

The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, May 16, 2019 meeting:

Agenda Title: **Transfer Credit Approvals for May, 2019, Office of the Registrar**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the transfer credit approvals for May 2019.

FINAL Item 4A

Agenda Title: **Proposed Embedded Certificate in Archaeology, Faculty of Arts**

CARRIED MOTION:

THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed Embedded Certificate in Archaeology, as submitted by the Faculty of Arts, and as set forth in Attachment 1, to take effect July 1, 2019.

FINAL Item 5

Agenda Title: **Proposed Changes to Academic Standing Regulations for the Bachelor of Arts Program, Faculty of Arts**

CARRIED MOTION:

THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed changes to the Academic Standing Regulations for the Bachelor of Arts program, as submitted by the Faculty of Arts and set forth in Attachment 1, to take effect July 1, 2020.

FINAL Item 6

Agenda Title: **Proposed Changes to Existing Entrance Requirements for Graduate Programs in Anthropology, Faculty of Arts and the Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed changes to existing Entrance Requirements for graduate programs in Anthropology, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

FINAL Item 7

Agenda Title: **Proposed Changes to Existing Entrance Requirements for Graduate Programs in Drama, Faculty of Arts and the Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed changes to existing Entrance Requirements for graduate programs in Drama, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in

Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

FINAL Item 8

Agenda Title: **Proposed Changes to Existing Entrance Requirements for Graduate Programs in Renewable Resources, Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed changes to existing Entrance Requirements for graduate programs in Renewable Resources, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Agricultural, Life and Environmental Sciences, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

FINAL Item 9

Agenda Title: **Proposed Changes to Existing Minimum Entrance Requirements for Graduate Programs, Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed revisions to existing minimum entrance requirements for graduate programs, as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

FINAL Item 10

Agenda Title: **Proposed Changes to Existing Transfer Credit and Course Exemption Regulations for Graduate Programs, Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed revisions to existing transfer credit and course exemption regulations for graduate programs, as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

FINAL Item 11

**Governance Executive Summary
Action Item**

Agenda Title	Items Deemed Minor/Editorial to be approved under an Omnibus Motion
	4A. Transfer Credit Approvals for May 2019, Office of the Registrar

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Melissa Padfield, Interim Vice-Provost and Registrar
Presenter(s)	Tammy Hopper, Vice-Provost (Programs) and Chair, GFC Academic Standards Committee

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	See individual item for detail on proposed changes submitted by Faculties and the Office of the Registrar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are 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).
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> • Vice-Provost (Programs) and Chair, GFC Academic Standards Committee • Faculty Councils • Representatives of the Office of the Registrar
<For information on the protocol see the Governance Resources section Student Participation Protocol >	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> •
	<u>Those who have been informed:</u> <ul style="list-style-type: none"> •
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> • See individual item for Faculty approval information • GFC ASC May 16, 2019

Strategic Alignment

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

1. Attachment A: Transfer Credit Approvals, May 16, 2019

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

DATE: May 2, 2019

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
 Proposals Recommended for APPROVAL of Transfer Credit at the Academic Standards Committee Meeting on May 16, 2019

Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
Keyano College	SOCY 225 (3)	SOC 225 (3) AUSOC 225 (3)		
Lakeland College	ENGL 224 (3)	ENGL 2XX (3)		
Burman University	BIOL 119 (3)	BIOL 107 (3) AUBIO 111 (3)		Reassessment of current agreement which was BIOL 1XX (3) or AUBIO 1XX (3)
	BIOL 230 (3)	BIOL 208 (3) AUBIO 253 (3)		Reassessment of current agreement which was ZOOL 2XX (3) or AUBIO 2XX (3)
	PHYS 112 (3)	PHYS 126 (3)		Reassessment of current agreement which was PHYS 1XX (3)
Maskwacis Cultural College	INDG 1100 (3)	NS 1XX (3)		
MacEwan University	EASC 103 (3)	EAS 1XX (3) AUGEO 1XX (3)		
Grande Prairie Regional	MU2120 (3)	MUSIC 2XX (3)		
	MU 2190 (3)	MUSIC 2XX (3)		

FINAL Item No. 5

Governance Executive Summary
Action Item

Agenda Title	Proposed Embedded Certificate in Archaeology, Faculty of Arts
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Motion

THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed Embedded Certificate in Archaeology, as submitted by the Faculty of Arts, and as set forth in Attachment 1, to take effect July 1, 2019.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Dr. Lesley Cormack, Dean, Faculty of Arts
Presenter(s)	Dr. Steven Hijmans, Department of History and Classics, Faculty of Arts; Dr. Robert Losey, Department of Anthropology, Faculty of Arts; Dr. Candace Rice, Department of History and Classics, Faculty of Arts

Details

Responsibility	Dr. Steven Dew, Provost and Vice President Academic
The Purpose of the Proposal is <i>(please be specific)</i>	To establish an embedded <i>Certificate in Archaeology</i> . This will be an embedded multidisciplinary certificate aimed at developing students' research skills in archaeology through a combination of course work and hands-on research experience.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The <i>Certificate in Archaeology</i> offers undergraduates the opportunity to follow a structured program in archaeology. It will indicate to employers and graduate schools that within their broad Anthropology, Classics, Geology, History, Paleontology or other Bachelors degrees, the students have taken a coherent set of courses in archaeology. This will mark them as well-prepared for a career or graduate school in Heritage Management, Archaeology, Museum Studies, or related fields. The field school required for the certificate offers an experiential learning component that is unsurpassed, challenging students with observations and questions that range from the fragility and rapid disappearance of the material past, to the place of the archaeologist and his or her project in the local community. More generally, it equips students to deal with greater understanding and sophistication with the complexities of the past, skills that are of value in a great many careers.</p> <p>The Certificate is designed to be immediately accessible to students in Arts and other Faculties. We will track student interest in the Certificate to see if it would make sense to develop a major or minor in Archaeology as well.</p> <p>The Certificate will be managed through the Faculty of Arts. Two faculty advisors – one in the Department of Anthropology and one in the Department of History and Classics will help provide information and guidance to students; this will be part of the faculty member's service to the Department.</p> <p>Timeline for Certificate in Archaeology:</p>

