awarded.
- (2) Most recent post-secondary transcripts, if they are from a different institution than (1). (Optional)
- (3) Letter of intent.

Graduation: Certificates will be awarded for the successful completion of the designated courses within the Certificate and with a final GPA of 2.0 or above. Certificates must be completed within four years.

Application and Document Deadline: Applications will be submitted directly to the Faculty of Education and are due one month before the next intake. Completed applications will be reviewed by ECE University Certificate Admission Committee.

### 5.4 Learning Outcomes

5.4.1 Summarize the learning outcomes of the proposed program (e.g. career-specific knowledge and skills, employability skills).

**Knowledge, Skills, and Attributes for Interim Certification** (adapted from the Teaching Quality Standards, 1997):

- Contextual variables affect teaching and learning
- All students can learn, albeit at different rates and in different ways
- Students' needs for physical, social, cultural and psychological security
- There are many approaches to teaching and learning
- The importance of guiding their actions with a personal, overall vision of the purpose of teaching

#### **Specific to Early Childhood Education Learning Outcomes:**

- To identify the theoretical perspectives underlying early childhood education practice.
- To develop skills in facilitating children's learning based on constructivist theories.
- To identify best practices in a variety of programs for young children and demonstrate beginning skills for curriculum planning, both for emergent and mandated curriculum.
- To develop familiarity with the nature of development and learning during the early childhood years, and the role of early experiences in building children's brain architecture as a foundation for realizing their full potential.
- To articulate the value of learning through play pedagogies and the role of adult-child interactions in enhancing children's learning through play.
- To understand how different perspectives on play complement and challenge each other and provide a richer outlook on play and its role in children's learning and development.
- To use theoretical knowledge to facilitate play in a variety of early learning and elementary school environments and communicate the value of play-based learning to diverse audiences.



- To use reflections to improve teaching and learning for the purposes of professional growth and development.
- To develop an understanding of teacher roles in relation to the child, the family and the community.
- To understand the role of culture and context in child development.
- To develop an in-depth understanding of the nature and role of socialization of children in cultural contexts.
- To understand how culturally varied concepts of child development and ways of learning at societal, community and family contexts interact and how they may influence children's learning in early childhood settings.
- To develop cross-cultural teaching and learning strategies for young Aboriginal children in early learning programs, on and off-reserve.
- To consider different ways in which early childhood institutions develop collaborative relationships with families and within communities in general and the role of Elders in maintaining Indigenous ways of knowing in particular.
- To consider possibilities for engaging with learner difference, dis/ability and diversity in order to create teaching and learning contexts that position concerns of social justice, care and equity as central to education.

*5.4.2 Describe the consultative process with employers, industry/professional bodies or advisory groups that helped formulate these learning outcomes.*

Learning outcomes specific to Early Childhood Education were first developed by the Early Childhood faculty members in the Department of Elementary Education, University of Alberta and are based on review of current literature on qualification standards for early childhood educators published in academic journals, and policy documents in Canada, the United States of America, Australia and New Zealand. The learning outcomes were then refined in consultation with staff from Alberta Education, School Accreditation & Standards Branch, Learning Supports & Information Management Division in order to best meet the Provincial priorities.

*5.4.3 Provide evidence of alignment/compliance with regulatory, industry, program accreditation and professional accreditation standards relevant to the program.*

According to Alberta Human Services, certification is the process used by the Ministry to review educational training and competencies to determine eligibility and issue certification towards one of the three levels of certification in accordance with the Alberta Child Care Licensing Regulation.

The University Certificate in Early Childhood Education is not intended to provide such certification.

## **5.5 Institutional Quality Assurance**

*5.5.1 Describe the criteria and methods for evaluating the success of the program and achieving continuous quality improvement. Include expected outcomes, key performance indicators and performance targets for the program.*

*5.5.2 Indicate whether a program advisory committee is planned or in place and, if so, comment on the role of the committee in program quality assurance.*

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Do Any Issues or Information Gaps Remain?**

**Recommendation(s)**

**Reviewer(s)**

**Date Completed**

## Appendix A: Existing ECE Courses

(See 231.104 Education – Elementary, EDEL)

### **EDEL 355 Teaching and Learning in Early Childhood Settings**

\*3 (*fi 6*) (either term, 3-0-0) An introduction to Early Childhood Education with an emphasis on early learning environment that meets the diverse needs of young children the roles of the early childhood educators within these environments.

### **EDEL 404 Developing Literacy in Early Childhood Settings**

\*3 (*fi 6*) (either term, 3-0-0) This senior education course focuses on language development and teaching and learning of literacy in Early Childhood settings. The course explores instructional strategies and materials for creating literacy- rich learning environments, based on contemporary theory and research. Prerequisite: EDEL 305 or equivalent introductory course in language arts education, or consent of the Department.

### **EDEL 455 Play as a Teaching and Learning Strategy**

\*3 (*fi 6*) (either term, 3-0-0) This course examines how choice and self-direction can enhance children’s learning and thinking in early childhood settings. Students will be involved in planning and evaluating integrated, emergent curriculum projects involving learning in and through play. The conception of play as a teaching strategy will be investigated in relation to cultural, philosophical and historical traditions, current practices and recent research.

### **EDEL 457 Theory and Practice in Early Childhood Education**

\*3 (*fi 6*) (either term, 3-0-0) Gives students an in-depth understanding of some of the major contemporary theories and approaches to Early Childhood Education, and examines how they can be utilized with young children from diverse linguistic and cultural backgrounds to enhance their learning. Students will be involved in planning, implementing and documenting integrated curriculum projects in a variety of early childhood settings.

Note: No changes to Calendar descriptions are needed.

## Appendix B: Possible Elective Courses

### **EDEL 495: Special Topics in Early Childhood Education: Contemporary Issues in Early Childhood Education for Aboriginal Children**

This course explores cross-cultural teaching and learning strategies for young Aboriginal children in a range of settings, including preschool, kindergarten, and early primary programs, on and off-reserve. Topics include curriculum considerations, community and family involvement, the role of Elders, and meaningful assessment of learning. Throughout the course, attention is paid to historical, and current, social and political influences on the lives of Aboriginal children.

### **EDEL 495: Special Topics in Early Childhood Education: Global Perspectives on Inclusive Education**

This course will employ various theoretical perspectives including human rights and social justice to explore the complex issues that confront the efforts towards inclusive education for all. Issues such as assimilation, affirmative action and access in relation to dis/abilities, cultures, gender and class, and the intersections between these diversities will be discussed. Further, the course investigates agentive possibilities for engaging with learner difference, dis/ability and diversity in order to create teaching and learning contexts that position concerns of social justice, care and equity as central to education.

### **EDEL 495: Special Topics in Early Childhood Education: Contemporary Issues in Childhood Education.**

Gives students in-depth understanding of children's rights and participation in the contexts of formal (i.e. school & other institutional settings) and informal (i.e. family and peer groups) education; policy provisions at local and global/international levels are also reviewed and analyzed. The course explores child rearing rituals and customs across cultures as well as issues of diversity within cultural practices and their implications for classroom institutionalized early childhood practices in students' local contexts. Attention is paid to the multiple and intersecting social locations of children and youth (i.e. gender, race, class, ability, sexual orientation, family composition, etc.) throughout the course.

## Appendix C: New Academic Program Library Impact Statement

Proposal for New Certificate Program submitted by the Education Faculty - Department of Elementary Education  
October 2014

The Library has examined the proposal for the new online University Certificate in Early Childhood Education (ECE)

The Library's monograph collection and journal and database subscriptions are sufficient to continue to support the existing courses involved in this certificate program. There would be a charge for existing database resources (\$200 Cdn X 25 students).

We anticipate that the new program will not incur any additional costs for Library space, equipment or technology. However, we do foresee some impact on acquisitions and Library staff with regards to instructional and consultation time. Time required for collection development will also have an impact. This is outlined in the attached commentary. Acknowledging this impact, we do believe that, due to the numbers of students anticipated, that the current Coutts Library staff complement has the required competencies and abilities to serve the students in this certificate with our existing resources.

We support the new program and look forward to working with its instructors and students in the years to come.

### Executive summary of costs

Total Costs	Start Up	On going (expected annual maintenance costs)
1. Collections budget	\$5,000	\$0
2. Capital budget	\$0	\$0
3. Operating/staffing budget	\$1500	\$0
Total Costs: Summary	\$6500	\$0

## **NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT**

Proposal for New Certificate Program submitted by the Education Faculty - Department of Elementary Education

Dr. Anna Kirova, Professor and Faculty Director of the Child Study Centre has indicated that the Department of Elementary Education is planning to apply to the Government of Alberta/Advanced Education to develop a new online (cost recovery) University Certificate in Early Childhood Education.

It will consist of 4 core/required undergraduate courses which are already in the calendar (EDEL 355, 457, 404 & 455) and one elective ECE course. The elective (fifth) course will be new and changing according to who is teaching it (EDEL 595). Many of the instructors will be sessionals and at this time they do not anticipate hiring new faculty members to support this program.

The certificate program will be offered as a cohort of 20 to 25 students admitted every other year. The program is designed for part-time, online study. The maximum time permitted for completion of the program will be four years from the date of registration. The proposed starting date is Sept. 2016. The students will not be current students at the U of A because this is a post-baccalaureate certificate, even though the courses are at the undergraduate level.

### **Impact on Library staff instructional and consultation time**

The documentation supplied indicates that 20-25 new students will be admitted every other year and will be enrolled (part-time) in the program for a maximum of four years.

In the first year of the program, at least 1 hour of instructional time will be necessary to introduce new students to online Library resources and services for distance education students. Due to the fact that some students will have received their post-secondary training from other institutions, it is difficult to determine how much information literacy instruction they will have received prior to beginning the program, particularly with regards to navigating University of Alberta Libraries' discovery tools and identifying online library resources. Students will also likely require some individual consultation time with librarians (approx. 10 hrs total per year).

This number should be tripled in the first year to account for time spent in preparation for instructional sessions. In subsequent years the preparation time would be equivalent to the presentation time (1hr). Additional staff time may be required to create and maintain an online research guide in this area (approx. 10 hours for creation in the first year; 1 hour per semester in subsequent years for maintenance).

Finally, time will need to be devoted to securing resources for the program and collection (consulting with faculty, online reading lists, etc.) maintenance over the course of the academic year (approx. 10 hrs total). The Library's monograph collection and journal and database subscriptions have been sufficient to support the existing courses involved in this certificate program. However, some time would need to be allocated to identifying any essential online resources that we currently have in print format only.

Formula:

One time professional time required is calculated at \$50/hour for a Librarian 1 entry level position.

1hrs instruction + 3hrs prep (prep reduced to 1 in second, third and fourth yrs) \$300

14hrs libguide development and maintenance \$700

10 hrs collection review and development \$500

Total: \$1500

As mentioned, the Coutts Library staff has the required competencies and can absorb this work with the existing staff complement with these additional resources.

There are no new Faculty positions requested in the creation of the certificate program so there is no need to cost the incremental resources needed to address the availability of the unique Library resource expectations of new Faculty positions.

There will be no impact on library space as this is an online certificate program.

Submitted by Kim Frail

Kim Frail  
Public Services Librarian  
H.T. Coutts Education & Physical Education Library  
October, 2014

Signed by

Geoffrey Harder  
Association University Librarian, Information Resources,  
University of Alberta Libraries

## **Appendix D: Letters of Support**

Alberta Teachers' Association

University of Lethbridge

Ambrose University

Concordia University

Canadian University College





# The Alberta Teachers' Association

11010 142 Street NW, Edmonton, Alberta T5N 2R1

T 780-447-9400 or 1-800-232-7208

F 780-455-6481

www.teachers.ab.ca

H Mark Ramsankar  
President

Greg A Jeffery  
Vice-President

Robert J Twerdoclib  
Vice-President

Carol D Henderson  
Past President

Gordon R Thomas PhD  
Executive Secretary

Dennis E Theobald  
Associate Executive Secretary

Sharon L Vogrinetz  
Assistant Executive Secretary

2014 10 27

Dr Fern Snart  
Dean  
Faculty of Education  
University of Alberta  
845 Education S  
Edmonton AB T6G 2G5

Dear Dr Snart

It has come to my attention your faculty is considering offering a University Certificate in Early Childhood Education. As such, I would like to send you this short correspondence indicating the profession's appreciation of and support for this program. Offering programs such as this allows teachers to build their level of expertise in specialty areas while at the same time fulfilling their professional commitment to continuous lifelong learning. The Association's support for this program can be found within our policy on Teacher Education and Certification which states: *BE IT RESOLVED, that the Alberta Teachers' Association urge institutions with accredited Alberta teacher education programs recognized by the Association to ensure sufficient offerings in early childhood courses to allow for specialization in early childhood education.*

Once again, I am pleased to hear the faculty is considering offering the University Certificate in Early Childhood Education and am hopeful this initiative comes to fruition.

Sincerely

Mark Yurick  
Coordinator  
Professional Development

MPY/deh



Angela Fraser &lt;afraser1@ualberta.ca&gt;

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**ECDE letter from Fern Snart**

4 messages

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**Angela Fraser** <afraser1@ualberta.ca>  
To: Craig Loewen <craig.loewen@uleth.ca>

Thu, Dec 4, 2014 at 2:51 PM

Angela Fraser  
Executive Assistant to the Dean & Vice-Dean  
Faculty of Education  
Office of the Dean  
845 Education South  
University of Alberta  
Ph: 780-492-0939 | Email: afraser1@ualberta.ca

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96K

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**Loewen, Craig** <craig.loewen@uleth.ca>  
To: Angela Fraser <afraser1@ualberta.ca>  
Cc: "McKenna, Darcy" <darcy.mckenna@uleth.ca>

Mon, Dec 8, 2014 at 11:28 AM

Hi Angela,

Re: Support for the Certificate in Early Childhood Education

I very much applaud this initiative at the University of Alberta, and believe it will fill a very important niche within the Alberta context. Outside of graduate programs there is little available to practising teachers to support ongoing professional development in Early Childhood in the province, and the Faculty of Education is obviously well situated to to meet this need. I wish the faculty well in this endeavour.

Sincerely,

Craig Loewen.

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A. Craig Loewen, PhD  
Professor & Dean  
Faculty of Education  
University of Lethbridge

[Quoted text hidden]

[Quoted text hidden]  
<img-Z04152415-0001.pdf>

To: Dr. Fern Snart

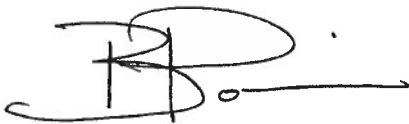
From: Dr. Bernie Potvin

Ambrose University

Regarding the University of Alberta's ECE initiative

December 4<sup>th</sup>, 2014

The proposed Certificate in ECE initiative in the Faculty of Education at the University of Alberta is a specific and timely response to our province's need for educators who are informed about early learning needs and practices. The initiative fits well within the Campus Alberta context, including Ambrose University's Bachelor of Education competency emphasis on preparation of teachers to build affirmative relationships with children. We support the initiative and look forward to working together with the University of Alberta and its Faculty of Education in the ongoing professional learning of early childhood educators.

A handwritten signature in black ink, appearing to be 'B. Potvin', with a long horizontal line extending to the right.



Angela Fraser &lt;afraser1@ualberta.ca&gt;

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## ECDE Letter from Fern Snart

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**Maureen Stratton** <maureen.stratton@concordia.ab.ca>  
To: Angela Fraser <afraser1@ualberta.ca>

Fri, Dec 5, 2014 at 3:20 PM

Hi, Angela.

Please forward this message to Fern.

Thank you, Angela.

Maureen

Good afternoon, Fern.

Thank you for sharing your Faculty of Education's proposal for developing a 15-credit, online, cost recovery Certificate in Early Childhood Education. As you reference in your letter of December 2, 2014, the provincial government has noted as a priority early childhood development and education in its 2014 – 17 Strategic Plan. The priority of Alberta Education aligns with the 2001 and 2013 position statements of the Organization for Economic Cooperation and Development (OECD) that affirm the importance of a qualified and well-supported early childhood education and care workforce.

Concordia's Faculty of Education is in support of the proposed Certificate. Our Faculty of Education is also responding to the Government of Alberta's priority on early childhood development and education with a proposed Early Childhood Education Minor within our undergraduate degree programs that has an anticipated implementation date of September, 2015.

Very best wishes as you progress in this important and timely work.

Sincerely,

Maureen

Maureen Stratton, PhD



Angela Fraser &lt;afraser1@ualberta.ca&gt;

---

**Fwd: re. Early Childhood Education Certificate**

2 messages

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**Fern Snart** <fsnart@ualberta.ca>

Tue, Apr 21, 2015 at 5:39 PM

To: Angela Fraser &lt;afraser1@ualberta.ca&gt;

For the Certificate file - thank you! Fern

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

From: **June Fiorito** <jfiorito@cauc.ca>

Date: Tue, Apr 21, 2015 at 5:35 PM

Subject: re. Early Childhood Education Certificate

To: Fern Snart &lt;fsnart@ualberta.ca&gt;

Dear Fern,

Just a quick note to let you know that School of Education at Canadian University College, soon to be Burman University, fully endorses your plans to start an Early Childhood Education Certificate program at the University of Alberta.

I am sure that it would prove to be a program sought after by young future educators.

I wish you well!

Sincerely,

June

—  
June D. Fiorito, Ed. D.  
Chair, School of Education  
Canadian University College  
5415 College Avenue  
Lacombe, AB T4L 2E5  
Canada  
Phone: 403-782-3381 Ext. 4003  
E-mail: [jfiorito@cauc.ca](mailto:jfiorito@cauc.ca)  
Fax: 1-866-504-2564

\*\* This communication, and any documents attached, is intended only for the recipient(s) to whom it is addressed, and may contain personal, confidential and/or privileged information. If you are not the intended recipient, please notify the sender (or the CUC e-mail administrator at [postmaster@cauc.ca](mailto:postmaster@cauc.ca)) immediately and do not copy, distribute or take action on it. Any communication received in error, or subsequent reply, should immediately be deleted or destroyed. Thank You \*\*

—  
Fern Snart, Dean  
Faculty of Education  
845 Education South  
University of Alberta  
Edmonton, Alberta, T6G 2G5

# FACULTY OF EDUCATION

## COURSE AND PROGRAM CHANGES

### *PROPOSED CALENDAR CHANGE (2016-2017)*

#### CALENDAR SECTION 12.7

Proposed additions are highlighted and underlined>.

(see page 15 from 2015-2016 Calendar)

No changes until ...

#### Admission and Readmission Deadlines (cont'd)

Education					
	Admission Application	Documents	Readmission Application	Documents	Other Requirements
<b>BEd (Elementary, Secondary Routes)</b>					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1)	March 1	March 15 (See Note 1) June 15 (See Note 2)	
		High School applicant - March 15 (See Note 1) August			
Winter Term	No admission		Previous students - November	Not applicable	
Spring/Summer	No admission		Previous students - March 1	Not applicable	
			Previous students contact Faculty office prior to applying.		
Notes (1) All previously completed course work and course registration of current year. (2) Final results of current year.					
<b>BEd After Degree</b>					
Fall Term	March 1	March 15 (See Note 1) June 15 (See	March 1	March 15 (See Note 1) June 15 (See	
Winter Term	No admission		Previous students - November	Not applicable	
Spring/Summer	No admission		Previous students - March 1	Not applicable	
			Previous students contact Faculty office prior to applying.		
Notes (1) All previously completed course work and course registration of current year. (2) Final results of current year, including notation of degree awarded/conferred.					
<b>BEd (Adult Education Route)</b>					
Program and course offerings are extended to cohort groups of students, each with unique deadlines and requirements. Please contact the Department of Educational Policy Studies.					
<b>University Certificates: Advancing Adolescent Literacy; Digital Learning; Early Childhood Education</b>					
Contact the Faculty prior to applying. (See § 76.1 for contact information).					
<b>Diploma in Education</b>					
Fall Term	June 1	June 1	June 1	June 1	
Winter Term	October 1	October 1	October 1	October 1	
Spring	February 1	February 1	February 1	February 1	
Summer	April 1	April 1	April 1	April 1	
<b>Special/Visiting</b>					
Fall Term	July 1	July 15	July 1	July 15	
Winter Term	No admission		Previous students - November	November 15	
Spring/Summer	March 1	March 31	Previous students - March 1	March 31	

No further changes.

**FACULTY OF EDUCATION**  
**COURSE AND PROGRAM CHANGES**  
**PROPOSED CALENDAR CHANGE (2016-2017)**  
**CALENDAR SECTION 13.1 AND 16.6**

CURRENT	PROPOSED
<b>13 Admission to Undergraduate Programs</b> <b>13.1 Programs of Study</b>	<b>13 Admission to Undergraduate Programs</b> <b>13.1 Programs of Study</b>
<b>[No changes until...]</b> <b>[Years of Study]</b>	<b>[No changes until...]</b> <b>[Years of Study]</b>
<b>Faculty of Education</b>	<b>Faculty of Education</b>
BEd (Elementary or Secondary route)                      4	BEd (Elementary or Secondary route)                      4
BEd (After Degree)                      2	BEd (After Degree)                      2
BEd (Adult Education route)                      4	BEd (Adult Education route)                      4
BSc (Specialization in Science and Education)/BEd (Secondary) Combined Degrees                      5	BSc (Specialization in Science and Education)/BEd (Secondary) Combined Degrees                      5
BSc/BEd (Secondary) Augustana                      5	BSc/BEd (Secondary) Augustana                      5
BMus/BEd Combined Degrees                      5	BMus/BEd Combined Degrees                      5
BKin/BEd (Elementary) (Secondary) Combined Degrees 5	BKin/BEd (Elementary) (Secondary) Combined Degrees 5
BA (Drama)/BEd (Secondary) Combined Degrees                      5	BA (Drama)/BEd (Secondary) Combined Degrees                      5
BA (Native Studies)/BEd Combined Degrees                      5	BA (Native Studies)/BEd Combined Degrees                      5
Diploma in Education                      1	Diploma in Education                      1
BSc Human Ecology/BEd (Secondary) Combined Degrees                      5	BSc Human Ecology/BEd (Secondary) Combined Degrees                      5
Certificate in Global Citizenship	Embedded Certificate in Global Citizenship
	Free-Standing University Certificate in Advancing Adolescent Literacy
	Free-Standing University Certificate in Digital Learning
	Free-Standing University Certificate in Early Childhood Education
<b>No further changes until ... [16.6 Faculty of Education]</b>	<b>No changes until ... [16.6 Faculty of Education]</b>
	<b>16.6.9 Free-Standing University Certificates</b>
	The Faculty of Education offers free-standing for-credit University Certificates for post-secondary degree holders in the following areas:
	Advancing Adolescent Literacy
	Digital Learning
	Early Childhood Education
	For information on the certificates offered, see §76.1.1.
	<b>I. Admission Requirements</b>
	To be eligible for admission to University Certificate programs applicants must:
	(1) present a three- or four-year degree from an accredited postsecondary institution
	(2) meet the English Language proficiency requirements as specified in §13.3.
	<b>II. Supporting Documents</b>
	(1) Official post-secondary degree transcripts demonstrating that the degree has been awarded.
	(2) Most recent post-secondary transcripts, if they are from a different institution than listed in (1). (Optional)
	(3) Letter of intent.

**FACULTY OF EDUCATION**  
**COURSE AND PROGRAM CHANGES**  
**PROPOSED CALENDAR CHANGE (2016-2017)**  
**CALENDAR SECTION**  
**75 PROGRAMS OF STUDY**

Current	Proposed
<p><b>75 Programs of Study</b></p> <p><b>No changes until ...</b></p> <p><b>75.19 Certificates</b>            The Faculty of Education is the administrative unit for a number of certificates offered to graduating students which acknowledge formally that students have studied particular themes, within one discipline, or across disciplines. Normally the requirements for the certificates can be completed as part of the requirements for the degree; however, in some cases, a student may need to take more than the minimum required for his or her degree program in order to qualify for both the degree and the certificate. The following certificates are available:  <b>Certificate in Global Citizenship:</b> available to undergraduate students across the University, regardless of Faculty or program.</p> <p><b>[No changes until ...]</b></p> <p><b>76 Bachelor of Education Programs for Holders of Approved Degrees</b></p> <p><b>76.1 Advanced Study in Education</b></p>	<p><b>75 Programs of Study</b></p> <p><b>No changes until ...</b></p> <p><b>75.19 Embedded Certificates (Undergraduate)</b>            The Faculty of Education is the administrative unit for certificates offered to graduating students which acknowledge formally that students have studied particular themes, within one discipline, or across disciplines. Normally the requirements for the certificates can be completed as part of the requirements for the degree; however, in some cases, a student may need to take more than the minimum required for his or her degree program in order to qualify for both the degree and the certificate. The following certificates are available:  <b>Certificate in Global Citizenship:</b> available to undergraduate students across the University, regardless of Faculty or program.</p> <p><b>[No changes until ...]</b></p> <p><b>76 Advanced Study in Education for Holders of Approved Degrees</b></p> <p><b>76.1 Free-Standing University Certificates</b>            The Faculty of Education offers professional learning through free-standing for-credit University Certificates in the following areas:            Advancing Adolescent Literacy            Digital Learning            Early Childhood Education            Admission to University Certificates requires a three- or four-year degree (see §16.6.9 for admission and document requirements).            University Certificates consist of a minimum of *15 credits. Certificates will be awarded for the successful completion of the designated courses within the Certificate and with a final GPA of 2.0 or above. Certificates must be completed within four years.</p> <p><b>76.1.1 Advancing Adolescent Literacy (*15)</b>            *3 EDPY 420 Language Foundations and Word Reading            *3 EDPY 421 Reading Comprehension and Assessment            *3 EDPY 422 Cultural and Linguistic Diversity and Reading            *3 EDPY 423 Reading in the Disciplines            *3 EDPY 424 Data-Driven Literacy Instruction, Leadership, and Collaboration.            For more information contact J.P. Das Centre on Developmental and Learning Disabilities within the</p>



Department of Educational Psychology or visit [aari.educ.ualberta.ca](http://aari.educ.ualberta.ca).

**76.1.2 Digital Learning (\*15)**

\*3 EDET 421 Technologies for Teaching

\*3 EDET 422 Social Justice Issues for Technology in Education

\*3 EDET 423 Online Pedagogy

\*3 EDET 424 Project-Based Learning with Educational Technology

\*3 EDET 425 Special Topics in Educational Technology

For more information contact the Department of Educational Psychology or visit [edpsychology.ualberta.ca](http://edpsychology.ualberta.ca).

**76.1.3 Early Childhood Education (\*15)**

\*3 EDEL 355 Teaching and Learning in Early Childhood Settings

\*3 EDEL 404 Developing Literacy in Early Childhood Settings

\*3 EDEL 455 Play as a Teaching and Learning Strategy

\*3 EDEL 457 Theory and Practice in Early Childhood Education

\*3 EDEL 400-Level Early Childhood Elective

For more information contact the Department of Elementary Education or visit [elementaryed.ualberta.ca](http://elementaryed.ualberta.ca).

**76.1.1 Diploma of the Faculty of Education**

[No changes until ...]

**76.1.2 Graduate Degree Programs in Education**

[No changes until ...]

**77 Courses**

Faculty of Education courses are listed in §231, Course Listings, under the following subject headings:

Education – (EDU)

Education – Adult Education (EADAE)

Education – Career and Technology Studies (EDCT)

Education – Elementary (Curriculum and Pedagogy) (EDEL)

Education – Elementary and Secondary (Curriculum and Instruction Common Courses) (EDES)

Education – Field Experience (EDFX)

Education – Instructional Technology (EDIT)

Education – Policy Studies (EDPS)

Education – Psychology (EDPY)

Education – Secondary (Curriculum and Teaching) (EDSE)

**76.2 Diploma of the Faculty of Education**

[No changes until ...]

**76.3 Graduate Degree Programs in Education**

[No changes until ...]

**77 Courses**

Faculty of Education courses are listed in §231, Course Listings, under the following subject headings:

Education – (EDU)

Education – Adult Education (EADAE)

Education – Career and Technology Studies (EDCT)

Education – Elementary (Curriculum and Pedagogy) (EDEL)

Education – Elementary and Secondary (Curriculum and Instruction Common Courses) (EDES)

**Education – Education and Technology (EDET)**

Education – Field Experience (EDFX)

Education – Instructional Technology (EDIT)

Education – Policy Studies (EDPS)

Education – Psychology (EDPY)

Education – Secondary (Curriculum and Teaching) (EDSE)

**OUTLINE OF ISSUE**

Agenda Title: **Proposal for a (new) Freestanding For-Credit University Certificate in Advancing Adolescent Literacy, Faculty of Education**

**Motion:** THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee the approval of a (new) Freestanding For-Credit University Certificate in Advancing Adolescent Literacy, as submitted by the Faculty of Education, and as set forth in Attachments 1 and 2, for implementation in January 2016.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Dr Randy Wimmer, Dean (Interim), Faculty of Education
Presenter	Dr Rauno Parrila, Professor, Department of Educational Psychology
Subject	Approval of the Certificate in Advancing Adolescent Literacy

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The Certificate in Advancing Adolescent Literacy (AAL) provides secondary school teachers with the knowledge and skills required to effectively support students' ongoing growth of literacy skills in grades 7 to 12.
The Impact of the Proposal is	Academic success in high school is closely linked to a student's ability to read and write, yet most secondary school teachers have little or no background in adolescent literacy development. This knowledge and skill gap contributes to high rate of high-school dropout in many communities, a problem Alberta Education's high-school completion initiative is aimed to address.
Replaces/Revises (eg, policies, resolutions)	N/A.
Timeline/Implementation Date	January 1, 2016
Estimated Cost	See proposed budget.
Sources of Funding	This will be a revenue generating program.
Notes	

**Alignment/Compliance**

Alignment with Guiding Documents	<i>Dare to Deliver and Dare to Discover</i> The 2015 Comprehensive Institution Plan
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<ol style="list-style-type: none"> <li><b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</li> <li><b>2. PSLA:</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)) and provides that GFC may make recommendations to the Board of Governors on a number of matters including the budget, academic planning, and related matters (Section 26(1)(o)). GFC has thus established an Academic Planning Committee (GFC APC), as set</li> </ol>

out in the GFC APC Bylaws.

3. **UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

4. **UAPPOL Admissions Procedure:**

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS Following approval by GFC:

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

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

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

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

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

**7. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):**

“G. Certificates (All Faculties): Approval Route  
GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC). (GFC 31 MAY 2005) (EXEC 12 JAN 2009)”

**8. GFC Academic Planning Committee (APC) Terms of Reference (Mandate):**

“8. Establishment/Termination of Academic Programs [...] d. Where additional funding and/or space is required to support the offering of a proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) the certificate required Government approval, ASC would provide a recommendation on the (proposed) initiative to APC. APC, in turn, would have the GFC delegated authority to give final approval for the proposal in those cases where Government approval of the certificate is not required; in cases where Government approval is required, APC would provide recommendation on the proposal to the Board of Governors (or delegate body). (GFC 31 MAY 2005).”

**9. Board Learning and Discovery Committee (BLDC) Terms of Reference: “[...]”**

**3. MANDATE OF THE COMMITTEE**

Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing the Committee shall: [...]

c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters [...]

**Routing** (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Educational Psychology Department Council (feedback and approval) – December 18, 2015 Brenda Leskiw, VP Academic Program & Instruction (feedback) Education Faculty Council (feedback and approval) – February 3, 2015 ASC Subcommittee on Standards (review) - June 4, 2015
Approval Route (Governance) (including meeting dates)	Educational Psychology Department Council – December 18, 2015 Education Faculty Council – February 3, 2015 GFC Academic Standards Committee October 15, 2015 GFC Academic Planning Committee – November 18, 2015 Board Learning and Discovery Committee – November 27, 2015
Final Approver	Board Learning and Discovery Committee – November 27, 2015

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - 20) Program Proposal (new) Credit Certificate in Advancing Adolescent Literacy
2. Attachment 2 (page(s) 1 - 4) *University Calendar* Change for section 12.7

*Prepared by:* Betty jo Werthmann, Governance Administrator, Faculty of Education,  
betty.jo.werthmann@ualberta.ca

Revised: 10/6/2015

## **Proposal Template Diploma, Certificate and Non-credential Programs**

*The following template outlines the information required by Enterprise and Advanced Education to support its comprehensive review of proposals for new certificate, diploma and non-credential programs and new specializations in existing certificate, diploma and non-credential programs.*

*The guiding premise of the review is to ensure that the program adds value to Campus Alberta. The review will focus on the institution’s assessment of student and employer demand; the situation of the program in the context of Campus Alberta; the financial viability of the program, including implications for students and taxpayers; and dimensions of program quality.*

### **Basic Information**

<b>Institution</b>	<b>University of Alberta</b>
<b>Program/specialization title</b>	<b>Advancing Adolescent Literacy</b>
<b>Credential awarded</b>	<b>Freestanding for-credit University Certificate in Advancing Adolescent Literacy</b>
<b>Proposed Implementation Date</b>	<b>July 1, 2016 (Early Implementation)</b>

## SECTION 1: PROGRAM OVERVIEW

### 1.1 Type of Initiative

New Freestanding for-credit University Certificate in Advancing Adolescent Literacy (Admission: Bachelor's Degree)

### 1.2 Program Description

*Provide a brief (1-2 paragraphs) description of the program, summarizing its intended purpose, curriculum design, and methods of delivery and highlighting distinctive attributes. Attach as an Appendix a complete list of courses, including credit values, instructional hours and brief (calendar style) course descriptions. For elective options, specify course selection parameters. Identify new courses to be developed for this program.*

Academic success in high school is closely linked to a student's ability to read and write, yet most secondary school teachers have little or no background in adolescent literacy development. This knowledge and skill gap contributes to high rate of high school drop out in many communities, a problem Alberta Education's high school completion initiative is aimed to address. As a part of the high school completion initiative, Alberta Education funded creation of a professional development program for junior high and high school teachers called Advancing Adolescent Reading Initiative (AARI). The University Certificate in Advancing Adolescent Literacy (AAL) is a post-graduate certificate program aimed for practicing junior high and high school teachers that builds on the success of AARI and makes the critical content developed for AARI available to all Alberta secondary teachers and to teachers across North America.

AAL provides secondary school teachers with the knowledge and skills required to effectively support students' ongoing growth of literacy skills in grades 7 to 12. AAL includes five courses (see Appendix A) that explore foundational knowledge and research-validated practices in adolescent literacy development. The courses are offered face-to-face, online or in a blended format one at a time in eight or twelve week blocks to allow full-time teachers to participate. Teachers completing AAL will be able to: (1) teach literacy skills as part of their content area instruction; (2) identify students who need additional assessments and instruction; (3) implement evidence-based literacy instruction and interventions for diverse student population across the curriculum; and (4) provide instructional and literacy leadership in their respective schools.

AAL is unique in North-America in its scope and focus. AAL is designed and delivered by a team of experts that includes secondary reading specialists, educators, and university researchers committed to promoting evidence-based approaches to literacy instruction for students. AAL is designed to meet the diverse needs of junior high and high school teachers across Alberta and beyond.

### 1.3 Enrolment Plan

*Include assumptions and explanatory notes (e.g., attrition, part-time enrolment).*

To be financially viable and sustainable in terms of instructor resources over a longer period of time, the University Certificate in Advancing Adolescent Literacy (AAL) will accept new students once a year and is offered to a cohort of 25 students over two years. The Department of Educational Psychology currently offers multiple cohort programs, and considers the cohort model the most successful with practicing teachers for completion rate, student experience, and for building professional learning communities that continue after completion of the program.

AAL is designed for part-time online study and all students will be part-time students. The maximum allowable time to complete a program is four years from the date of registration, but most students are expected to complete the program in two years with their respective cohort. Based on our experience with cohort programs, we expect that there will be about 10% attrition due to changing work circumstances and other significant commitments. Students will not be able to continue with their cohort will offered an opportunity to complete their

program with later cohorts.

- *If program implementation will occur over a number of years, provide data for each year to full implementation.*

Ideally, AAL will start in July 2016 with one cohort of 25 students. For year 2 onwards, the program continues with two cohorts, one in their first year and the other in their second year. We expect to graduate 23 to 25 students each year.

- *If internal reallocation of existing resources is proposed, describe any anticipated decrease in enrolment in other programs that would result.*

No reallocation of resources is required and as AAL does not overlap with existing undergraduate or certificate programs, we don't anticipate it to affect enrolment in other programs. It may increase interest in language and literacy related graduate programs across Campus Alberta institutions.

<b>Proposed Enrolment</b>	<b>Year 1 2016</b>	<b>Year 2 2017</b>	<b>Year 3 2018</b>	<b>Year 4 2019</b>	<b>Year 5 2020</b>	<b>Annual Ongoing</b>
<b>Total head count</b>	0	0	0	0	0	0
• Part-Time Year 1	25	25	25	25	25	25
• Part-Time Year 2	0	23	23	23	23	23
<b>Anticipated No. of Graduates</b>	0	23	23	23	23	23



## SECTION 2: DEMAND

### 2.1 Student Demand Analysis

*Analysis should be supported by relevant data for the region and for Campus Alberta, as might be derived from: systematic questionnaire surveys of target audiences; application and enrolment summaries and trends for similar programs currently offered by other institutions; tabulations of unsolicited student inquiries and/or expressions of interest obtained at student recruitment events; demographic projections for relevant sub-populations.*

AAL builds on Advancing Adolescent Reading Initiative (AARI), a professional development program designed by scholars at the JP Das Centre at the University of Alberta in collaboration with Alberta Education and topic-area experts across North America. As a part of the AARI development process, we completed a needs survey of Alberta junior high and high school teachers regarding their professional development needs in the area of literacy. Appendix B includes a summary of the results that demonstrate the need for AAL.

### 2.2 Labour Market Analysis

*Analysis should be supported by relevant data and placed in the context of the target occupational/regional labour market(s). Relevant data sources include systematic surveys of prospective employers; occupational supply/demand projections from government or industry sources; tabulations of job postings/‘help wanted’ advertising; surveys of recruitment and graduate employment rates of similar programs; and demographic projections (i.e. for relevant regions and sub-populations.) Describe anticipated employment outcomes.*

AARI is part of Alberta Education’s high school completion strategic framework (<http://ideas.education.alberta.ca/hsc>), and motivated initially by three observations:

- (1) The high economic cost of the lack of literacy skills among Canadian workforce in general and among high school dropouts in particular. For example, the 2003 International Adult Literacy and Skills Survey (IALSS) found that 42% of Canadian adults lack functional literacy skills, and 22% have serious problems dealing with printed material. Despite our successful educational system, the same survey reveals that 35% of adults in Alberta lacked functional literacy skills. According to Programme for the International Assessment of Adult Competencies, this number had risen to 45% by 2012, indicating a substantial downward rather than upward trend. Economic impact analysis of these results concluded that each 1% improvement in the average literacy rate would translate into a 1.5% permanent increase in annual GDP. In 2013 numbers, that amounts to \$27 billion. Given Alberta’s 2012 GDP of \$312 billion, a 1% improvement in the average literacy rate would translate to an estimated \$4.7 billion permanent increase in annual Alberta GDP.
- (2) Continued shift to an increasingly knowledge-based economy and the presence of information technology in all sectors of the economy, including natural resources and manufacturing, creates higher expectations for the literacy and numeracy skills of the labour force. In 2015, the required labour force with less than a high school diploma is expected to be less than 12% (compared to 28% in 1990). Before leaving school, students must acquire sophisticated literacy and numeracy skills. Literacy skill acquisition has traditionally proven challenging for one fourth of all students, and with increasing literacy skill demands, this number is expected to rise. To be competitive, no jurisdiction can allow 25% of its youth to exit school with insufficient literacy and numeracy skills.
- (3) The lack of necessary knowledge in secondary schools to address literacy development issues. Needs survey of Alberta junior high and high school teachers indicated that 95% of them saw students struggling in their content area classes due to insufficient reading skills, and only 30% had received any training in how to address these issues. A major review of effective literacy interventions for adolescents (Parrila et al., 2010) concluded that when implemented by well-trained teachers or other professionals, literacy interventions can significantly improve both the word reading and reading comprehension outcomes of adolescents (see <http://aari.educ.ualberta.ca/sites/aari->

dev.educ.ualberta.ca/files/u1/Report%20-%20Effective%20Interventions%20for%20Adolescent%20Struggling%20Readers-2.pdf). However, the review also noted large variability in outcomes and argued that the language, assessment, and intervention design and implementation knowledge necessary for achieving the positive outcomes are not likely present in most Alberta schools as secondary teacher training programs typically focus on specific subject area knowledge. Long-term, cumulative and systematic professional development programs are needed to build teacher capacity in addressing the literacy needs of adolescent learners.

In sum, AAL is aimed at addressing the labour market knowledge and skill gap both in junior high and high schools and in the labour force the students serviced by AAL teachers enter.

## **2.3 Support**

*Provide evidence of consultation with and approval/support from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry.*

Letters of support (attached) were received from:

- Alberta Education
- Alberta Teachers' Association

## **2.4 Clinical or Work Experience**

*If clinical or work experience is an essential part of program delivery:*

*2.4.1 Provide evidence that the placements will be available when needed.*

*2.4.2 Describe the student's role in securing placements.*

*2.4.3 Explain how the institution will supervise/monitor the learning experience of students in off-site settings?*

*2.4.4 Identify potential employer/employee liability related to this aspect of the program, and how the institution intends to manage this liability.*

## SECTION 3: INSTITUTIONAL AND SYSTEM CONTEXT

### 3.1 Institutional Strategy

*How does the proposed program align with the institution's strategic priorities and the Comprehensive Institutional Plan?*

The proposed program is in line with the University of Alberta's Academic Plan (Dare to Deliver, 2011-2015) that indicates establishment of theme-based and skill-specific certificate programs as one way of enabling students and alumni to receive academic recognition for their pursuit of multiple interests and cross-disciplinary learning.

AAL aligns well with three of the four cornerstones of the University's Academic Plan: Learning, Discovery and Citizenship, Connecting Communities, and Transformative Organization and Support. To begin, AAL is aimed to foster and enhance the learning opportunities of students and professionals by offering them pathways for pursuit of multiple interests, cross-disciplinary learning, and professional academic development. Further, AAL is designed and delivered by a team of experts that includes secondary reading specialists, educators, and university researchers committed to promoting evidence-based approaches to literacy instruction for students. AAL will promote dialogue between university researchers and practicing teachers, and between teachers at different parts of the province and across discipline boundaries. It will help create both context- and discipline-specific learning communities. With regards to transformative organization and support, AAL aims to provide exceptional and life-changing experiences to secondary teachers by providing them with the knowledge, skills, and attitudes required to facilitate the kind of literacy learning in high schools that will inspire their students and better prepare them for completing high school, and to the transition to post-secondary studies or to labour force.

AAL also aligns with the most recent University's Comprehensive Institutional Plan (CIP; 2015) where it is listed as an emerging program initiative. In response to an identified need for training a highly skilled labour force, including post-baccalaureate continuing education for professionals coming from or returning to rural and Aboriginal communities, the CIP (2015) calls for the development of embedded and freestanding certificate programs for specialized knowledge and skills, and continuing professional education opportunities. The CIP further identifies the targeted adoption of e-learning technologies and approaches for program delivery as necessary to meet these opportunities and expectations.

### 3.2 Institutional Programs

*Explain how the proposed program fits with existing programs at the institution, and the anticipated positive or negative impacts on other programs.*

AAL is unique in North-America and has no overlap with existing certificate or undergraduate programs; thus, it is not expected to impact these in any manner. Due to its focus on language and literacy, AAL will provide teachers who complete it an excellent starting point for graduate studies in language and literacy. Such graduate programs are currently offered in multiple departments in the Faculty of Education.

### 3.3 Internal Review and Approval

*Provide a brief description of the internal review and approval process followed in developing the proposal.*

This proposal was developed in consultation with Dr. Fern Snart, Dean of the Faculty of Education, Yvonne Norton, Assistant Dean, Dr. Lynn McGarvey, Associate Dean of Teacher Education, Dr. Jacqueline Leighton, Department Chair of Educational Psychology, Dr. Norma Nocente, Secondary Education and Centre for Teaching & Learning, and Dr. Lynn McQuarrie, Educational Psychology and Director, Advancing Adolescent Reading Initiative (AARI).

The proposal has been approved by the Department of Educational Psychology Department Council on December 18, 2014; Education Faculty Council on February 3, 2015; Academic Standards Committee-Subcommittee on Standards examined the proposal in June, 2015; and the proposal will be presented to Academic Standards Committee and Academic Planning Committee in Fall 2015.

### **3.4 Campus Alberta Programs/Initiatives**

*Discuss the relationships (similarity, complementarity, transfer, competition) of the proposed program to other programs or initiatives in Campus Alberta and explain what the proposed program would add to the system. If the proposed program would duplicate existing programs, explain why that duplication is warranted.*

The proposed program is unique in Alberta, in Canada, and in North-America. No other program in Canada focuses on adolescent literacy development and the best practices on adolescent literacy in junior high and high schools.

### **3.5 Consultation**

*Summarize the type and outcomes of consultations with other institutions offering related programs. Attach copies of relevant documents (e.g. letters, meeting summaries). Discuss the potential for inter-institutional collaboration.*

No other institutions offer related programs. However, several courses for the AAL certificate program have been developed in collaboration with experts from other universities in Canada and US (e.g., Dr. John Kirby at Queen's University, Dr. Barb Ehren at University of Central Florida, and Dr. Donald Deshler at University of Kansas). Collaboration with outside experts will continue with regard to assessment of the program's impact and its further development, as well as in identifying the best instructors for each course.

### **3.6 Learner Pathways**

*3.6.1 Identify potential pathways from work to school (where applicable).*

All AAL participants will be secondary teachers studying part-time. We expect that upon completion of the certificate, some of them will be interested in pursuing graduate studies either full- or part-time.

*3.6.2 Identify potential opportunities for transfer/laddering into the proposed program from other institutions or other programs within the institution; and for transfer/laddering from the proposed program to other programs within the institution or at other institutions. List any formal agreements for internal or inter-institutional transfer/laddering that have been negotiated to this point.*

As AAL is a free-standing university certificate that requires a Bachelor's Degree for entry; students will not transfer or ladder into AAL from other programs. Further, since the admission criteria for university certificates and graduate level degree programs differ, and because the courses taken as part of this certificate are at the undergraduate level, there is no automatic laddering from this certificate to other programs, such as a graduate-level Master's program. However, students meeting the formal criteria for acceptance into graduate studies and wishing to pursue a Master's program in the Faculty of Education, may, at the discretion of the Faculty of Education, be offered an option to take some of the AAL curriculum at the graduate level for subsequent laddering into a Master's program.

*3.6.3 Estimate the portion of graduates who can be expected to proceed to further education directly. At a later stage in their careers. What types of programs/credentials would they be most likely to pursue?*

Our experience with the two AARI cohorts that have completed the non-credit professional development program indicates that about a third of the certificate students will consider graduate studies immediately upon completion and about ten percent will pursue graduate studies one to three years after completion in one of the three Faculties of Education in Alberta that offer graduate programs.

## SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY

### 4.1 Annual Budget and Funding Sources

Identify annual and one-time expenditures and annual revenue for the program in the budget tables below. If program implementation will take place over more than one year, provide estimates for each year until full implementation. Provide explanatory notes for all budget assumptions, such as inflation and per student tuition.

(For proposals without significant impacts on institutional costs, revenues or enrolment, a detailed budget presentation will not normally be required (please confirm with the department). Such proposals will satisfy all of the following tests:

1. The proposal is for a new specialization in an existing program, consisting of an innovative combination of existing curricula.
2. Overall enrolment capacity in the program is maintained.
3. Excepting incidental administrative and promotional costs, no start-up or incremental operations costs are incurred.)

	2016	2017	2018	2019	2020	Annual Ongoing
<b>Revenue</b>						
Tuition and Related Fees <sup>1</sup>	\$120,000	\$193,600	\$197,472	\$197,472	\$201,420	\$201,420
Re-allocation from Existing Programs	\$0	\$0	\$0	\$0	\$0	\$0
Other Internal Sources	\$0	\$0	\$0	\$0	\$0	\$0
External (Third Party) Sources	\$0	\$0	\$0	\$0	\$0	\$0
GOA (Identify source)	\$0	\$0	\$0	\$0	\$0	\$0
Other (specify)	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Revenue</b>	<b>\$120,000</b>	<b>\$193,600</b>	<b>\$197,472</b>	<b>\$197,472</b>	<b>\$201,420</b>	<b>\$201,420</b>
<b>Operational Costs</b>						
Salaries, Wages and Benefits <sup>2</sup>	\$82,351	\$146,218	\$149,140	\$152,126	\$155,170	\$155,170
Materials and Contracted Services <sup>3</sup>	\$1,350	\$1,350	\$1,350	\$1,350	\$1,350	\$1,350
Other Direct Costs (marketing)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Indirect Costs <sup>4</sup>	\$18,000	\$29,040	\$29,620	\$29,620	\$30,213	\$30,213
<b>Total Operational Costs</b>	<b>\$103,701</b>	<b>\$178,608</b>	<b>\$182,110</b>	<b>\$185,096</b>	<b>\$188,732</b>	<b>\$188,732</b>

**Notes: Tuition increase is expected to be 2% every second year; it will be adjusted to consumer-price index.**

1. Tuition is calculated at 25X3X\$1600 for first year; then, to account for attrition (23x2x\$1600) +(25x3x\$1600) for the second year onwards. It also includes 2% increase every second year as a rough estimate of CPI indexed increases.
2. Salaries include instructor fees at \$10,000 per course plus benefits, ½ time program administrator at an initial yearly salary of \$60,000 plus benefits, and one full time PhD GTA per course at an initial cost of \$8,740 plus benefits. Subsequent salaries include 2% yearly increase.
3. Supplies and materials, computer software, telephones
4. 15% of total revenue

One-time expenditures	Amount	Revenue Source	Details
Facilities	\$		
Equipment and IT	\$2,000	JP Das Centre	Administrator's computer and software
Curriculum Development	\$		
Marketing and Promotion	\$200	JP Das Centre	
Faculty Recruitment and Establishment	\$		
Library Enhancements	\$		
Other	\$		

## 4.2 Impact

### 4.2.1 Compare the proposed tuition rate with that of similar programs in Campus Alberta.

There are no comparable programs in Campus Alberta. The tuition is estimated based on delivery costs for online programs being higher than face-to-face programs because of the need for further material development and IT maintenance. At \$1600 per student/per course (plus future CPI indexed increases), the program is calculated to recover the costs associated with running it after the first year even if enrolment in a cohort falls to 18 students.

### 4.2.2 Discuss the financial impact on students and the learner funding system, taking into account the costs of education and the potential debt burden relative to post-graduation earning capacity.

The cost for students will be \$1,600 per course (plus future CPI indexed increases), or \$8,000 for the program over the course of two years. We assume that school boards will allow their teachers to use existing professional development funds to support the tuition fees and make tuition supplements available.

### 4.2.3 If program funding includes internal reallocation, evaluate the impact of this reallocation on the institution's operations and overall financial position.

Not applicable

## SECTION 5: QUALITY ASSESSMENT

### 5.1 Institutional Capacity

*5.1.1 List instructional positions that would support the proposed program, specifying position title, credential and experience requirements, and areas of expertise. Distinguish between new and existing positions; and regular and sessional appointments. Describe mechanisms (existing and planned) to develop and ensure currency of teaching skills and disciplinary expertise.*

Large part of the content for the AARI courses, and subsequent AAL courses building on that content, was developed by the Department of Educational Psychology faculty members Drs. Rauno Parrila, Lynn McQuarrie, Alison McInnes and Marilyn Abbott. Several members of the Department of Secondary Education (Drs. Dwayne Donald, Norma Nocente, Jerine Pegg, and Elaine Simmt) were responsible for additional content in their specific areas of expertise. The remaining content was developed by experts outside of Alberta (Drs. Donald Deshler, Barbara Ehren, John Kirby, and Peter Bowers).

The developers of specific AAL modules will be offered an opportunity to teach those modules. When they are not available, we will ask them to identify other experts who can be asked to contribute. We also have three additional sources of existing expertise: Department of Educational Psychology members (Drs. George Georgiou, Denise Hayward, Marion Rossiter), AARI graduates who have completed graduate degrees, and postdoctoral and PhD research fellows in the JP Das Centre and Departments of Educational Psychology and Secondary Education.

As the topics covered by AAL overlap significantly with the specific research interests of the professors involved, currency of the disciplinary expertise is maintained. Similarly, as all instructors are active instructors in Education in university or other post-secondary settings, currency of teaching skills should not be an issue.

*5.1.2 List instructional support positions (e.g. lab technicians, tutors) related to the proposed program.*

AAL will be supported by graduate teaching assistants (PhD students) and one part-time administrative assistant who is responsible for the technology maintenance and program administration. Costs for these positions are included in the salary and benefits line of the budget above.

*5.1.3 Describe facilities, equipment and information resources (existing and planned) that would house and support delivery of the proposed program.*

All necessary facilities and equipment exist in the JP Das Centre; no new facilities are required besides a computer and necessary software for the administrative assistant. The University of Alberta library currently provides all the information resources needed, and the university provides a platform for delivering online instruction (eClass).

*5.1.4 Discuss the anticipated impacts of the proposed program on student support services.*

No anticipated impact due to all students being part-time students who take their courses online. All courses include a full-time TA who will provide the students with technical support.

## 5.2 Curriculum

The curriculum for the proposed AAL program was developed using the ADDIE model for instructional design. The phases of ADDIE are as follows: analysis, design, development, implementation, and evaluation. Each, in relation to the proposed program, is described below.

**Analysis:** (1) In 2010, the JP Das Centre was contracted by Alberta Education to conduct a review and meta-analysis of effective literacy interventions for adolescents (<http://aari.educ.ualberta.ca/sites/aari-dev.educ.ualberta.ca/files/u1/Report%20%20Effective%20Interventions%20for%20Adolescent%20Struggling%20Readers-2.pdf>). The review concluded that when implemented by well-trained teachers or other professionals, literacy interventions can significantly improve both the word reading and reading comprehension outcomes of adolescents. However, the review also noted large variability in outcomes and argued that the necessary knowledge of language, assessment, and intervention design and implementation for achieving positive outcomes is currently missing in most Alberta schools. This is because secondary teacher training programs typically focus on specific content area knowledge. The review concluded that long-term, cumulative and systematic professional development programs are needed to build teacher capacity in addressing adolescent learners' literacy needs.

(2) Alberta Education recognized the need to build teacher capacity in adolescent reading and supported the creation of a professional development program on advancing adolescent reading as part of their initiative to improve high school completion rates. A needs assessment on teacher background and interest in professional development in adolescent literacy was conducted in early 2011. Respondents indicated they needed support to address the many obstacles faced by adolescent readers (see AARI 2011 Survey Results in Appendix B). This came as no surprise since there is a wide body of research on the struggles faced by adolescent readers and the knowledge and skills teachers need to have to better support the children in their classes (see AARI Research Briefs at <http://aari.educ.ualberta.ca/researchpolicy-documents>).

**Design:** Based on the desired goal to develop a long-term, cumulative and systematic professional development program to increase teacher capacity in addressing adolescent learners' literacy needs, several experts in reading and literacy were contacted and asked to identify the necessary knowledge and skills teachers need to make informed and strategic pedagogical decisions. The knowledge and skills were then organized into eight areas and these formed the foundation for the development of eight units of study (modules). The framework was then shared with other literacy experts in Canada and the US to validate the scope and sequence of the outcomes. The feedback they provided was incorporated into the framework.

**Development:** With the overall framework, including scope and sequence in place, content experts were identified and contracted to develop the eight learning modules. Some of the modules were further divided in separate sections to better reflect the expertise needed. Each expert provided a detailed module outline, identified more specific outcomes and resources for the module. They also developed activities and assessments aligned to the outcomes.

**Implementation:** Each module was piloted with two separate cohorts of secondary teachers from across Alberta. Each expert hired to develop a module was also responsible for delivery of the module. Based on feedback from the cohorts, the instructors modified their module after each delivery.

**Evaluation:** Participants in each cohort provided feedback on the strengths, weaknesses and suggestions for improvement after the completion of each module. External evaluators were contracted to review the completed modules and provided feedback on content alignment to outcomes, scope, and sequence of the modules.

For the purpose of AAL, the 8 modules have been organized into five three-credit courses. The five courses are as follows (please see 5.4 Learning Outcomes for detailed descriptions):

1. EDPY 420 Language Foundations and Word Reading
2. EDPY 421 Reading Comprehension and Assessment
3. EDPY 422 Cultural and Linguistic Diversity and Reading
4. EDPY 423 Reading in the Disciplines
5. EDPY 424 Data-Driven Literacy Instruction, Leadership, and Collaboration



### 5.3 Academic Standards

*List the requirements for admission and any alternate routes to admission; for residency; for academic progression; and for graduation. Compare these requirements to those for similar programs.*

#### Admission Requirements

To be eligible for admission to University Certificate programs applicants must:

- (1) present a three- or four-year degree from an accredited postsecondary institution
- (2) meet the English Language proficiency requirements as specified in §13.3.

#### Supporting Documents

- (1) Official post-secondary degree transcripts demonstrating that the degree has been awarded.
- (2) Most recent post-secondary transcripts, if they are from a different institution than (1). (Optional)
- (3) Letter of intent.

Graduation: Certificates will be awarded for the successful completion of the designated courses within the Certificate and with a final GPA of 2.0 or above. Certificates must be completed within four years.

Application and Document Deadline: Applications will be submitted directly to the Faculty of Education and are due one month before the next intake. Completed applications will be reviewed by AAL Admission Committee.

### 5.4 Learning Outcomes

*5.4.1 Summarize the learning outcomes of the proposed program (e.g. career-specific knowledge and skills, employability skills).*

AAL will provide teachers across subject areas with advanced knowledge and skills on how to:

- Teach reading skills as part of content area instruction to diverse learners in grades 7 to 12;
- Teach content area specific reading skills and strategies to diverse learners in grades 7 to 12;
- Identify students who need additional reading support;
- Implement evidence-based reading instruction and interventions in a variety of secondary school contexts; and
- Provide effective literacy leadership in their respective schools.

AAL consists of five courses. The key learning outcomes of each course are explained below.

#### 1. EDPY 420 Language Foundations and Word Reading

This course will (a) introduce students to different aspects of oral language and their importance for reading and literacy development in adolescents, and (b) provide students with a working knowledge of normal and abnormal development of word reading and how to improve adolescents' word reading skills.

Upon completion of the course, the students are able to:

1. Describe subsystems of oral language (phonology, morphology, semantics, syntax, pragmatics, discourse), their inter-relationships, and their relevance to learning in secondary classrooms;
2. Identify language development milestones in pre-adolescents and adolescents;
3. Describe the basic features of English orthography and understand how they relate to word reading and spelling;
4. Use formative oral language assessments to guide instruction
5. Understand different definitions of literacy, the critical role of literacy skills for personal and societal well-being, and the critical importance of word reading skills for all higher-level literacy skills;
6. Understand the cognitive and environmental factors that impact word reading development and difficulties in children and adolescents;
7. Design evidence-based word reading instruction for adolescents with diverse literacy skills, linguistic background, and cultural background;

8. Use one or more evidence-based instructional programs focusing on the structure and etymology of English orthography.
9. Recognize students who need specialized support services and formal assessments.

## **2. EDPY 421 Reading Comprehension and Assessment**

This course examines the nature of reading comprehension in adolescence and the instructional strategies and approaches to assessment that support reading comprehension development across the content areas in secondary schools.

Upon completion of the course, the students are able to:

1. Describe the nature and development of reading comprehension;
2. Explain Simple View of Reading as a theory to organize their learning about reading and reading comprehension;
3. Explain SOLO Taxonomy for curriculum design, assessment, and evaluation;
4. Distinguish between different levels of comprehension (deep/surface) and describe the processes that support deeper learning;
5. Explain what text structure is, what role text structure knowledge plays in reading comprehension, and how to assess and teach text structure knowledge;
6. Identify text types and text structures that are common to different content areas;
7. Describe evidence-based instructional practices in teaching reading comprehension;
8. Assess reading comprehension and processes contributing to it;
9. Assess the effectiveness of reading comprehension instruction; and
10. Use one or more evidence-based instructional approaches to improving reading comprehension across curriculum areas.

## **3. EDPY 422 Cultural and Linguistic Diversity and Reading**

This course explores effective literacy teaching strategies for culturally and linguistically diverse adolescents. The main focus is on literacy development and improving literacy outcomes of English language learners (ELL) and First Nations, Métis, and Inuit (FNMI) students.

Upon completion of the course, the students are able to:

1. Identify cultural and linguistic diversity in their classrooms and what makes literacy skill acquisition difficult for learners with diverse cultural and linguistic backgrounds;
2. Identify the language and literacy needs of the diverse ELL and FNMI students enrolled in Canadian schools;
3. Describe key theories in learning, literacy, and second language education, and recognize how these theories can inform classroom planning, instruction, and assessment of linguistically and culturally diverse learners;
4. Recognize the value of students' native/first languages as the foundation for learning English;
5. Explore effective teaching, reading, and learning strategies to address second language literacy difficulties in content area instruction for ELLs;
6. Examine FNMI ways of knowing and learning;
7. Identify how FNMI students *may* be disadvantaged by the academic discourse of school;
8. Identify when FNMI students are "English language learners" or speakers of non-standard English;
9. Design teaching strategies that work with different kinds of FNMI learners to increase their access to and competencies in academic literacy;
10. Understand the importance of relationship building first to engage FNMI students to learning;
11. Understand importance of community protocols and relationship building with guardians and communities, and develop home support strategies.

#### 4. EDPY 423 Reading in the Disciplines

This course examines the specific language demands, reading challenges, and prevalent discourse structures in four core disciplines (English Language Arts, Mathematics, Sciences, and Social Studies).

Upon completion of the course, the students are able to:

##### 1. English Language Arts (ELA)

- Understand the specific word reading and comprehension demands posed by ELA texts, and how to help teachers to assess these demands and modify texts according to student needs;
- Help teachers and students to identify different text structures common in ELA texts (e.g., narrative, descriptive, compare and contrast, sequential, cause and effect, argument and evidence);
- Demonstrate multiple comprehension strategies for different ELA text types;
- Help teachers and students to identify complex vocabulary in ELA texts; and
- Demonstrate multiple strategies of learning and teaching vocabulary in ELA classes.

##### 2. Mathematics

- Understand the specific word reading and comprehension demands posed by mathematics texts, such as density of ideas, combining information from text and other sources (e.g., graphs, diagrams, formulas), technical nature of vocabulary, and use of multiple meaning words;
- Understand text structures common in mathematics texts (e.g., description, main idea and details, definition);
- Understand and able to demonstrate multiple word instruction and comprehension strategies that can be used with mathematics texts;
- Assist mathematics teachers in understanding and assessing literacy demands of their texts, and to modify the texts according to their students' needs; and
- Assist mathematics teachers to design instruction that matches the strategies with specific text demands and structure.

##### 3. Science

- Understand the specific word reading and comprehension demands posed by science texts, such as density of ideas, relating current ideas and concepts to prior knowledge, technical nature of vocabulary and texts, and combining information text and other sources (e.g., graphs, diagrams, formulas);
- Understand text structures common in science texts (e.g., description, main idea and details, definition, cause and effect);
- Understand multiple word instruction and comprehension strategies that can be used with science texts;
- Assist science teachers in understanding and assessing literacy demands of their texts, and to modify the texts according to their students' needs; and
- Assist science teachers to design instruction that matches the strategies with specific text demands and structure.

##### 4. Social Studies

- Understand the specific word reading and comprehension demands posed by social studies texts, such as recognizing facts, opinions and judgments, distinguishing between primary and secondary sources, identifying authors' purpose and point of view, detecting bias, evaluating presented evidence, abstract vocabulary, rich detailed information, and using other text features such as glossaries, indexes, databases, and dictionaries;
- Understand text structures common in social studies texts (e.g., sequential events description, cause and effect, compare and contrast, definitions, general descriptions, problem and solution, proposition and support);
- Understand multiple word instruction and comprehension strategies that can be used with social studies texts;

- Assist social studies teachers in understanding and assessing literacy demands of their texts, and in modifying texts according to their students' needs; and
- Assist social studies teachers to design instruction that matches the strategies with specific text demands and structure.

## **5. EDPY 424 Data-driven Literacy Instruction, Leadership, and Collaboration**

This course prepares students to (a) collect, understand, and use literacy assessment data effectively to inform curriculum and instructional practices across disciplines and (b) become a change agent by developing community, coaching, co-constructing understanding, and assessing impact.

Upon completion of the course, the students are able to:

1. Explain the importance of using multiple sources of data to guide instructional planning;
2. Identify relevant existing sources of data that are available in schools;
3. Develop and use tools to collect additional literacy data across disciplines;
4. Analyze literacy data and use the results to monitor student progress;
5. Understand the challenge of changing instructional practices in schools;
6. Demonstrate the seven strategies underlying the partnership leadership model; and
7. Collaborate with colleagues across disciplines to differentiate instruction to address students' diverse learning needs and to enhance content instruction for all learners.

*5.4.2 Describe the consultative process with employers, industry/professional bodies or advisory groups that helped formulate these learning outcomes.*

The outcomes for the AAL program were developed in consultation with experts in the field of reading and literacy, and they have been modified on the basis of feedback from the two AARI pilot cohorts of Alberta secondary teachers.

*5.4.3 Provide evidence of alignment/compliance with regulatory, industry, program accreditation and professional accreditation standards relevant to the program.*

Not applicable

## **5.5 Institutional Quality Assurance**

*5.5.1 Describe the criteria and methods for evaluating the success of the program and achieving continuous quality improvement. Include expected outcomes, key performance indicators and performance targets for the program.*

1. Upon entry to the program, all students will be asked to complete a series of questionnaires assessing their (a) orientation to adolescent literacy, (b) knowledge of language constructs, and (c) self-efficacy as literacy teachers. All the questionnaires have been used in published research and were tested with AARI pilot cohorts. The questionnaires will be administered again after the first three courses (Year 1), and again after the completion of the program (Year 2) providing us three data points for each participant on their critical knowledge, skills, and attitudes. Completing the questionnaires is voluntary and with the pilot cohorts the completion rate was about 80%.
2. After every course, the students will complete the University eUSRI evaluation forms.
3. After every course, the students will complete a customized feedback form inquiring what aspects of the course were most useful in improving their instructional practice, what aspects were less useful, and additional content they would like to see included in the course.
4. Once a year, a program advisory committee (described in greater detail in 5.5.2) will examine the impact of the program, student feedback and recommend changes when and where needed.

5.5.2 Indicate whether a program advisory committee is planned or in place and, if so, comment on the role of the committee in program quality assurance.

AAL will be housed in the Department of Educational Psychology but will also rely on expertise in the Department of Secondary Education. Associate Chairs of Undergraduate Studies from both programs will be asked to join the program advisory committee together with Dr. Rauno Parrila (Director, JP Das Centre), Dr. Lynn McQuarrie (Director, Western Canadian Centre for Deaf Studies), and Dr. Norma Nocente (Center for Teaching and Learning, and Department of Secondary Education) who are responsible for developing AAL.

## **RECOMMENDATION (FOR DEPARTMENT USE)**

**Do Any Issues or Information Gaps Remain?**

**Recommendation(s)**

**Reviewer(s)**

**Date Completed**

**FACULTY OF EDUCATION  
CALENDAR CHANGE REQUEST FORM**

**Department:** Educational Psychology

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

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

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

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

<b>CURRENT</b> Calendar Section Number (§) 231.111 <i>(Use strike out for <b>all</b> changes)</i>	<b>PROPOSED</b> Calendar Section Number (§) 231.111 <i>(Underline <b>all</b> additions)</i>
<p><b>231.111 Education - Psychology, EDPY Department of Educational Psychology Faculty of Education</b></p> <p>[NEW COURSES]</p>	<p><b>231.111 Education - Psychology, EDPY Department of Educational Psychology Faculty of Education</b></p> <p><b><u>EDPY 420 Language Foundations and Word Reading</u></b>  ★3 (fi 6) (either term, 3-0-0). This course will (a) introduce students to different aspects of oral language and their importance for reading and literacy development in adolescents, and (b) provide students with a working knowledge of normal and abnormal development of word reading and how to improve adolescents' word reading skills. Sections may be offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Restricted to students in AAL Certificate program.</p> <p><b><u>EDPY 421 Reading Comprehension and Assessment</u></b>  ★3 (fi 6) (either term, 3-0-0). This course examines the nature of reading comprehension in adolescence and the instructional strategies and approaches to assessment that support reading comprehension development across the content areas in secondary schools. Sections may be offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Restricted to students in AAL Certificate program.</p>

	<p><b><u>EDPY 422 Cultural and Linguistic Diversity and Reading</u></b>  ★3 (fi 6) (either term, 3-0-0). This course explores effective literacy teaching strategies for culturally and linguistically diverse adolescents. The main focus is on literacy development and improving literacy outcomes of English language learners (ELL) and First Nations, Métis, and Inuit (FNMI) students. Sections may be offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Restricted to students in AAL Certificate program.</p> <p><b><u>EDPY 423 Reading in the Disciplines</u></b>  ★3 (fi 6) (either term, 3-0-0). This course examines the specific language demands, reading challenges, and prevalent discourse structures in four core disciplines (English Language Arts, Mathematics, Sciences, and Social Studies). Sections may be offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Restricted to students in AAL Certificate program.</p> <p><b><u>EDPY 424 Data-Driven Literacy Instruction, Leadership, and Collaboration</u></b>  ★3 (fi 6) (either term, 3-0-0). This course prepares students to (a) collect, understand, and use literacy assessment data effectively to inform curriculum and instructional practices across disciplines and (b) become a change agent by developing community, coaching, co-constructing understanding, and assessing impact. Sections may be offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Restricted to students in AAL Certificate program.</p>
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**Justification:** *(Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.*

Submitted by:	Signature of Department Chair or Designee	Date:	<b>FACULTY USE ONLY</b> Approval Process      Date <input type="checkbox"/> Academic Affairs      _____
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# The Alberta Teachers' Association

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2015 03 03

Dr Fern Snart  
Dean  
Faculty of Education  
University of Alberta  
845 Education S  
Edmonton AB T6G 2G5

Dear Dr Snart

The purpose of this letter is to lend support to the faculty offering a University Certificate in Advancing Adolescent Literacy. This program is very timely and is in response to a specific and identified need by the profession as teachers strive to best meet the needs of their students. Also, offering this program as a certificate provides interested teachers with increased access and flexibility to this opportunity to further their professional learning.

Once again, I am pleased to hear the faculty is considering offering the University Certificate in Advancing Adolescent Literacy and look forward to this opportunity being made available to the teachers of Alberta.

Sincerely

Mark Yurick  
Coordinator  
Professional Development

MPY/deh



AR88804

R 1 9 2015

Dr. Rauno Parrila  
c/o J. P. Das Centre on Developmental and Learning Disabilities  
6 - 123C Education North  
University of Alberta  
Edmonton AB T6G 2G5

Dear Dr. Parrila:

On behalf of Alberta Education, I am writing in support of your proposed University Certificate in Advancing Adolescent Literacy.

At the Ministry of Education, we believe this educational opportunity has the potential to enhance the literacy pedagogy and practice of junior and senior high school teachers. Ultimately, it has the potential to support increased high school completion opportunities for Alberta students. The certificate aligns with Alberta Education's High School Completion Strategic Framework core pillar of student engagement. Projects and initiatives supported by Education through High School Completion indicate that there is a close link between increased student engagement and increased student achievement.

In addition, one of the most powerful factors in increasing both student engagement and student achievement is a knowledgeable and skilled teacher in the classroom. The Certificate in Advancing Adolescent Literacy will play an important role in ensuring that junior and senior high school students across the province have access to teachers who are skilled at teaching literacy, regardless of the discipline in which they teach.

I appreciate the work you and your colleagues are doing to improve the literacy knowledge and pedagogy of Alberta teachers. I look forward to continued collaboration with the J. P. Das Centre in support of adolescent literacy.

Sincerely,



Lorna Rosen  
Deputy Minister

# FACULTY OF EDUCATION

## COURSE AND PROGRAM CHANGES

### *PROPOSED CALENDAR CHANGE (2016-2017)*

#### CALENDAR SECTION 12.7

Proposed additions are highlighted and underlined.

(see page 15 from 2015-2016 Calendar)

No changes until ...

#### Admission and Readmission Deadlines (cont'd)

Education					
	Admission Application	Documents	Readmission Application	Documents	Other Requirements
<b>BEd (Elementary, Secondary Routes)</b>					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1)	March 1	March 15 (See Note 1) June 15 (See Note 2)	
		High School applicant - March 15 (See Note 1) August			
Winter Term	No admission		Previous students - November	Not applicable	
Spring/Summer	No admission		Previous students - March 1	Not applicable	
			Previous students contact Faculty office prior to applying.		
Notes (1) All previously completed course work and course registration of current year. (2) Final results of current year.					
<b>BEd After Degree</b>					
Fall Term	March 1	March 15 (See Note 1) June 15 (See	March 1	March 15 (See Note 1) June 15 (See	
Winter Term	No admission		Previous students - November	Not applicable	
Spring/Summer	No admission		Previous students - March 1	Not applicable	
			Previous students contact Faculty office prior to applying.		
Notes (1) All previously completed course work and course registration of current year. (2) Final results of current year, including notation of degree awarded/conferred.					
<b>BEd (Adult Education Route)</b>					
Program and course offerings are extended to cohort groups of students, each with unique deadlines and requirements. Please contact the Department of Educational Policy Studies.					
<b>University Certificates: Advancing Adolescent Literacy; Digital Learning; Early Childhood Education</b>					
Contact the Faculty prior to applying. (See § 76.1 for contact information).					
<b>Diploma in Education</b>					
Fall Term	June 1	June 1	June 1	June 1	
Winter Term	October 1	October 1	October 1	October 1	
Spring	February 1	February 1	February 1	February 1	
Summer	April 1	April 1	April 1	April 1	
<b>Special/Visiting</b>					
Fall Term	July 1	July 15	July 1	July 15	
Winter Term	No admission		Previous students - November	November 15	
Spring/Summer	March 1	March 31	Previous students - March 1	March 31	

No further changes.

**FACULTY OF EDUCATION**  
**COURSE AND PROGRAM CHANGES**  
**PROPOSED CALENDAR CHANGE (2016-2017)**  
**CALENDAR SECTION 13.1 AND 16.6**

CURRENT	PROPOSED
<b>13 Admission to Undergraduate Programs</b> <b>13.1 Programs of Study</b>	<b>13 Admission to Undergraduate Programs</b> <b>13.1 Programs of Study</b>
<b>[No changes until...]</b>	<b>[No changes until...]</b>
<b>[Years of Study]</b>	<b>[Years of Study]</b>
<b>Faculty of Education</b>	<b>Faculty of Education</b>
BEd (Elementary or Secondary route)	BEd (Elementary or Secondary route)
4	4
BEd (After Degree)	BEd (After Degree)
2	2
BEd (Adult Education route)	BEd (Adult Education route)
4	4
BSc (Specialization in Science and Education)/BEd (Secondary) Combined Degrees	BSc (Specialization in Science and Education)/BEd (Secondary) Combined Degrees
5	5
BSc/BEd (Secondary) Augustana	BSc/BEd (Secondary) Augustana
5	5
BMus/BEd Combined Degrees	BMus/BEd Combined Degrees
5	5
BKin/BEd (Elementary) (Secondary) Combined Degrees	BKin/BEd (Elementary) (Secondary) Combined Degrees
5	5
BA (Drama)/BEd (Secondary) Combined Degrees	BA (Drama)/BEd (Secondary) Combined Degrees
5	5
BA (Native Studies)/BEd Combined Degrees	BA (Native Studies)/BEd Combined Degrees
5	5
Diploma in Education	BSc Human Ecology/BEd (Secondary) Combined Degrees
1	5
BSc Human Ecology/BEd (Secondary) Combined Degrees	Diploma in Education
5	1
Certificate in Global Citizenship	Embedded Certificate in Global Citizenship
	Free-Standing University Certificate in Advancing Adolescent Literacy
	Free-Standing University Certificate in Digital Learning
	Free-Standing University Certificate in Early Childhood Education
<b>No further changes until ... [16.6 Faculty of Education]</b>	<b>No changes until ... [16.6 Faculty of Education]</b>
	<b>16.6.9 Free-Standing University Certificates</b>
	The Faculty of Education offers free-standing for-credit University Certificates for post-secondary degree holders in the following areas:
	Advancing Adolescent Literacy
	Digital Learning
	Early Childhood Education
	For information on the certificates offered, see §76.1.1.
	<b>I. Admission Requirements</b>
	To be eligible for admission to University Certificate programs applicants must:
	(1) present a three- or four-year degree from an accredited postsecondary institution
	(2) meet the English Language proficiency requirements as specified in §13.3.
	<b>II. Supporting Documents</b>
	(1) Official post-secondary degree transcripts demonstrating that the degree has been awarded.
	(2) Most recent post-secondary transcripts, if they are from a different institution than listed in (1). (Optional)
	(3) Letter of intent.

**FACULTY OF EDUCATION**  
**COURSE AND PROGRAM CHANGES**  
**PROPOSED CALENDAR CHANGE (2016-2017)**  
**CALENDAR SECTION**  
**75 PROGRAMS OF STUDY**

Current	Proposed
<p><b>75 Programs of Study</b></p> <p><b>No changes until ...</b></p> <p><b>75.19 Certificates</b>            The Faculty of Education is the administrative unit for a number of certificates offered to graduating students which acknowledge formally that students have studied particular themes, within one discipline, or across disciplines. Normally the requirements for the certificates can be completed as part of the requirements for the degree; however, in some cases, a student may need to take more than the minimum required for his or her degree program in order to qualify for both the degree and the certificate. The following certificates are available:  <b>Certificate in Global Citizenship:</b> available to undergraduate students across the University, regardless of Faculty or program.</p> <p><b>[No changes until ...]</b></p> <p><b>76 Bachelor of Education Programs for Holders of Approved Degrees</b></p> <p><b>76.1 Advanced Study in Education</b></p>	<p><b>75 Programs of Study</b></p> <p><b>No changes until ...</b></p> <p><b>75.19 Embedded Certificates (Undergraduate)</b>            The Faculty of Education is the administrative unit for certificates offered to graduating students which acknowledge formally that students have studied particular themes, within one discipline, or across disciplines. Normally the requirements for the certificates can be completed as part of the requirements for the degree; however, in some cases, a student may need to take more than the minimum required for his or her degree program in order to qualify for both the degree and the certificate. The following certificates are available:  <b>Certificate in Global Citizenship:</b> available to undergraduate students across the University, regardless of Faculty or program.</p> <p><b>[No changes until ...]</b></p> <p><b>76 Advanced Study in Education for Holders of Approved Degrees</b></p> <p><b>76.1 Free-Standing University Certificates</b>            The Faculty of Education offers professional learning through free-standing for-credit University Certificates in the following areas:            Advancing Adolescent Literacy            Digital Learning            Early Childhood Education            Admission to University Certificates requires a three- or four-year degree (see §16.6.9 for admission and document requirements).            University Certificates consist of a minimum of *15 credits. Certificates will be awarded for the successful completion of the designated courses within the Certificate and with a final GPA of 2.0 or above. Certificates must be completed within four years.</p> <p><b>76.1.1 Advancing Adolescent Literacy (*15)</b>            *3 EDPY 420 Language Foundations and Word Reading            *3 EDPY 421 Reading Comprehension and Assessment            *3 EDPY 422 Cultural and Linguistic Diversity and Reading            *3 EDPY 423 Reading in the Disciplines            *3 EDPY 424 Data-Driven Literacy Instruction, Leadership, and Collaboration.            For more information contact J.P. Das Centre on Developmental and Learning Disabilities within the</p>

Department of Educational Psychology or visit [aari.educ.ualberta.ca](http://aari.educ.ualberta.ca).

**76.1.2 Digital Learning (\*15)**

\*3 EDET 421 Technologies for Teaching

\*3 EDET 422 Social Justice Issues for Technology in Education

\*3 EDET 423 Online Pedagogy

\*3 EDET 424 Project-Based Learning with Educational Technology

\*3 EDET 425 Special Topics in Educational Technology

For more information contact the Department of Educational Psychology or visit [edpsychology.ualberta.ca](http://edpsychology.ualberta.ca).

**76.1.3 Early Childhood Education (\*15)**

\*3 EDEL 355 Teaching and Learning in Early Childhood Settings

\*3 EDEL 404 Developing Literacy in Early Childhood Settings

\*3 EDEL 455 Play as a Teaching and Learning Strategy

\*3 EDEL 457 Theory and Practice in Early Childhood Education

\*3 EDEL 400-Level Early Childhood Elective

For more information contact the Department of Elementary Education or visit [elementaryed.ualberta.ca](http://elementaryed.ualberta.ca).

**76.1.1 Diploma of the Faculty of Education**

[No changes until ...]

**76.1.2 Graduate Degree Programs in Education**

[No changes until ...]

**77 Courses**

Faculty of Education courses are listed in §231, Course Listings, under the following subject headings:

Education – (EDU)

Education – Adult Education (EADAE)

Education – Career and Technology Studies (EDCT)

Education – Elementary (Curriculum and Pedagogy) (EDEL)

Education – Elementary and Secondary (Curriculum and Instruction Common Courses) (EDES)

Education – Field Experience (EDFX)

Education – Instructional Technology (EDIT)

Education – Policy Studies (EDPS)

Education – Psychology (EDPY)

Education – Secondary (Curriculum and Teaching) (EDSE)

**76.2 Diploma of the Faculty of Education**

[No changes until ...]

**76.3 Graduate Degree Programs in Education**

[No changes until ...]

**77 Courses**

Faculty of Education courses are listed in §231, Course Listings, under the following subject headings:

Education – (EDU)

Education – Adult Education (EADAE)

Education – Career and Technology Studies (EDCT)

Education – Elementary (Curriculum and Pedagogy) (EDEL)

Education – Elementary and Secondary (Curriculum and Instruction Common Courses) (EDES)

**Education – Education and Technology (EDET)**

Education – Field Experience (EDFX)

Education – Instructional Technology (EDIT)

Education – Policy Studies (EDPS)

Education – Psychology (EDPY)

Education – Secondary (Curriculum and Teaching) (EDSE)

**OUTLINE OF ISSUE**

Agenda Title: **Proposal for a (new) Freestanding For-Credit University Certificate in Digital Learning, Faculty of Education**

**Motion:** THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee the approval of a (new) Freestanding For-Credit University Certificate in Digital Learning, as submitted by the Faculty of Education, and as set forth in Attachments 1 and 2, for implementation in August 2016.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Dr Randy Wimmer, Dean (Interim), Faculty of Education
Presenter	Dr Mike Carbonaro, Department of Educational Psychology (ASC SOS) Dr Patricia Boechler, Department of Educational Psychology (ASC)
Subject	Approval of the University Certificate in Digital Learning

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The Certificate in Digital Learning will provide current in-service teachers and educational professionals with University credit-based professional development coursework in the area of digital learning. This supports and aligns with five core policy directions of Alberta Government's Learning and Technology Policy Framework.
The Impact of the Proposal is	Although 83% of Alberta's school authority leaders feel their constituencies are positioned as innovative learning communities, only 30% of teachers feel they are using technology in the classroom effectively.
Replaces/Revises (eg, policies, resolutions)	N/A.
Timeline/Implementation Date	August, 2016
Estimated Cost	See proposed budget.
Sources of Funding	This will be a revenue generating program.
Notes	

**Alignment/Compliance**

Alignment with Guiding Documents	<i>Dare to Deliver and Dare to Discover</i> The 2015 Comprehensive Institution Plan
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<ol style="list-style-type: none"> <li><b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</li> <li><b>2. PSLA:</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)) and provides that GFC may make recommendations to the Board of Governors on a number of matters including the budget, academic planning, and related matters (Section 26(1)(o)). GFC has thus established an Academic Planning Committee (GFC APC), as set</li> </ol>

out in the GFC APC Bylaws.

3. **UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

4. **UAPPOL Admissions Procedure:**

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS Following approval by GFC:

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

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

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

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

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

**7. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):**

“G. Certificates (All Faculties): Approval Route

GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC). (GFC 31 MAY 2005) (EXEC 12 JAN 2009)”

**8. GFC Academic Planning Committee (APC) Terms of Reference (Mandate):**

“8. Establishment/Termination of Academic Programs [...]

d. Where additional funding and/or space is required to support the offering of a proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) the certificate required Government approval, ASC would provide a recommendation on the (proposed) initiative to APC. APC, in turn, would have the GFC delegated authority to give final approval for the proposal in those cases where Government approval of the certificate is not required; in cases where Government approval is required, APC would provide recommendation on the proposal to the Board of Governors (or delegate body). (GFC 31 MAY 2005).”

**9. Board Learning and Discovery Committee (BLDC) Terms of Reference: “[...]”**

**3. MANDATE OF THE COMMITTEE**

Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing the Committee shall: [...]

c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters [...]



**Routing** (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Educational Psychology Department Council (feedback and approval) – April 20, 2015 Brenda Leskiw, VP Academic Program & Instruction (feedback) Education Faculty Council (feedback and approval) ASC SOS June 4 2015
Approval Route (Governance) (including meeting dates)	Educational Psychology Department Council – April 20, 2015 Education Faculty Council – June 4, 2015 ASC October 15, 2015 APC
Final Approver	<internal use only>

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - 25) Program Proposal (new) Credit Certificate in Digital Learning
2. Attachment 2 (page(s) 1 - 4) *University Calendar* Change for section 12.7

*Prepared by:* Betty jo Werthmann, Governance Administrator, Faculty of Education,  
betty.jo.werthmann@ualberta.ca

## Proposal Template Diploma, Certificate and Non-credential Programs

*The following template outlines the information required by Enterprise and Advanced Education to support its comprehensive review of proposals for new certificate, diploma and non-credential programs and new specializations in existing certificate, diploma and non-credential programs.*

*The guiding premise of the review is to ensure that the program adds value to Campus Alberta. The review will focus on the institution’s assessment of student and employer demand; the situation of the program in the context of Campus Alberta; the financial viability of the program, including implications for students and taxpayers; and dimensions of program quality.*

### **Basic Information**

<b>Institution</b>	<b>University of Alberta</b>
<b>Program/specialization title</b>	<b>Digital Learning</b>
<b>Credential awarded</b>	<b>Free Standing for Credit University Certificate in Digital Learning</b>
<b>Proposed Implementation Date</b>	<b>August 1, 2016 (Early Implementation)</b>

## SECTION 1: PROGRAM OVERVIEW

### 1.1 Type of Initiative

Free Standing for Credit University Certificate in Digital Learning

### 1.2 Program Description

*Provide a brief (1-2 paragraphs) description of the program, summarizing its intended purpose, curriculum design, and methods of delivery and highlighting distinctive attributes. Attach as an Appendix a complete list of courses, including credit values, instructional hours and brief (calendar style) course descriptions. For elective options, specify course selection parameters. Identify new courses to be developed for this program.*

The Digital Learning University Certificate (DLC) is a response to the Premier of Alberta Mandate's letter of September 14, 2014 and the Government of Alberta's 2013 Learning and Technology Policy Framework. The purpose of the certificate program is to provide current in-service teachers and educational professionals with university credit-based professional development coursework in the area of digital learning. The coursework will support and align with the five core policy directions of Alberta Government's Learning and Technology Policy Framework: student-centred learning, research and innovation, professional learning, leadership, and access to infrastructure and digital learning environments (Alberta Education , School Technology Branch, November 2013) . The curriculum will be designed to be student centered with an emphasis on inquiry-based learning approaches (Problem/Project/Designed-based learning) that incorporate 21<sup>st</sup> century competencies such as innovation, communication and critical thinking. The curriculum will engage the learner in practical activities (learn by doing) that are supported by solid educational research evidence in learning and pedagogy.

The DLC will be a five course blended or fully on-line delivery program. For the blended program, the first course will be offered in August as a face-to-face course. The remaining courses will be on-line: three will be offered between September and June, and the final course offered on-line in July. The fully on-line program will follow this timeline but will also have the initial course as on-line in August. This program offers students flexible models of instructional delivery (e.g., face-to-face, online asynchronous/synchronous) that meets the demands of adult learners who are currently working in professional practice.

### 1.3 Enrolment Plan

*Include assumptions and explanatory notes (e.g., attrition, part-time enrolment).*

To be financially viable and sustainable in terms of instructor resources over a longer period of time the DLC will accept a new cohort of 25 students once a year. The cohort will span 12 months August 1<sup>st</sup> to July 30<sup>th</sup> of each calendar year.

The Department of Educational Psychology currently offers multiple cohort programs, and considers the cohort model the most successful with practicing teachers for completion rate, student experience, and building professional learning communities that continue to evolve after completion of the program.

DLC is designed for part-time study and all students will be part-time students. The maximum allowable time to complete the program is four years from the date of registration, but most students are expected to complete the program in one year with their respective cohort. Based on our experience with cohort programs, we expect that there will be about 5% attrition due to changing work circumstances and other significant commitments. Students who will not be able to continue with their cohort will be offered an opportunity to complete their program with later cohorts.

- *If program implementation will occur over a number of years, provide data for each year to full implementation.*

DLC will start in August of 2016 with one cohort of 25 students and with completion of the program by July 2017. Subsequent yearly cohorts will follow the same instructional pattern of beginning in August and completing in July.

- *If internal reallocation of existing resources is proposed, describe any anticipated decrease in enrolment in other programs that would result.*

No reallocation of resources is required and as DLC does not overlap with existing undergraduate or certificate programs, we don't anticipate it to affect enrolment in other programs. It may increase interest in Digital Learning and related graduate programs in the Faculty of Education.

Proposed Enrolment	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020	Annual Ongoing
<b>Total head count</b>	0	0	0	0	0	0
• Part-Time	25	25	25	25	25	25
<b>Anticipated No. of Graduates</b>	24	24	24	24	24	24

## SECTION 2: DEMAND

### 2.1 Student Demand Analysis

*Analysis should be supported by relevant data for the region and for Campus Alberta, as might be derived from: systematic questionnaire surveys of target audiences; application and enrolment summaries and trends for similar programs currently offered by other institutions; tabulations of unsolicited student inquiries and/or expressions of interest obtained at student recruitment events; demographic projections for relevant sub-populations.*

The Teaching and Learning International Survey (TALIS) executed by the Organization for Economic Co-operation and Development (OECD), collects internationally comparable data on the learning environment and the working conditions of teachers in schools across the world, including Canada, with the aim to provide valid, timely and comparable information from the perspective of practitioners in schools to help countries review and define policies for developing a high-quality teaching profession. TALIS identifies two areas across all countries in the survey which specifically need improvement in teacher training – Special Education and Technology in Education.

In Alberta, the Baseline Technology Assessment Project (2015) conducted by the School Technology Branch of Alberta Education, surveyed approximately 6,000 practicing teachers in the province on multiple facets of their technological skills and attitudes. The report indicates that, although 83% of school authority leaders felt their constituencies were positioned as innovative learning communities, only 30% of teachers felt they were using technology in the classroom effectively. Also, even with Alberta's commitment to inclusive classrooms, more than half of teachers do not use inclusive learning technologies. Yet, 82% of teachers reported they use technology in professional learning and 62% use social media or communities of practice for additional professional development indicating teachers are open to on-line learning for professional development.

The proposed certificate will be the only undergraduate level educational technology certificate in the province. This is a critical distinction from graduate programs in the field, as admission to an undergraduate level certificate is possible for all new BEd graduates as well as long-term practicing teachers, not just those wishing to pursue graduate studies which requires a minimum 3.0 GPA for admission. Hence, the DLC will specifically address the provincial call for accessible education in digital pedagogy.

## 2.2 Labour Market Analysis

*Analysis should be supported by relevant data and placed in the context of the target occupational/regional labour market(s). Relevant data sources include systematic surveys of prospective employers; occupational supply/demand projections from government or industry sources; tabulations of job postings/‘help wanted’ advertising; surveys of recruitment and graduate employment rates of similar programs; and demographic projections (i.e. for relevant regions and sub-populations.) Describe anticipated employment outcomes.*

In 2010, consultation began on Canada's first-ever digital economy strategy (*Digital Canada 150*—a bold plan to guide Canada's digital future). As Industry Minister James Moore stated, “Today, we are living in a transformational digital age where there are few jobs, few sectors and few aspects of our lives that remain untouched by digital technologies. Our challenge is to connect all Canadians to the opportunities afforded by a digital world.” Canada's economic future depends on educating and training our young people to fill the knowledge-based jobs of tomorrow. In 2014, the Canadian government invested an additional \$36 million in the Computers for Schools (CFS) Program. To date, in collaboration with federal, provincial and territorial departments, not-for-profit organizations, the private and volunteer sectors, CFS Program funding recipients have refurbished and donated over 1,100,000 computers. CFS also plays a role in the implementation of the Government of Canada's Youth Employment Strategy (YES) through the Technical Work Experience Program (TWEP).

Creating a digitally literate workforce begins with giving students access to and education with and about technologies from the earliest levels of our educational system. In turn, this requires teachers that are comfortable and trained in using technologies in the classroom. “In order to improve learning in a digital world, we need engaged teachers who are supported by professional learning opportunities to continually improve and strengthen their digital competencies and their teaching and assessment practices” (Teaching in a Participatory, Canadian Education Association (CEA), *Education Canada*, 2015).

Alberta's Occupational Demand and Supply Outlook 2013 – 2023 predicts the following shortages in a variety of information/knowledge-based occupations by 2023.

Occupation	Predicted shortage
Managers, Professionals and Technical Occupations in Engineering, Architecture, Science, Computer Science and Information Systems	3,396
Engineers, Architects, Urban Planners, Land Surveyors	5,578
Library, Correspondence and Information Clerks, Archives and Museums	1726
Medical and Health Technologies	2,700
TOTAL shortage of information/knowledge –based occupations in Alberta by 2023	13,400

The Alberta's Occupational Demand and Supply Outlook 2013 – 2023 also predicts a shortage of 654 Secondary and Elementary School Teachers by 2023.

## **2.3 Support**

*Provide evidence of consultation with and approval/support from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry.*

Letters of support (attached) were received from:

- Alberta Education –School Technology Branch
- Alberta Teachers' Association
- Alberta Technology Leaders in Education

## **2.4 Clinical or Work Experience**

*If clinical or work experience is an essential part of program delivery:*

*2.4.1 Provide evidence that the placements will be available when needed.*

*2.4.2 Describe the student's role in securing placements.*

*2.4.3 Explain how the institution will supervise/monitor the learning experience of students in off-site settings?*

*2.4.4 Identify potential employer/employee liability related to this aspect of the program, and how the institution intends to manage this liability.*

## SECTION 3: INSTITUTIONAL AND SYSTEM CONTEXT

### 3.1 Institutional Strategy

*How does the proposed program align with the institution's strategic priorities and the Comprehensive Institutional Plan?*

The proposed program is in line with the University of Alberta's Academic Plan (Dare to Deliver, 2011-2015) that indicates establishment of theme-based and skill-specific certificate programs as one way of enabling students and alumni to receive academic recognition for their pursuit of multiple interests and cross-disciplinary learning.

DLC aligns well with three of the four cornerstones of the University's Academic Plan: Learning, Discovery and Citizenship, Connecting Communities, and Transformative Organization and Support. DLC is designed to foster and enhance the learning opportunities of students and professionals by offering them pathways for pursuit of multiple interests, cross-disciplinary learning, and professional academic development.

The courses in the DLC program are designed and delivered by a team of experts that includes K-12 and post-secondary digital learning specialists, educators, and university researchers committed to promoting evidence-based approaches to inquiry-based learning for students. DLC will promote dialogue and collaboration between university researchers and practicing teachers from across the province of Alberta and throughout Western Canada. It will help create learning communities and professional communities of practice that focus on the use of technology to support and enhance teaching and learning. DLC will provide exceptional and life-changing experiences to teachers and professional educators by providing them with the knowledge, skills, and attitudes required to facilitate the kind of 21st learning skills their students require to enter a competitive post-secondary educational system and labour market.

DLC also aligns with the most recent University's Comprehensive Institutional Plan (CIP, 2014). In response for an identified need for training a highly skilled labour force, including post-baccalaureate continuing education for professionals coming from or returning to rural and Aboriginal communities, the CIP calls for the development of embedded and freestanding certificate programs for specialized knowledge and skills, and continuing professional education opportunities. The CIP further identifies the targeted adoption of e-learning technologies and approaches for program delivery as necessary to meet these opportunities and expectations.

Finally, the proposed program is in line with the Alberta Government's and the University's stated goal of identifying alternative revenue sources and assumes greater responsibility for funding our operations.

### 3.2 Institutional Programs

*Explain how the proposed program fits with existing programs at the institution, and the anticipated positive or negative impacts on other programs.*

DLC has no overlap with existing certificate or undergraduate programs; thus, it is not expected to impact these in any manner. Due to its focus on digital learning, DLC will provide teachers who complete it an excellent starting point for graduate studies in Educational Technology. Such graduate program streams are currently offered in multiple departments in the Faculty of Education.

### 3.3 Internal Review and Approval

*Provide a brief description of the internal review and approval process followed in developing the proposal.*

This proposal was developed in consultation with Dr. Fern Snart, Dean of the Faculty of Education, Dr. Cathy Adams, Secondary Education, Dr. Jacqueline Leighton, Department Chair of Educational Psychology, Dr. Norma Nocente, Secondary Education and Centre for Teaching & Learning and Karen Andrews, Director of the School Technology Branch, Alberta Education.

The proposal was presented/approved at the Department of Educational Psychology Department Council in April, 2015, Faculty of Education - Faculty Council in May 2015, and GFC Academic Standards Committee Sub-committee on Standards, In June 2015. The proposal will be presented to the following university level administrative structures:

GFC Academic Standards Committee  
GFC Academic Planning Committee

### 3.4 Campus Alberta Programs/Initiatives

*Discuss the relationships (similarity, complementarity, transfer, competition) of the proposed program to other programs or initiatives in Campus Alberta and explain what the proposed program would add to the system. If the proposed program would duplicate existing programs, explain why that duplication is warranted.*

There are no other digital learning undergraduate post-secondary certificates in Alberta that target K-12 teaching. In addition, this program focuses on developing educational professionals specifically targeted at supporting the implementation of the Alberta Government's 2013 Learning and Technology Policy Framework which is unique in undergraduate programming. We anticipate that completion of the DLC will provide content expertise at the undergraduate level that will position students well to apply to graduate level programming in Educational Technology. Graduate programs (certificate, MEd, MA and PhD) in Educational Technology are offered by the University of Calgary as well as the MEd and PhD offerings in the Faculty of Education at the University of Alberta. The University of Athabasca offers an EdD, MEd and Post-Baccalaureate Certificate in Distance Education which is relevant for distance post-secondary teaching and adult training rather than a variety of types of delivery using technologies (face-to-face, blended and on-line) for PreK-12 teaching that is the focus of the DLC.

### 3.5 Consultation

*Summarize the type and outcomes of consultations with other institutions offering related programs. Attach copies of relevant documents (e.g. letters, meeting summaries). Discuss the potential for inter-institutional collaboration.*

No Alberta institution offers this type of certificate program (undergraduate) with this flexible delivery format therefore no institutions were contacted.

### 3.6 Learner Pathways

*3.6.1 Identify potential pathways from work to school (where applicable).*

All DLC participants will be teachers studying part-time. We expect that upon completion of the certificate, some of them will be interested in pursuing graduate studies either full- or part-time.

*3.6.2 Identify potential opportunities for transfer/laddering into the proposed program from other institutions or other programs within the institution; and for transfer/laddering from the proposed program to other programs within the institution or at other institutions. List any formal agreements for internal or inter-institutional transfer/laddering that have been negotiated to this point.*



DLC is a free-standing university certificate that requires a Bachelor's Degree for admission. There is no direct laddering from the DLC to other programs at this time. However, if students meet the formal criteria for acceptance into graduate studies and decide that they want to pursue a Master's program in the Faculty of Education, they can be offered an option to take up to two graduate level DLC courses and transfer them into the Master's program.

*3.6.3 Estimate the portion of graduates who can be expected to proceed to further education directly. At a later stage in their careers. What types of programs/credentials would they be most likely to pursue?*

The DLC offers practicing teachers the opportunity to increase their educational level with five additional courses that add to their professional certification. About ten percent will pursue graduate studies one to three years after completion in one of the three Faculties of Education in Alberta that offer graduate programs.

## SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY

### 4.1 Annual Budget and Funding Sources

Identify annual and one-time expenditures and annual revenue for the program in the budget tables below. If program implementation will take place over more than one year, provide estimates for each year until full implementation. Provide explanatory notes for all budget assumptions, such as inflation and per student tuition.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Annual Ongoing
<b>Revenue</b>						
Tuition and Related Fees	\$192,000	\$195,840	\$199,757	\$203,752	\$207,827	\$211,984
Re-allocation from Existing Programs	\$0	\$0	\$0	\$0	\$0	\$0
Other Internal Sources	\$0	\$0	\$0	\$0	\$0	\$0
External Sources	\$0	\$0	\$0	\$0	\$0	\$0
GOA	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Revenue</b>	\$192,000	\$195,840	\$199,757	\$203,752	\$207,827	\$211,984
<b>Operational Costs</b>						
Salaries, Wages and Benefits	\$106,589	\$108,721	\$110,895	\$113,113	\$115,375	\$117,683
Admin Support	\$36,600	\$37,332	\$38,079	\$38,840	\$39,617	\$40,409
Materials and Contracted Services	\$2,000	\$2,040	\$2,081	\$2,122	\$2,165	\$2,208
Marketing	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412	\$5,520
Indirect Costs	\$28,800	\$29,376	\$29,964	\$30,563	\$31,174	\$31,798
<b>Total Operational Costs</b>	<b>(\$178,989)</b>	<b>(\$182,569)</b>	<b>(\$186,220)</b>	<b>(\$189,945)</b>	<b>(\$193,744)</b>	<b>(\$197,618)</b>
<b>Surplus</b>	<b>\$13,011</b>	<b>\$13,271</b>	<b>\$13,537</b>	<b>\$13,807</b>	<b>\$14,083</b>	<b>\$14,365</b>

**Notes:** Tuition increase is expected to be 2% every year; it will be adjusted to consumer-price index.

**Tuition does not include mandatory non-instructional fees.**

One-time expenditures	Amount	Revenue Source	Details
Equipment and IT	\$2,000	Faculty	Administrator's computer and software
Curriculum Development	\$30,000	Faculty	Professor's time, GRA
Marketing and Promotion	\$3,000	Faculty	Web site development and print materials.

## 4.2 Impact

### 4.2.1 Compare the proposed tuition rate with that of similar programs in Campus Alberta.

There are no comparable programs in Campus Alberta. The tuition is estimated based on delivery costs for online programs being higher than face-to-face programs because of the need for further material development and IT maintenance. At \$1600 per student/per course, the program is calculated to recover the costs after the first year even if enrolment in a cohort falls to 24 students.

### 4.2.2 Discuss the financial impact on students and the learner funding system, taking into account the costs of education and the potential debt burden relative to post-graduation earning capacity.

The cost for students will be \$1,600 per course, or \$8,000 for the program. We assume that school boards will allow their teachers to use existing professional development funds to support the tuition fees and make tuition supplements available.

### 4.2.3 If program funding includes internal reallocation, evaluate the impact of this reallocation on the institution's operations and overall financial position.

Not applicable

## SECTION 5: QUALITY ASSESSMENT

### 5.1 Institutional Capacity

*5.1.1 List instructional positions that would support the proposed program, specifying position title, credential and experience requirements, and areas of expertise. Distinguish between new and existing positions; and regular and sessional appointments. Describe mechanisms (existing and planned) to develop and ensure currency of teaching skills and disciplinary expertise.*

In 2012, a collective of Faculty of Education professors from Educational Psychology, Secondary Education, Elementary Education and Educational Policy Studies worked to redesign the mandatory undergraduate introduction to educational technology course. This collaborative work helped to identify topics in educational technology that needed to be developed into more in-depth studies in senior level undergraduate educational technology courses within the faculty. All scholars in the field of Educational Technology, Drs. Patricia Boechler and Mike Carbonaro (Full Professors in Educational Psychology), Dr. Cathy Adams (Associate Professor in Secondary Education) and Dr. Jennifer Branch-Mueller (Associate Professor in Elementary Education) developed the Technology Subject Area Committee to provide quality assurance for the introductory education technology course (EDU 210) and the MEd in Technology in Education Specialization as well as to develop additional educational technology programming such as the proposed certificate. In addition, we have two new faculty members in the area, Dr. Maria Cutumisu coming from Stanford University and Dr. Jason Harley coming from McGill University.

These educational technology scholars will be offered an opportunity to teach those courses. When they are not available, they will be asked to identify other experts who can be asked to contribute. As all topics within the proposed certificate overlap significantly with the specific scholarship and training of the professors mentioned above, currency of the disciplinary expertise is maintained. Similarly, as all instructors are active instructors in Education in university or other post-secondary settings, currency of teaching skills should not be an issue. We also have a number of sessionals who have been teaching in the area of educational technology; these include in-service teachers and education consultants, with advanced degrees, who are working in educational technology leadership positions. The certificate will also be supported by the Technologies in Education: Support and Solutions unit in the Faculty of Education which conducts continuous environmental scans of upcoming trends in educational technology software and hardware.

*5.1.2 List instructional support positions (e.g. lab technicians, tutors) related to the proposed program.*

DLC will be supported by sessional instructors, graduate teaching assistants (PhD students) and one part-time administrative assistant who is responsible for the web-site maintenance and program administration support. Costs for these positions are included in the salary and benefits line of the budget above.

*5.1.3 Describe facilities, equipment and information resources (existing and planned) that would house and support delivery of the proposed program.*

All necessary facilities and equipment exist; no new facilities are required besides a computer and necessary software for the administrative assistant. The University of Alberta library currently provides all the information resources needed, and the university provides a platform for delivering online instruction (eClass). Currently, eClass consists of the learning management system Moodle for asynchronous delivery and the conferencing system Adobe Connect for synchronous delivery.

#### *5.1.4 Discuss the anticipated impacts of the proposed program on student support services.*

For program advising, we expect that, due to all students being part-time students with a clearly prescribed program trajectory who take their courses in condensed timeframes or online, there will not be a heavy need for program advising.

For technology support, a Teaching Assistant will be assigned to every course for just-in-time support. Also students may access the Technology in Education: Support and Solutions unit within the Faculty of Education.

## **5.2 Curriculum**

*Describe the process of development and validation of curriculum for the proposed program. If available, please attach external review documents.*

The curriculum for the proposed DLC program was developed using the ADDIE model for instructional design. The phases of ADDIE are as follows: analysis, design, development, implementation, and evaluation. Each, in relation to the proposed program, is described below.

### **EDET 421 Technologies for Teaching (on-campus)**

This course focuses on the use of technologies to support and enhance teaching and learning in a constructionist-learning environment. Student will engage in project-based exercises that will be used to illustrate how hands-on activities, such as building digital games or robots, can promote critical-thinking and problem solving in PreK-12 classroom.

### **EDET 422 Social Justice Issues for Technology in Education (Online)**

The course will explore various Social Justice issues such as digital equity, social media, inclusive classroom technologies, digital citizenship, etc. Students will examine how digital technologies have impacted the educational environments and communities from various perspectives: philosophical, psychological, historical, political, and cultural backgrounds. It will explore ways technology in education can promote social justice and contribute toward sustaining communities.

### **EDET 423 Online Pedagogy (Online)**

This course addresses the theory and practice of teaching and learning in blended and fully online learning environments. This course will cover topics such as pedagogical frameworks, instructional design, virtual learning communities, and technologies to support online teaching, and approaches to assessment. It will investigate how to deal with changing technological environments that mediate the delivery of instruction.

### **EDET 424 Project-Based Learning with Educational Technology (Online)**

Students will develop and when possible implement a project that incorporates technology into classroom or educational environment.

### **EDET 425 Special Topics in Educational Technology (Online)**

The course will explore emerging technologies that can potentially influence pedagogical practice in PreK-12 educational environments.

### 5.3 Academic Standards

List the requirements for admission and any alternate routes to admission; for residency; for academic progression; and for graduation. Compare these requirements to those for similar programs.

#### Admission Requirements

To be eligible for admission to University Certificate programs applicants must:

- (1) present a three- or four-year degree from an accredited postsecondary institution
- (2) meet the English Language proficiency requirements as specified in §13.3.

#### Supporting Documents

- (1) Official post-secondary degree transcripts demonstrating that the degree has been awarded.
- (2) Most recent post-secondary transcripts, if they are from a different institution than (1). (Optional)
- (3) Letter of intent.

Graduation: Certificates will be awarded for the successful completion of the designated courses within the Certificate and with a final GPA of 2.0 or above. Certificates must be completed within four years.

Application and Document Deadline: Applications will be submitted directly to the Faculty of Education and are due one month before the next intake. Completed applications will be reviewed by the Digital Learning University Certificate Admission Committee.

### 5.4 Learning Outcomes

*5.4.1 Summarize the learning outcomes of the proposed program (e.g. career-specific knowledge and skills, employability skills).*

The general program learning outcomes developed for DLC are guided by three documents: 1) *Inspiring Education* (Alberta Education, 2010), 2) the *Learning and Technology Policy Framework* (Alberta Education, 2013) and 3) *Technology Knowledge, Skills and Attributes Guidelines for PreService Teachers* (Faculty of Education, University of Alberta, 2011).

*Inspiring Education* identifies three key principles that will be incorporated into the DLC:

Engaged Thinker: who thinks critically and makes discoveries; who uses technology to learn, innovate, communicate, and discover; who works with multiple perspectives and disciplines to identify problems and find the best solutions; who communicates these ideas to others; and who, as a life-long learner, adapts to change with an attitude of optimism and hope for the future.

Ethical Citizen: who builds relationships based on humility, fairness and open-mindedness; who demonstrates respect, empathy and compassion; and who through teamwork, collaboration and communication contributes fully to the community and the world.

Entrepreneurial Spirit: who creates opportunities and achieves goals through hard work, perseverance and discipline; who strives for excellence and earns success; who explores ideas and challenges the status quo; who is competitive, adaptable and resilient; and who has the confidence to take risks and make bold decisions in the face of adversity. (pp. 5-6)

The *Technology Knowledge, Skills and Attributes Guidelines for PreService Teachers* identifies five priorities to guide integration of technology into teaching:

1. Support, Extend and Enhance Student Learning, Inquiry and Creativity through Critical Digital Technologies

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate and critically evaluate the following experiences in order to advance student learning, inquiry, creativity, and innovation in both face-to-face and digital environments.

## 2. Design and Develop Digital Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating digital tools and resources to maximize subject area learning in context and to address the outcomes identified in the Alberta ICT Program of Studies.

## 3. Model Effective Uses of Technology for Teaching and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

## 4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues, benefits of, and responsibilities in an evolving digital culture and exhibit legal and ethical behaviour in their professional practices.

## 5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Aligned with the general program learning outcomes above, learning outcomes for specific courses were abstracted from the documents listed above as well as from the International Society for Technology in Education (ISTE) Standards.

Learner outcomes for each course are listed below:

### **EDET 421 Technologies for Teaching (on-campus)**

- engage in learning communities to investigate innovative application to enhance learning with technology
- learn the role of educational frameworks play in their decisions about technology use in the classroom;
- learn through hands-on experience with prominent and emergent educational technologies;
- learn to develop digital enhanced instructional environments that encourage the exploration and investigation of knowledge and acquire deeper understanding through construction of digital artifacts
- demonstrate fluency with various digital technology tools to support innovation and collaboration with colleagues, parents, and community members;
- learn how educational technologies can be used in effectively in various instructional contexts such as problem-based learning and Inquiry-based learning;
- learn how sharing and reflecting on the creation of digital artifacts can support and enhance learning;
- learn how digital tools can support creativity and problem solving;
- demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

### **EDET 422 Social Justice Issues for Technology in Education (Online)**

- learn the impact of educational technology in our society, specifically in areas of social justice
- foster digital citizenship education with their colleagues and in their pedagogical practice, legal and ethical use of technology in communication and teaching;
- learn to effectively use digital tools with learners that have diverse needs and learning styles;

- learn appropriate etiquette and social interactions with digital communication technologies.
- develop an understanding of how digital learning environments influence our cultural and global understanding;
- investigate the evolving field of digital copyright and intellectual property;
- develop and demonstrate leadership skills in educational technology integration into classroom practice;
- contribute to the development of their professional educational community

#### **EDET 423 Online Pedagogy (Online)**

- learn to effectively use various technologies to communicate with their students, parents, and colleagues;
- learn to effectively use varied forms of on-line assessment (formative, summative) that incorporate digital technologies;
- learn to effectively use digital tools to locate information, analyze and evaluate digital resources and information;
- learn to effectively construct knowledge in collaborative virtual environments;
- learn effective facilitation in on-line interaction
- learn to support the development of cohesive on-line learning communities
- promote student reflection using digital tools to reveal and clarify conceptual understanding and thinking

#### **EDET 424 Project-Based Learning with Educational Technology (Online)**

- engage in authentic real-world problem solving;
- use collaboration technology tools to promote conceptual understanding and reflective practice in an inquiry-based learning context;
- learn to evaluate educational technology research evidence that supports student learning and make effective decisions based on this evidence;

#### **EDET 425 Special Topics in Educational Technology (Online)**

- learn ways of remaining informed about emerging technologies and issues surrounding their use
- learn to explore indepth a particular topic in educational technology
- learn to identify connections between new topics and existing issues or contexts within educational technology
- Learn to synthesize new ideas, findings and perspectives in educational technology

*5.4.2 Describe the consultative process with employers, industry/professional bodies or advisory groups that helped formulate these learning outcomes.*

The School Technology Branch of Alberta Education and Alberta Teachers' Association were consulted on curriculum content.

## **5.5 Institutional Quality Assurance**

*5.5.1 Describe the criteria and methods for evaluating the success of the program and achieving continuous quality improvement. Include expected outcomes, key performance indicators and performance targets for the program.*

The educational technology subject area committee (six academic staff members) is already in place and has been providing quality assurance for graduate and undergraduate programs.

The program will be continuously monitored to ensure quality using the following indicators:



- Course and instructor assessments after the completion of each course,
- Survey of student and instructors at the end of each cohort,
- Program evaluation every three years,
- Monitor graduation targets (we expect 95% completion),
- GPA monitoring.

The DLC program will adhere to the Campus Alberta Quality Council guidelines for online and blended programs and use the eCampusAlberta [Quality eToolkit](http://quality.ecampusalberta.ca/) (<http://quality.ecampusalberta.ca/>) and — Quality Standards 2.0.

## **RECOMMENDATION (FOR DEPARTMENT USE)**

**Do Any Issues or Information Gaps Remain?**

**Recommendation(s)**

**Reviewer(s)**

**Date Completed**

## FACULTY OF EDUCATION CALENDAR CHANGE REQUEST FORM

**Department:** Educational Psychology

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

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

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

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

CURRENT Calendar Section Number (§) <i>(Use strike out for all changes)</i>	PROPOSED Calendar Section Number (§) 231.108 <i>(Underline all additions)</i>
	<p><b>EDET 421 (3-0-0) Technologies for Teaching</b>            This course focuses on the use of technologies to support and enhance teaching and learning in a constructionist-learning environment. Student will engage in project-based exercises that will be used to illustrate how hands-on activities, such as building digital games or robots, can promote critical-thinking and problem solving in PreK-12 classroom.            Only students registered in the Digital Learning Certificate are eligible to enroll in this course.            Prerequisite: EDIT 202 or EDU 210.</p>

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

This new course is part of the new Digital Learning Certificate.

Submitted by:	Signature of Department Chair or Designee	Date:	<b>FACULTY USE ONLY</b> Approval Process _____ Academic Affairs _____ Date _____
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**FACULTY OF EDUCATION  
CALENDAR CHANGE REQUEST FORM**

**Department:** Educational Psychology

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

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

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

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

<b>CURRENT</b> Calendar Section Number (§) <i>(Use strike out for all changes)</i>	<b>PROPOSED</b> Calendar Section Number (§) 231.108 <i>(Underline all additions)</i>
	<p><b>EDET 422 (3-0-0) Social Justice Issues for Technology in Education</b></p> <p>The course will explore various Social Justice issues such as digital equity, social media, inclusive classroom technologies, digital citizenship, etc. Students will examine how digital technologies have impacted the educational environments and communities from various perspectives: philosophical, psychological, historical, political, and cultural backgrounds. It will explore ways technology in education can promote social justice and contribute toward sustaining communities. Only students registered in the Digital Learning Certificate are eligible to enroll in this course. Prerequisite: EDIT 202 or EDU 210.</p>

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

This new course is part of the new Digital Learning Certificate.

<b>Submitted by:</b>	<b>Signature of Department Chair or Designee</b>	<b>Date:</b>	<b>FACULTY USE ONLY</b>	
			<b>Approval Process</b> Academic Affairs	<b>Date</b> _____

## FACULTY OF EDUCATION CALENDAR CHANGE REQUEST FORM

**Department:** Educational Psychology

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

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

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

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

CURRENT Calendar Section Number (§) <i>(Use strike out for all changes)</i>	PROPOSED Calendar Section Number (§) 231.108 <i>(Underline all additions)</i>
	<p><b>EDET 423 (3-0-0) Online Pedagogy</b>            This course addresses the theory and practice of teaching and learning in blended and fully online learning environments. This course will cover topics such as pedagogical frameworks, instructional design, virtual learning communities, and technologies to support online teaching, and approaches to assessment. It will investigate how to deal with changing technological environments that mediate the delivery of instruction.            Only students registered in the Digital Learning Certificate are eligible to enroll in this course.            Prerequisite: EDIT 202 or EDU 210.</p>

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

This new course is part of the new Digital Learning Certificate.

<b>Submitted by:</b>	<b>Signature of Department Chair or Designee</b>	<b>Date:</b>	<b>FACULTY USE ONLY</b> Approval Process _____ Academic Affairs _____
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**FACULTY OF EDUCATION  
CALENDAR CHANGE REQUEST FORM**

**Department:** Educational Psychology

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

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

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

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

CURRENT Calendar Section Number (§) <i>(Use strike out for all changes)</i>	PROPOSED Calendar Section Number (§) 231.108 <i>(Underline all additions)</i>
	<p><b>EDET 424 (3-0-0) Project-Based Learning with Educational Technology</b>  Students will develop and, when possible, implement a project that incorporates technology into a classroom or educational environment. Only students registered in the Digital Learning Certificate are eligible to enroll in this course. Prerequisite: EDIT 202 or EDU 210.</p>

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

This new course is part of the new Digital Learning Certificate.

Submitted by:	Signature of Department Chair or Designee	Date:	<p style="text-align: center;">FACULTY USE ONLY</p> Approval Process _____ Academic Affairs _____ Date _____
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## FACULTY OF EDUCATION CALENDAR CHANGE REQUEST FORM

**Department:** Educational Psychology

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

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

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

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

CURRENT Calendar Section Number (§) <i>(Use strike out for all changes)</i>	PROPOSED Calendar Section Number (§) 231.108 <i>(Underline all additions)</i>
	<p><b>EDET 425 (3-0-0) Special Topics in Educational Technology</b>            This course will explore emerging technologies that can potentially influence pedagogical practice in PreK-12 educational environments.            Only students registered in the Digital Learning Certificate are eligible to enroll in this course.            Prerequisite: EDIT 202 or EDU 210.</p>

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

This new course is part of the new Digital Learning Certificate.

Submitted by:	Signature of Department Chair or Designee	Date:	<b>FACULTY USE ONLY</b> Approval Process _____ Academic Affairs _____ Date _____
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10044-108 Street  
Edmonton, Alberta T5J 5E6  
Canada  
[www.education.alberta.ca](http://www.education.alberta.ca)

April 24, 2015

Patricia Boechler, PhD  
Associate Dean (Research)  
845 Education South Tower  
Faculty of Education, University of Alberta  
Edmonton, Alberta T6G 2G5

Dear Patricia,

I am pleased to provide this letter of support for the new Digital Learning Certificate. I have reviewed the proposal for this certificate program which will provide current in-service teachers and educational professionals with university credit-based professional development coursework in the area of digital learning. The proposed curriculum supports and aligns with the five core policy directions of the Alberta Government's Learning and Technology Policy Framework and will definitely meet a defined need in providing credit-based professional development in a content area of growing significance. In fact, the certificate program directly supports the Actions under *Policy Direction 3: Professional Learning* which state that the Ministry should work with post-secondary institutions and teacher preparation programs to achieve alignment with the Learning and Technology Policy Framework.

The flexibility of the blended model of instructional delivery aligns well with modeling future practice and definitely meets the needs of the intended participants who are currently working in professional practice.

This new certificate will be a strong addition to the professional learning landscape to enable our teachers to be competent in digital pedagogy which is critical to our students' future. I will be pleased to support its implementation as it proceeds.

Best wishes for a successful program.

Regards,

Elizabeth Gray, Ed. D.  
Executive Director  
Learning and Technology Resources Sector



# The Alberta Teachers' Association

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Past President

Gordon R Thomas PhD  
Executive Secretary

Dennis E Theobald  
Associate Executive Secretary

Sharon L Vogrinetz  
Assistant Executive Secretary

2015 06 09

Dr Fern Snart  
Dean  
Faculty of Education  
University of Alberta  
845 Education South  
Edmonton AB T6G 2G5

Dear Dr Snart

Please accept this correspondence indicating the profession's support for the new Digital Learning Certificate. The focus of the program is within an identified need of teachers in Alberta. Upon review of the program the proposed coursework will be of benefit to teachers who enrol in the program. Additionally, offering programs such as this allows teachers to build their level of expertise in specialty areas while at the same time fulfilling their professional commitment to continuous lifelong learning. The Association's support for such programs can be found within our Teacher Education and Certification policy 2.A.42 which states:

*Alberta universities should provide expanded opportunities for further education in the following ways:*

- 1. Off-site courses*
- 2. Flexible scheduling*
- 3. Modified residency requirements*
- 4. Portability of course credits*
- 5. Extended time limits*
- 6. Alternate delivery*

[1991/94/97/2000/07]

While the proposed program provides for the majority of the above, we believe it would be further strengthened if upon completion of the certificate the course credits could be used to "ladder" towards a further credential should the individual choose to do so. This would fulfil point 4 of the above, and also respond to what our members seek in post-graduate programs.

... continued



Snart, 2015 06 09, p 2

We are hopeful this program comes to fruition.

Yours sincerely



Gordon R Thomas  
Executive Secretary

GRT/bb

cc M A Gravel, Executive Staff Officer, Professional Development/Teacher Welfare  
P A McRae, Executive Staff Officer, Government  
M P Yurick, Coordinator, Professional Development



**Alberta Technology  
Leaders in Education**



June 8, 2015

To Whom It May Concern,

Alberta Technology Leaders in Education (ATLE) is focussed on supporting the convergence of learning, leading and technology in the K-12 environment. The association has a strong commitment to providing professional learning opportunities for its members and others motivated to address the challenges of effective integration of technology in learning.

The Association would like to express support for the undergraduate Digital Learning Certificate program proposed by the University of Alberta. This certificate program would provide a valuable resource for our members as well as for others who wish to hone their skills in providing excellent learning opportunities for their students.

Sincerely,

A handwritten signature in black ink that reads "Doug Dietz".

Doug Dietz  
Executive Director, ATLE  
Phone: 403 939 1960  
E-mail: [execdir@atle.ca](mailto:execdir@atle.ca)

# FACULTY OF EDUCATION

## COURSE AND PROGRAM CHANGES

### *PROPOSED CALENDAR CHANGE (2016-2017)*

#### CALENDAR SECTION 12.7

Proposed additions are highlighted and underlined>.

(see page 15 from 2015-2016 Calendar)

No changes until ...

#### Admission and Readmission Deadlines (cont'd)

Education					
	Admission Application	Documents	Readmission Application	Documents	Other Requirements
<b>BEd (Elementary, Secondary Routes)</b>					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1)	March 1	March 15 (See Note 1) June 15 (See Note 2)	
		High School applicant - March 15 (See Note 1) August			
Winter Term	No admission		Previous students - November	Not applicable	
Spring/Summer	No admission		Previous students - March 1	Not applicable	
			Previous students contact Faculty office prior to applying.		
Notes (1) All previously completed course work and course registration of current year. (2) Final results of current year.					
<b>BEd After Degree</b>					
Fall Term	March 1	March 15 (See Note 1) June 15 (See	March 1	March 15 (See Note 1) June 15 (See	
Winter Term	No admission		Previous students - November	Not applicable	
Spring/Summer	No admission		Previous students - March 1	Not applicable	
			Previous students contact Faculty office prior to applying.		
Notes (1) All previously completed course work and course registration of current year. (2) Final results of current year, including notation of degree awarded/conferred.					
<b>BEd (Adult Education Route)</b>					
Program and course offerings are extended to cohort groups of students, each with unique deadlines and requirements. Please contact the Department of Educational Policy Studies.					
<b>University Certificates: Advancing Adolescent Literacy; Digital Learning; Early Childhood Education</b>					
Contact the Faculty prior to applying. (See § 76.1 for contact information).					
<b>Diploma in Education</b>					
Fall Term	June 1	June 1	June 1	June 1	
Winter Term	October 1	October 1	October 1	October 1	
Spring	February 1	February 1	February 1	February 1	
Summer	April 1	April 1	April 1	April 1	
<b>Special/Visiting</b>					
Fall Term	July 1	July 15	July 1	July 15	
Winter Term	No admission		Previous students - November	November 15	
Spring/Summer	March 1	March 31	Previous students - March 1	March 31	

No further changes.

**FACULTY OF EDUCATION**  
**COURSE AND PROGRAM CHANGES**  
**PROPOSED CALENDAR CHANGE (2016-2017)**  
**CALENDAR SECTION 13.1 AND 16.6**

CURRENT	PROPOSED
<p><b>13 Admission to Undergraduate Programs</b>  <b>13.1 Programs of Study</b></p> <p><b>[No changes until...]</b>                      <b>[Years of Study]</b></p> <p><b>Faculty of Education</b>  BEd (Elementary or Secondary route) 4</p> <p>BEd (After Degree) 2</p> <p>BEd (Adult Education route) 4</p> <p>BSc (Specialization in Science and Education)/BEd (Secondary) Combined Degrees 5</p> <p>BSc/BEd (Secondary) Augustana 5</p> <p>BMus/BEd Combined Degrees 5</p> <p>BKin/BEd (Elementary) (Secondary) Combined Degrees 5</p> <p>BA (Drama)/BEd (Secondary) Combined Degrees 5</p> <p>BA (Native Studies)/BEd Combined Degrees 5</p> <p><del>Diploma in Education</del> 1</p> <p>BSc Human Ecology/BEd (Secondary) Combined Degrees 5</p> <p>Certificate in Global Citizenship</p> <p><b>No further changes until ... [16.6 Faculty of Education]</b></p>	<p><b>13 Admission to Undergraduate Programs</b>  <b>13.1 Programs of Study</b></p> <p><b>[No changes until...]</b>                      <b>[Years of Study]</b></p> <p><b>Faculty of Education</b>  BEd (Elementary or Secondary route) 4</p> <p>BEd (After Degree) 2</p> <p>BEd (Adult Education route) 4</p> <p>BSc (Specialization in Science and Education)/BEd (Secondary) Combined Degrees 5</p> <p>BSc/BEd (Secondary) Augustana 5</p> <p>BMus/BEd Combined Degrees 5</p> <p>BKin/BEd (Elementary) (Secondary) Combined Degrees 5</p> <p>BA (Drama)/BEd (Secondary) Combined Degrees 5</p> <p>BA (Native Studies)/BEd Combined Degrees 5</p> <p>BSc Human Ecology/BEd (Secondary) Combined Degrees 5</p> <p><del>Diploma in Education</del> 1</p> <p><del>Embedded Certificate in Global Citizenship</del></p> <p><del>Free-Standing University Certificate in Advancing Adolescent Literacy</del></p> <p><del>Free-Standing University Certificate in Digital Learning</del></p> <p><del>Free-Standing University Certificate in Early Childhood Education</del></p> <p><b>No changes until ... [16.6 Faculty of Education]</b></p> <p><b>16.6.9 Free-Standing University Certificates</b>  The Faculty of Education offers free-standing for-credit University Certificates for post-secondary degree holders in the following areas:  Advancing Adolescent Literacy  Digital Learning  Early Childhood Education  For information on the certificates offered, see §76.1.1.</p> <p><b>I. Admission Requirements</b>  To be eligible for admission to University Certificate programs applicants must:  (1) present a three- or four-year degree from an accredited postsecondary institution  (2) meet the English Language proficiency requirements as specified in §13.3.</p> <p><b>II. Supporting Documents</b>  (1) Official post-secondary degree transcripts demonstrating that the degree has been awarded.  (2) Most recent post-secondary transcripts, if they are from a different institution than listed in (1). (Optional)  (3) Letter of intent.</p>

**FACULTY OF EDUCATION**  
**COURSE AND PROGRAM CHANGES**  
**PROPOSED CALENDAR CHANGE (2016-2017)**  
**CALENDAR SECTION**  
**75 PROGRAMS OF STUDY**

Current	Proposed
<p><b>75 Programs of Study</b></p> <p><b>No changes until ...</b></p> <p><b>75.19 Certificates</b>            The Faculty of Education is the administrative unit for a number of certificates offered to graduating students which acknowledge formally that students have studied particular themes, within one discipline, or across disciplines. Normally the requirements for the certificates can be completed as part of the requirements for the degree; however, in some cases, a student may need to take more than the minimum required for his or her degree program in order to qualify for both the degree and the certificate. The following certificates are available:  <b>Certificate in Global Citizenship:</b> available to undergraduate students across the University, regardless of Faculty or program.</p> <p><b>[No changes until ...]</b></p> <p><b>76 Bachelor of Education Programs for Holders of Approved Degrees</b></p> <p><b>76.1 Advanced Study in Education</b></p>	<p><b>75 Programs of Study</b></p> <p><b>No changes until ...</b></p> <p><b>75.19 Embedded Certificates (Undergraduate)</b>            The Faculty of Education is the administrative unit for certificates offered to graduating students which acknowledge formally that students have studied particular themes, within one discipline, or across disciplines. Normally the requirements for the certificates can be completed as part of the requirements for the degree; however, in some cases, a student may need to take more than the minimum required for his or her degree program in order to qualify for both the degree and the certificate. The following certificates are available:  <b>Certificate in Global Citizenship:</b> available to undergraduate students across the University, regardless of Faculty or program.</p> <p><b>[No changes until ...]</b></p> <p><b>76 Advanced Study in Education for Holders of Approved Degrees</b></p> <p><b>76.1 Free-Standing University Certificates</b>            The Faculty of Education offers professional learning through free-standing for-credit University Certificates in the following areas:            Advancing Adolescent Literacy            Digital Learning            Early Childhood Education            Admission to University Certificates requires a three- or four-year degree (see §16.6.9 for admission and document requirements).            University Certificates consist of a minimum of *15 credits. Certificates will be awarded for the successful completion of the designated courses within the Certificate and with a final GPA of 2.0 or above. Certificates must be completed within four years.</p> <p><b>76.1.1 Advancing Adolescent Literacy (*15)</b>            *3 EDPY 420 Language Foundations and Word Reading            *3 EDPY 421 Reading Comprehension and Assessment            *3 EDPY 422 Cultural and Linguistic Diversity and Reading            *3 EDPY 423 Reading in the Disciplines            *3 EDPY 424 Data-Driven Literacy Instruction, Leadership, and Collaboration.            For more information contact J.P. Das Centre on Developmental and Learning Disabilities within the</p>

Department of Educational Psychology or visit [aari.educ.ualberta.ca](http://aari.educ.ualberta.ca).

**76.1.2 Digital Learning (\*15)**

\*3 EDET 421 Technologies for Teaching

\*3 EDET 422 Social Justice Issues for Technology in Education

\*3 EDET 423 Online Pedagogy

\*3 EDET 424 Project-Based Learning with Educational Technology

\*3 EDET 425 Special Topics in Educational Technology

For more information contact the Department of Educational Psychology or visit [edpsychology.ualberta.ca](http://edpsychology.ualberta.ca).

**76.1.3 Early Childhood Education (\*15)**

\*3 EDEL 355 Teaching and Learning in Early Childhood Settings

\*3 EDEL 404 Developing Literacy in Early Childhood Settings

\*3 EDEL 455 Play as a Teaching and Learning Strategy

\*3 EDEL 457 Theory and Practice in Early Childhood Education

\*3 EDEL 400-Level Early Childhood Elective

For more information contact the Department of Elementary Education or visit [elementaryed.ualberta.ca](http://elementaryed.ualberta.ca).

**76.1.1 Diploma of the Faculty of Education**

[No changes until ...]

**76.1.2 Graduate Degree Programs in Education**

[No changes until ...]

**77 Courses**

Faculty of Education courses are listed in §231, Course Listings, under the following subject headings:

Education – (EDU)

Education – Adult Education (EADAE)

Education – Career and Technology Studies (EDCT)

Education – Elementary (Curriculum and Pedagogy) (EDEL)

Education – Elementary and Secondary (Curriculum and Instruction Common Courses) (EDES)

Education – Field Experience (EDFX)

Education – Instructional Technology (EDIT)

Education – Policy Studies (EDPS)

Education – Psychology (EDPY)

Education – Secondary (Curriculum and Teaching) (EDSE)

**76.2 Diploma of the Faculty of Education**

[No changes until ...]

**76.3 Graduate Degree Programs in Education**

[No changes until ...]

**77 Courses**

Faculty of Education courses are listed in §231, Course Listings, under the following subject headings:

Education – (EDU)

Education – Adult Education (EADAE)

Education – Career and Technology Studies (EDCT)

Education – Elementary (Curriculum and Pedagogy) (EDEL)

Education – Elementary and Secondary (Curriculum and Instruction Common Courses) (EDES)

**Education – Education and Technology (EDET)**

Education – Field Experience (EDFX)

Education – Instructional Technology (EDIT)

Education – Policy Studies (EDPS)

Education – Psychology (EDPY)

Education – Secondary (Curriculum and Teaching) (EDSE)

**OUTLINE OF ISSUE**

Agenda Title: **Proposal for an Embedded Credit Certificate in Real Estate, Faculty of Business**

**Motion I:** THAT the GFC Academic Standards Committee approves, under delegated authority from General Faculties Council, the proposed embedded Credit Certificate in Real Estate as submitted by the Faculty of Business and as set forth in Attachment 1, to take effect Winter of 2016.

**Motion II:** THAT the GFC Academic Standards Committee approves, under delegated authority from General Faculties Council, the termination of the non-credit Certificate Program in Real Estate as submitted by the Faculty of Business and as set forth in Attachment 4, to take effect upon approval.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Elaine F. Geddes, Associate Dean, Undergraduate Programs, Faculty of Business
Presenter	Elaine F. Geddes, Associate Dean, Undergraduate Programs, Faculty of Business David Dale-Johnson, Stan Melton Executive Professor in Real Estate, Faculty of Business
Subject	Proposed Embedded Certificate in Real Estate

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To establish an embedded Certificate in Real Estate to provide Bachelor of Commerce students the opportunity for a broad based education in real estate economics, finance, law and development preparing them for a range of careers in the real estate industry.
The Impact of the Proposal is	See "Purpose"
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	Winter 2016
Estimated Cost	Cost neutral
Sources of Funding	N/A
Notes	

**Alignment/Compliance**

Alignment with Guiding Documents	Dare to Discover, Dare to Deliver. This program supports the vision of the University of Alberta in Dare to Deliver to build a university for the public good.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p><b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p><b>2. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):</b> "G. Certificates (All Faculties): Approval Route</p>

GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC). (GFC 31 MAY 2005) (EXEC 12 JAN 2009)”

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

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

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

**5. UAPPOL Admissions Procedure:**

“PROCEDURE

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

Following approval by GFC:

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

For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).

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

**6. PSLA:** The PSLA gives Faculty Councils the authority to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).

**7. UAPPOL Academic Standing Policy:** “All current academic standing



Item No. 9

	<p>regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar.”</p> <p><b>8. UAPPOL Academic Standing Regulations Procedures:</b> “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.</p> <p>If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.</p> <p>Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.”</p>
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**Routing** (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <ul style="list-style-type: none"> <li>• Those who have been informed</li> <li>• Those who have been consulted</li> <li>• Those who are actively participating</li> </ul>	<p>Department of Marketing, Business Economics and Law. Proposal has been under discussion within the Department for several years. Joan White, Associate Dean, MBA Program Office, Faculty of Business, March 2015 Kyle Murray, Director, School of Retailing, Faculty of Business, March 2015</p> <p>Undergraduate Studies Policy Committee (USPC), Faculty of Business. Proposal reviewed and approved April 10, 2015 Business Faculty Council. Proposal reviewed and approved June 5, 2015</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Undergraduate, Studies Policy Committee, Faculty of Business – April 10, 2015. Motion presented to accept, passed unanimously.</p> <p>Business Faculty Council, Faculty of Business – June 5, 2015. Motion presented to accept, passed unanimously GFC Academic Standards Committee - October 15, 2015</p>
<p>Final Approver</p>	<p>GFC Academic Standards Committee - October 15, 2015</p>

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (pages 1–7) Embedded Credit Certificate Template
2. Attachment 2 (pages 1- 6) Letters of Support
3. Attachment 3 (page 1) Library Impact Statement
4. Attachment 4 (page 1-2) Non-Credit Certificate Program in Real Estate – Calendar Change form

*Prepared by:* Elaine Geddes, Associate Dean, Undergraduate Programs, Faculty of Business, [egeddes@ualberta.ca](mailto:egeddes@ualberta.ca)

**Program Approval Template  
Embedded Credit Certificates**

This template is to be used for proposals calling for the establishment of new University of Alberta embedded credit certificates. Embedded credit certificates are taken concurrently with a degree program of the University of Alberta. (Certificate in Peace and Post-Conflict Studies offered by the Faculty of Arts)

Governance: Embedded credit certificates are approved by the following route: Faculty Council, GFC Academic Standards Committee (ASC) Sub-committee on Standards (SOS), GFC ASC. In the event that the certificate proposal includes significant resource implications, the certificate will also be sent to GFC APC for approval.

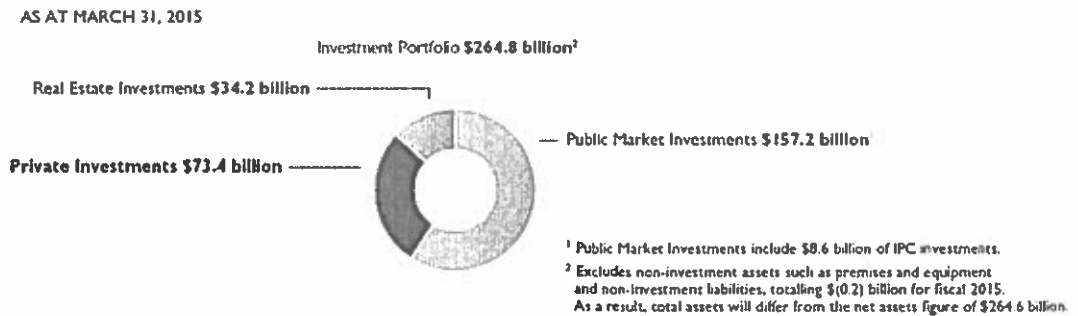
<b>Section A: Basics</b>		
<b>Program Name</b>	Certificate in Real Estate	
<b>Sponsoring Faculty/ Academic Unit</b>	Faculty of Business	
<b>Contact information</b>	<b>Name and Title</b>	Elaine Geddes, Associate Dean, Undergraduate Programs
	<b>Phone</b>	780-492-5142
	<b>Email</b>	egeddes@ualberta.ca
<b>Institution(s)</b> If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential.	University of Alberta	
<b>Units of Course Weight</b>	*12 total (1) *3 credits in BUEC 454 (2) *9 credits from the following list: a. A minimum of *6 from BUEC 455, 457, BLAW 456. b. A maximum of *3 of other coursework approved by the Department	
<b>Program Synopsis</b> Describe the program. Include curriculum content, target student group, target employment, further education options, etc.	The Certificate in Real Estate provides Bachelor of Commerce students the opportunity for a broad based education in real estate economics, finance, law and development preparing them for a range of careers in the real estate industry. The courses are a mix of theory and practice involving case studies and/or team projects offering students hands-on preparation for their careers. Students must apply for the Certificate in Real Estate through the Undergraduate Programs Office in the Faculty of Business by the application deadline for convocation The certificate is granted only at the time of graduation from a Business degree program. This certificate was approved by Business Faculty Council June 5, 2015.	
	The Faculty of Business is also requesting the deletion of the current Certificate in Real Estate, currently under ss. 16.4.4 and 67. This certificate program was created with the hope that it could be offered to Real Estate Professionals as a non-credit program. The program was never actually offered. There were never any students in it. The individual courses that made up the program never got beyond the planning stage. The Canadian Institute of Retailing and Services (CIRAS) no longer exists having been	

subsumed into the School of Retailing. The Current Director of the School of Retailing has consented to the removal of this program as being both inconsistent with the direction the School is now taking, and with plans to grow the Real Estate program at both the Undergraduate and Graduate level as credit programs. The elimination of this Certificate program is necessary so as not to create confusion among students. The deletion of the current Certificate in Real Estate was approved by Business Faculty Council June 5, 2015. See AppendixA.

**Section B: Rationale, Implications and Impact**

**Rationale for Introduction of Certificate**  
 Outline the rationale for the proposed embedded credit certificate and provide supporting data if applicable – eg. Results of student or economic demand analyses; consultation with wider community, etc.

A Certificate in Real Estate will teach the students the practise and theory necessary to make decisions related to investment in, development of and the financing of real estate assets including commercial and residential property. It will also expose them to business, economic and public policy issues that impact the industry in Alberta, in Canada and globally. It will build on existing expertise within the School of Business. It will provide students with an opportunity to broaden and enhance a major in finance, accounting or other business disciplines with specific knowledge in an industry sector. It is also hoped that cross disciplinary ties can be established with the Undergraduate Planning Program in the Department of Earth and Atmospheric Sciences in the Faculty of Arts. Most real estate professionals have an important role in building the communities we live in. Real estate is also a significant asset class. As of March 31, 2015, 12.9% of the assets that fund the Canada Pension Plan were invested in real estate, up from 9.6% in 2011.



[http://www.cppib.ca/Investments/Total\\_Portfolio\\_View/asset\\_mix.html](http://www.cppib.ca/Investments/Total_Portfolio_View/asset_mix.html)

Roughly the same portion of AIMCo’s (Alberta Investment Management Corporation) portfolio is in real estate assets.

In 2013, about 50 % of the net wealth of Canadian households was in real estate (their home and other real estate investments).<sup>1</sup> Though primarily in their personal residence, it nonetheless provides an indicator of how pervasive the industry is that builds, finances and services such assets.

Private, public, not for profit and government entities are seeking business students with knowledge in real estate and urban economics in Edmonton, in Alberta, in the rest of Canada

<sup>1</sup> The Current State of Canadian Family Finances, 2013-2014 Report, The Vanier Institute of the Family, p. 23.

	<p>and globally. At the 4<sup>th</sup> Annual Real Estate Industry Night in February 2014 at the Alberta School of Business, over 80 real estate professionals were in attendance from all sectors of the industry including banks, investment firms, commercial and residential brokerages, developers, home builders and city planning agencies. Over 100 undergraduate and MBA students attended.</p> <p>The real estate industry wants to be able to hire Bachelor of Commerce and MBA graduates with a skill set in a basic discipline such as finance, marketing, strategy or accounting with the additional of knowledge in the theory and practise of real estate and urban economics. The funding of the Stan Melton Chair in Real Estate (\$3,000,000, now fully funded) was largely driven by industry professionals who believed that the Alberta School of Business should offer a program in this area. This proposed Certificate is the latest in series of steps undertaken by the School in response.</p> <p>Letters of support have been received from the following persons, and are attached in Appendix B.  John Ross, Managing Director, Avison Young, Edmonton  Graeme Young, Avison Young, Edmonton  Phil Milroy, CEO, Westcorp, Inc.  Wayne Moen, Past President, Canadian and Alberta Real Estate Association, Edmonton  Michael Dal Bello, Senior Vice President, AIMCO, Edmonton</p> <p>These letters speak to the importance of developing practical and broad-based knowledge of the business, economic and public policy issues that influence the real estate sector. Every one of these individuals has participated as an on campus speaker at student industry events or as a guest speaker one of the current classes being offered.</p> <p>This Certificate will provide graduates for this important sector of the Alberta economy having the necessary complement of broad skills in a basic discipline as well as in real estate and urban economics. Building a program with students focusing on real estate has and will further enhance Alberta School of Business' ability to reach out to an important external constituency.</p> <p>There is no major in Real Estate and so a minor in Real Estate would not normally be available. However, a Certificate program seems to be very suitable given the growth in Certificate programs at the University of Alberta generally. It allows students to add a credential when they graduate that may be very helpful for future employment in areas associated with Real Estate.</p> <p>Early implementation of this Certificate is requested so that students who are currently enrolled in Business, and who have taken some or all of the courses required for this Certificate would be eligible to take the remaining courses and receive the Certificate upon convocation in 2016.</p> <p>A stream for Real Estate in the MBA program has been approved on September 8, 2015. MBA students and senior undergraduate students will take classes together.</p>
<p><b>Vision and Academic Plan</b>  How does the proposed program connect to the University's vision <i>Dare to Discover?</i></p>	<p>This program supports the vision of the University of Alberta in Dare to Deliver to build a university for the public good. Graduates will be positioned to help the Province of Alberta develop its cities. Discovery Learning is enhanced through the use of academic assignments that engage students with the communities affected and the government agencies responsible for regulation. The interdisciplinary nature of the program encourages students to view issues from broad perspectives and take those broad perspectives out into the working world upon</p>

<p>How does the program further the University's Academic Plan?</p>	<p>graduation thus effecting transformative changes in the organizations they will be working for.</p> <p>One of the most significant trends of the last century has been urbanization. Agriculture is the number two industry in Alberta but as that industry has become more efficient and productivity increased, the city has played an increasingly important role in the economy. Surprisingly, only recently has the University of Alberta directed resources toward academic programs that have and will continue to increase the level of professionalism in the businesses, non-profits and government institutions involved in city building. It is critical that we continue to deliver in this area. The Certificate will provide students interested in careers in the business of real estate to better market their capabilities and the School to better market its program.</p>
<p><b>Resource Implications</b> Identify the resource implications of the proposed embedded credit certificate. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.</p>	<p>There are no resource implications. The Certificate in Real Estate is made up of courses that are currently being offered. No new hiring is expected as a result of this certificate (either academic or non-academic) and no administrative support is required.</p> <p>The Stan Melton Chair in Real Estate was funded through industry donations to facilitate the offering of a course in the real estate and urban economics area. That Chair is now funded although a portion of the \$3,000,000 is in commitments over 3 to 10 years. The industry has shown a willingness to support both educational and research initiatives therefore advancement activities will continue. Professor David Dale-Johnson, has been recruited to fill this position and to build a new program in the field of real estate and urban economics to meet the needs of the Alberta School of Business student population (both MBA and B Com) and the professional community in Alberta and throughout Canada.</p>
<p><b>Enrolment</b> Outline the expected enrolment for the embedded credit certificate and any potential impacts on course offerings.</p>	<p>The four courses described below have now been in place for three years. The new course numbers indicated in Appendix A while approved will not be in place until 2016-17. Up to now the program has been hampered by the use of temporary course numbers and the difficulty of making students aware of the program. Despite that issue, enrolment has been good and the level of interest is growing. There is a popular and active student club (University of Alberta Real Estate Committee [UARC] – <a href="http://www.uarc.com">www.uarc.com</a>). The new course numbers along with the Certificate should enhance enrolment significantly.</p> <p>Registrations have been consistently close to the following numbers over the last few years and we would expect modest, but not significant, increases. Preliminary figures for registrations in 2015-2016 are consistent with the numbers below.</p> <p>BUEC 454/610 (Real Estate Principles) 40 students per semester (Fall and Winter)  BUEC 488/686 (Real Estate Asset Strategies) 30 students per semester (Fall only)  BUEC 488/686 (Real Estate Development) 30 students per semester (Winter only)  BLAW 456 (Legal Issues in Real Estate) 20 students per semester (Winter only)</p> <p>While the real estate industry is an important component of the Alberta economy and is critical in the process of city building, many professionals in the industry have a basic discipline such as finance, accounting, marketing, law or operations. Also there are many other sectors including banking and accounting that provide services to the real estate sector. It is important that those professionals have an opportunity to develop their knowledge and understanding of the real estate sector. Thus, we believe that the Certificate will be very attractive to students in the extant majors and minors.</p>
<p><b>Implications of Introduction of the Credit Certificate</b></p>	<p>The Certificate in Real Estate will have no adverse effect on other programs at the University of Alberta or elsewhere. It is hoped that a future relationship will develop with the Planning program in the Faculty of Arts so that students in each program can take advantage of</p>

<p>Identify the implications of the proposed embedded credit certificate for the system. For example, will it affect other programs at the U of A, programs at other institutions, etc.?</p>	<p>coursework in the other program. This certificate does not depend on access to Planning courses and does not require Planning students in order to make it successful. It recognizes an existing group of courses with a Certificate. In Western Canada, only UBC offers a similar program. There is no duplication within the Alberta post-secondary system.</p>
<p><b>Consultation</b> Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student Services, etc.</p>	<p>Given that the program consists of coursework already offered in the Faculty of Business, there should be minimal, if any, impact on service units of the University. The Library will be providing a Library Impact Statement.</p>

#### Appendix A -- curriculum and program structure

List course names, numbers, and descriptions. Indicate if the courses are new or existing. Include draft content for the University Calendar.

#### Course Descriptions

##### BUEC 454 Principles of Real Estate

\*3 (*fi* 6) (either term, 3-0-0). Introduction to the principles of real estate. Real estate markets and decision making; real estate economics and location; housing and mortgage markets; property development; marketing and property management; mortgage lending, real estate investment, brokerage and regulation. Industry guest speakers help link theory with industry practice in their areas of expertise. Prerequisite: BUEC 311 or ECON 281.

##### BUEC 455 Real Estate Asset Strategies

\*3 (*fi* 6) (first term, 3-0-0). Theory, fundamentals and methods in real estate finance and investment; real estate investment analysis and valuation; real estate entities and taxation; leases and corporate real estate; the economics and finance of real estate development; real estate capital markets; land development and the home building industry. This course is designed to provide the student with essential tools to understand how real estate value is determined, created and influenced. Students use software to analyze real estate cases.

##### BUEC 457 Real Estate Development

\*3 (*fi* 6) (second term, 3-0-0). A practicum about real estate development and decision making. Real estate development is a process during which the entrepreneur identifies a site which is underutilized, undertakes the necessary conceptual, design, market, economic, and financial analysis and brings the site to its highest and best use. Topics include market analysis of different types of real estate uses, massing studies, cost estimation and deal structuring, analysis of site constraints and regulation and financial analysis of to-be-built properties. Students in teams undertake the background research and feasibility analysis related to a site and make a final proposal to the instructor. Prerequisite: BUEC 311 or ECON 281 or consent of instructor.

**B LAW 456 Legal Issues in Real Estate**

\*3 (fi 6) (either term, 3-0-0). Real estate law as it applies to business decisions in real estate. Property rights and land title, legal aspects of real estate transactions, real estate finance, entitlement and land use, and the environment. Transactional real estate includes lease agreements, purchase and sale agreements, agency, mortgages and deeds of trust, partnership agreements, construction contracts, builder's liens and condominium law. The entitlement process includes all aspects of real estate development including land use planning and zoning, infrastructure, acquisition of development permits and building permits, subdivision and the planning process. Relevant environmental law and aboriginal laws are included. Prerequisite: B LAW 301

**Calendar Copy**

<b>64.7.3 Certificate in Real Estate</b>
<p>The Certificate in Real Estate provides Bachelor of Commerce students the opportunity for a broad based education in real estate economics, finance, law and development preparing them for a range of careers in the real estate industry. The courses are a mix of theory and practice involving case studies and/or team projects offering students hands-on preparation for their careers. Students must apply for the Certificate in Real Estate through the Undergraduate Programs Office in the Faculty of Business by the application deadline for convocation (see §11.1). The certificate is granted only at the time of graduation from a Business degree program.</p> <p>Students in the Bachelor of Commerce program may pursue the Certificate in Real Estate by fulfilling the requirements of their Business program, including major/minor requirements and all prerequisites, and by completing in addition a minimum of *12 credits as follows:</p> <ol style="list-style-type: none"> <li>(1) *3 credits in BUEC 454</li> <li>(2) *9 credits from the following list:             <ol style="list-style-type: none"> <li>a. A minimum of *6 from BUEC 455, 457, BLAW 456.</li> <li>b. A maximum of *3 of other coursework approved by the Department.</li> </ol> </li> <li>(3) A maximum of 2 of the courses offered by the Faculty of Business that appear on the list in (1) or (2) above, may be used to satisfy both major requirements and the requirements for the Certificate in Real Estate. These courses may not be used to satisfy the requirements of a minor in Business Economics and Law.</li> <li>(4) No more than *3 of the *12 credits may be transfer credits from other postsecondary institutions. Transfer credit must be approved by the department.</li> <li>(5) Students may not take courses extra to their degree for the sole purpose of satisfying the requirements for the certificate.</li> </ol>

CURRENT	PROPOSED
<p><del>16.4.4 Certificate Program in Real Estate</del>  <del>Admission to the Real Estate Certificate Program will be done by a selection committee of representatives of the Faculty of Business and the Canadian Institute of Retailing and Services (CIRAS). Students selected for the program would</del></p>	Delete

<p><del>normally have completed or be in the process of completing the Real Estate Agents' Program in Alberta or be a licensed real estate agent or broker in Alberta.</del></p>	
<p><del>67 — Certificate Program in Real Estate</del>  <del>General</del>  <del>— The purpose of the certificate program is to offer training in business principles and practices to working professionals in the real estate industry and for those intending to pursue a license in real estate. See §16.4.4 for admissions requirements.</del>  <del>67.1 — Program</del>  <del>— The program consists of a flexible learning format, with some classes offered on weekends and at night. The lecture component will be delivered via face-to-face instruction at the University of Alberta or at other locations, and may be offered via video conferencing in various other centres.</del>  <del>— Courses are graded on a pass/fail basis. To qualify for the Certificate in Real Estate, students accepted into the program must successfully complete the following five courses:</del>  <del>(1) — Ethics in Real Estate</del>  <del>(2) — Building Breakthrough Relationships</del>  <del>(3) — Selling and Self Management</del>  <del>(4) — Real Estate Negotiations</del>  <del>(5) — Marketing for Real Estate Agents</del>  <del>67.2 — Academic Standing and Graduation</del>  <del>— Academic standing is assessed at the end of Fall/Winter Terms based on courses completed to that point. Students are expected to achieve a pass in all courses. In cases where a student fails to achieve a pass for one or more courses, the Faculty of Business may recommend marginal standing for the student as an academic warning. Students who are assigned marginal standing twice may be required to withdraw from the program.</del>  <del>— To qualify for the certificate a student must satisfy all program requirements as specified by §67.1 and demonstrate satisfactory academic performance by achieving a pass on all courses in the certificate program.</del>  <del>67.3 — Transfer of Credit</del>  <del>— No transfer of credit will be granted towards any degree program at the University of Alberta. Credit will be granted towards the fulfilling of the requirements on the Real Estate Council of Alberta's Continuing Education Program.</del></p>	<p style="text-align: center;">Delete</p>

Appendix B – Letters of Support (attached)

Appendix C – Library Impact Statement (forthcoming)





Intelligent  
Real Estate  
Solutions

10104 - 103 Avenue  
Suite 2800  
Edmonton, AB T5J 0H8  
Canada

BY EMAIL

T 780.428.7850  
F 780.424.5815

avisonyoung.com

August 27, 2015



Ms. E. F. Geddes  
Associate Dean, Undergraduate Programs  
Alberta School of Business,  
2-20 Business Building, University of Alberta,  
Edmonton, Alberta, Canada T6G 2R6

Dear Dean Geddes:

On behalf of Avison Young, I am writing to indicate support for the proposed Certificate in Real Estate. As one of the original members of the committee to establish the Stan Melton Chair in Real Estate, Avison Young has been a strong supporter of real estate education and the programs put forward by the Alberta School of Business. Most of our current Principals, Associates and Sales Assistants are graduates of the school – it is far and away our largest source of new recruits.

The Alberta School of Business has now committed to and delivered on creating a set of courses designed to improve the level of professionalism in the real estate industry. The courses cover real estate economics, real estate finance and investment, real estate development and legal issues in real estate. The analysis of residential, commercial, office and retail product types is included in the curriculum along with the land development process.

Over the same time frame, the School of Business has collaborated to create outreach programs which Avison Young as a company, and the writer personally have been involved with, including Real Estate Industry Night, a career night, a real estate home builder and land development tour and a real estate development case competition with the Haskayne School of Business at the University of Calgary.

The introduction of this new curriculum along with the School's outreach efforts to the real estate sector have gone a long way towards increasing the level of professionalism among graduates entering the industry; that benefit will continue and grow as these and future graduates advance in their careers.

Avison Young fully supports the creation of a Certificate in Real Estate from Bachelor of Commerce students at the Alberta School of Business in order to recognize each student's commitment to real estate education. We will be pleased to continue to assist in whatever small way we can to ensure that this dream becomes a reality.

Yours truly,  
**AVISON YOUNG REAL ESTATE ALBERTA INC.**

A handwritten signature in black ink, appearing to read 'John M. Ross'.

**John M. Ross**  
Managing Director

Elaine F. Geddes  
Associate Dean, Undergraduate Programs  
Alberta School of Business  
2-20 Business Building, University of Alberta  
Edmonton Alberta Canada T6G 2R6

August 28, 2015

Dear Dean Geddes:

I am writing to indicate my support for the proposed Certificate in Real Estate.

I have been involved with speaking to Business students for many years, going back to the Rocky Mountain Business Seminars and guesting in classes held by Stuart McFadden.

I was also involved in setting up the curriculum for the initial introductory course in real estate within the School of Retailing, which has lead into the current four courses offered to students interested in real estate.

My educational background was in real estate at the University of London. The degree attained was a B.S. in Estate Management (which is basically real estate). This allowed me to assess the level of real estate education in Canada. Until recently our company had to choose between UBC graduates, where there is a fully developed real estate programme, or U of A business graduates who required much more training in the business.

With the institution of the Stan Melton Chair in Real Estate, our decision has been made a lot easier. It has been very noticeable that the knowledge of real estate in our most recent hires from U of A has increased considerably.

While our business is in commercial brokerage, career opportunities are available with land developers, building developers, real estate investors (institutional, corporate and private), mortgage lenders and brokers, appraisers and property and asset managers. It is a very diverse field.

Instituting a Certificate in Real Estate will be a two way street. It will provide students with a material asset demonstrating that they have accumulated significant academic knowledge in the real estate field, while providing potential recruiters with similar comfort.

Even students who do not intend to follow a career in real estate would benefit from the proposed Certificate in Real Estate, as so many business decisions do involve real estate.

I trust you will agree that is a very important step in the ongoing evolution of real estate education at the U of A.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'G. Young', with a large, stylized flourish at the end.

**Graeme T.G. Young**  
Avison Young Real Estate Alberta Inc.  
2800, 10104 – 103 Avenue  
Edmonton AB T5J 0H8  
Direct: 780.429.7550 Fax: 780.424.5815  
graeme.young@avisonyoung.com

cc: *David Dale-Johnson, Alberta School of Business*



August 19, 2015

Elaine F. Geddes  
Associate Dean, Undergraduate Programs  
Alberta School of Business,  
2-20 Business Building, University of Alberta,  
Edmonton, Alberta, Canada T6G 2R6

Dear Dean Geddes:

I am writing to indicate my support for the proposed Certificate in Real Estate. The Alberta School of Business has committed to, and delivered on, creating a set of courses designed to improve the level of professionalism in the real estate industry. By providing an opportunity for a broad based education in real estate economics, finance, law and development, students will be better prepared for the range of careers available in the real estate industry.

I have had the privilege of working with the School of Business personally on a number of their industry outreach programs. I have participated as an adjudicator in the NAIOP Real Estate Challenge and was the keynote speaker at the last Real Estate Industry Night. I believe both of these experiences were extremely beneficial to the graduates and demonstrated the importance of professionalism in the real estate industry. I have also been a guest lecturer in BUEC 454/610 (Real Estate Principles) and BUEC 488/686 (Real Estate Asset Strategies). These types of collaborations with the real estate sector offer future graduates of the program a distinct advantage for a career in real estate. With the proposed certificate, the program will continue to grow and provide benefits for the industry as a whole.

To conclude, I fully support the creation of a Certificate in Real Estate for Bachelor of Commerce students at the Alberta School of Business in order to recognize each student's commitment to real estate education.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Phil Milroy", is written over a large, stylized graphic element that resembles a checkmark or a large letter "M".

**Phil Milroy**  
*President and CEO*

August 31, 2015

Elaine F. Geddes  
Associate Dean, Undergraduate Programs  
Alberta School of Business,  
2, 20 Business Building, University of Alberta  
Edmonton, AB T6G 2R6

Dear Dean Geddes:

The courses in real estate offered by the Alberta School of Business fill a void that graduates will use to better their understanding of the mechanics of real estate whether they work in the industry, work in the fields involving real estate, or simply own their own homes.

I am and our industry are in full support of the program and will endeavor to support in whatever way in the future.

I am further excited about the new opportunities offered by the Certificate of Real Estate.

Sincerely,



Wayne Moen, Past President  
Canadian and Alberta Real Estate Association



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www.waynemoen.com



Elaine F. Geddes  
Associate Dean, Undergraduate Programs  
Alberta School of Business,  
2-20 Business Building, University of Alberta,  
Edmonton, Alberta, Canada T6G 2R6

August 27, 2015

Dear Dean Geddes:

I am writing to indicate my support for the proposed Certificate in Real Estate. Since 2011, the Alberta School of Business has committed to and delivered on creating a set of courses designed to improve the level of professionalism in the real estate industry. The courses cover real estate economics, real estate finance and investment, real estate development and property legal issues. The analysis of residential, commercial, office and retail product types along with the land development process are part of the curriculum. The real estate industry's ultimate impact is in the built form of our communities, while there are has many disciplines involved in the market it is commendable to see the University of Alberta making a contribution by providing students with the basics of the business.

Over the same time frame, the School of Business has collaborated to create outreach programs including Real Estate Industry Night, a career night, a real estate home builder and land development tour and a real estate development case competition with the Haskayne School of Business at the University of Calgary.

Having attended a number of the career nights, I have seen firsthand the student's high level of enthusiasm and interest about opportunities in the real estate industry. For the last few years I have had the pleasure to speak about institutional real estate investment at one David Dale-Johnson's courses and always been peppered with a wide range of questions. As a prospective employer the ability to see evidence of a candidate's interest in our field is highly valued.

The introduction of this new curriculum along with the School's outreach efforts to the real estate sector have gone a long way towards increasing the level of professionalism among graduates entering the industry. That benefit will continue and grow as these and future graduates advance in their careers.

I fully support the creation of a Certificate in Real Estate from Bachelor of Commerce students at the Alberta School of Business in order to recognize each student's commitment to real estate education.

Yours sincerely,

Micheal Dal Bello  
Senior Vice President, Real Estate

**NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT**

Proposal for Undergraduate Certificate in Real Estate

Proposed implementation date: September 1, 2015

The Associate Dean, Undergraduate Programs, School of Business, Elaine Geddes, has provided documentation for a Certificate in Real Estate proposal. The Certificate in Real Estate is a 12 credit addition to the Bachelor of Commerce program, and is intended to provide an opportunity for broadly based education in real estate economics, finance, law and development that will prepare students for a range of careers in the real estate industry. The additional four courses are a combination of theory and practice, which involve differing levels of analysis through case study and/or team projects providing students with hands-on, practical preparation for their future careers. Students will be able to enhance a major in finance, or accounting or another business discipline with a specialty real estate focus. The Certificate students will be exposed to business, economic and public policy issues that impact the real estate industry. The real estate sector is a large industry in Canada and is a significant asset class for institutional investors and for individual Canadians. Real estate professionals frequently have an impact on the communities in which they live.

The University of Alberta Libraries [UAL] has a strong research collection that supports accounting, business economics, business law, marketing and finance requirements for the current undergraduate, graduate and research streams of the Alberta School of Business. The proposed Certificate in Real Estate will be supported by many databases currently subscribed to by the UAL: Econlit, CBCA, Factiva, Marketline, IBISWorld, CCH Online, Thomson One, Orbis, ABI and Business Source Complete are examples of some of the coverage available from the existing collection to support the Alberta School of Business' new program.

This proposed program should have no impact on Library staff or collection resources.

Submitted by,



Tim Klassen  
Head, Science and Technology Library  
Head, Winspear Business Library  
Date:

Signed:



Associate University Librarian,  
Information Resources and Digital Initiatives  
Date:

**Faculty of Business  
Bachelor of Commerce  
Calendar Change Request Form**

Department: Marketing, Business Economics and Law

Implementation: Normal (effective 2016-2017) \_\_\_\_\_ Early  XX

Type of Change: Course Deletion \_\_\_\_\_ Course Change \_\_\_\_\_ New Course \_\_\_\_\_

Major Change \_\_\_\_\_ New Major \_\_\_\_\_ Program Change \_\_\_\_\_

Calendar Change (Other)  XX

CURRENT	PROPOSED
<p><del>16.4.4 Certificate Program in Real Estate</del>  <del>Admission to the Real Estate Certificate Program will be done by a selection committee of representatives of the Faculty of Business and the Canadian Institute of Retailing and Services (CIRAS). Students selected for the program would normally have completed or be in the process of completing the Real Estate Agents' Program in Alberta or be a licensed real estate agent or broker in Alberta.</del></p>	<p>Delete</p>
<p><del>67 Certificate Program in Real Estate General</del>  <del>The purpose of the certificate program is to offer training in business principles and practices to working professionals in the real estate industry and for those intending to pursue a license in real estate. See §16.4.4 for admissions requirements.</del>  <del>67.1 Program</del>  <del>The program consists of a flexible learning format, with some classes offered on weekends and at night. The lecture component will be delivered via face-to-face instruction at the University of Alberta or at other locations, and may be offered via video conferencing in various other centres.</del>  <del>Courses are graded on a pass/fail basis. To qualify for the Certificate in Real Estate, students accepted into the program must successfully complete the following five courses:</del>  <del>(1) Ethics in Real Estate</del>  <del>(2) Building Breakthrough Relationships</del></p>	<p>Delete</p>



~~(3) Selling and Self Management~~

~~(4) Real Estate Negotiations~~

~~(5) Marketing for Real Estate Agents~~

~~67.2 Academic Standing and Graduation~~

~~Academic standing is assessed at the end of Fall/Winter Terms based on courses completed to that point. Students are expected to achieve a pass in all courses. In cases where a student fails to achieve a pass for one or more courses, the Faculty of Business may recommend marginal standing for the student as an academic warning. Students who are assigned marginal standing twice may be required to withdraw from the program.~~

~~To qualify for the certificate a student must satisfy all program requirements as specified by §67.1 and demonstrate satisfactory academic performance by achieving a pass on all courses in the certificate program.~~

~~67.3 Transfer of Credit~~

~~No transfer of credit will be granted towards any degree program at the University of Alberta. Credit will be granted towards the fulfilling of the requirements on the Real Estate Council of Alberta's Continuing Education Program.~~

Rationale: This certificate program was created with the hope that it could be offered to Real Estate Professionals as a non-credit program. The program was never actually offered. There were never any students in it. The individual courses that made up the program never got beyond the planning stage. The Canadian Institute of Retailing and Services (CIRAS) no longer exists having been subsumed into the School of Retailing. The Current Director of the School of Retailing has consented to the removal of this program as being both inconsistent with the direction the School is now taking, and with plans to grow the Real Estate program at both the Undergraduate and Graduate level as credit programs. The Associate Dean of the MBA program also agreed to the deletion. Early implementation is requested in order to allow for the creation of a new credit certificate in Real Estate, and to avoid confusion with this defunct program.

Submitted By: Elaine Geddes, Assoc. Dean Undergrad

Date: April 10, 2015

Undergraduate Studies Policy Committee (USPC), Faculty of Business. Proposal reviewed and approved April 10, 2015

Business Faculty Council. Proposal reviewed and approved June 5, 2015