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	<ul style="list-style-type: none"> • Department Council of Anthropology and Department Council of History and Classics (October 2018) • Arts Academic Affairs (January 23, 2019) • Arts Executive (February 7, 2019) • Arts Faculty Council (March 28, 2019) • GFC ASC Subcommittee on Standards (SOS) (May 2, 2019) • GFC Academic Standards Committee (ASC) (May 16, 2019)
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Department of Anthropology • Department of History and Classics <p>As of October 14, 2018, the following departments have indicated interest in their students' active participation in the Certificate program (Please see attached Letters of Support):</p> <ul style="list-style-type: none"> • Department of Earth and Atmospheric Sciences • Department of Biological Sciences (Paleontology)
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Rebecca Nagel, Associate Dean (Student Programs) – August 2018 • Tara McGee, Associate Chair (Undergraduate) / Department of Earth and Atmospheric Sciences – September 14, 2018 • Anthropology Department Council – September 17, 2018 • Classics Division - September 18, 2018 • History and Classics Department Council – October 18, 2018 • Allison Murray, Undergraduate Program Advisor for Paleontology – October 2, 2018 • Undergraduate students enrolled in Anthropology and Classics courses in Fall 2018 term (through a demand analysis survey conducted from September to October 2018)
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Rebecca Nagel, Associate Dean (Student Programs) – August 2018 • Tara McGee, Associate Chair (Undergraduate), Department of Earth and Atmospheric Sciences – September 14, 2018 • Anthropology Department Council – September 17, 2018 • Classics Division - September 18, 2018 • History and Classics Department Council – October 18, 2018 • Allison Murray, Undergraduate Program Advisor for Paleontology – October 2, 2018 • Archaeological Survey of Alberta (ASA) – October 12, 2018

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	<ul style="list-style-type: none"> Tree Time Services, Commercial Resource Management firm – October 12, 2018
Approval Route (Governance) (including meeting dates)	<p>Department Council of Anthropology - September 17, 2018 Department Council of History and Classics - October 18, 2018 Arts Academic Affairs - January 23, 2019 Arts Executive - February 7, 2019 Arts Faculty Council - March 28, 2019 GFC ASC Subcommittee on Standards (SOS) - May 2, 2019 GFC Academic Standards Committee (ASC) - May 16, 2019</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>The <i>Certificate in Archaeology</i> directly addresses the five areas—build, experience, excel, engage, and sustain—described in <i>For the Public Good</i>, the University of Alberta's Strategic Plan for 2016-2021:</p> <ul style="list-style-type: none"> • Build: The Certificate will highlight and <i>build</i> the reputation of Archaeology at the University of Alberta and will facilitate recruitment of provincial, out-of-province and international undergraduate students interested in Archaeology. The Certificate will also build relationships between students and employers, particularly with Albertan commercial archaeology firms. • Experience: <i>Experience</i> is at the core of the Certificate in Archaeology, particularly when it comes to the field schools, which teach archaeology by training students at actual archaeological sites abroad and in Alberta. • Excel: The Certificate in Archaeology will help students to <i>excel</i> at Archaeology by providing a structured way to pursue qualifications in the discipline and gain recognition for their studies. As there is no major in Archaeology, this certificate will provide students continuing in Archaeology – be this for graduate work or for employment within the commercial archaeology sector – a valued qualification. • Engage: Engagement is fundamental to archaeology as a discipline. The Certificate in Archaeology will encourage students to <i>engage</i> in cross-disciplinary learning and research. Students will also <i>engage</i> with local and global communities as they study the human past and learn how to relate the past to the present be this at home or abroad. • Sustain: The Certificate in Archaeology will sustain the core teaching and research mission of the University of Alberta through the advancement of student training and experience. Knowledge of the human past has much to do with our understanding of how to secure our future, including the future of our heritage resources. The Certificate will facilitate the development of stewards of the resources needed for a successful future. <p>The <i>Certificate of Archaeology</i> also contributes to priorities set out in the Arts Academic Strategic Plan <i>Change for Good</i>.</p>
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	<ul style="list-style-type: none"> ● Teaching: The Faculty calls for integrated, experiential, and student-centred programs that inspire transformative learning, cultivate the life of the mind, and foster engaged citizenship. The <i>Certificate in Archaeology</i> brings together resources from three departments (Anthropology, History and Classics, and Earth and Atmospheric Sciences), provides a transformative and strongly student centered experiential learning experience (in particular through its field schools), engages the intellect with such fundamental questions as who owns the heritage of past peoples, and fosters engaged citizenship with the field's emphasis on preserving the past from destruction. ● Engagement with indigenous knowledge and descendant communities. Archaeologists by the very nature of their work engage with local, national, and global communities, both past and present. Studying the history of Archaeology increases the awareness and knowledge of the detrimental colonialist past of certain Archaeologies. Studying contemporary issues of Heritage management, both in class and in the field, fosters intercultural dialogues and enhances mutual understanding and respect. With our global presence, Archaeology can also bring first-hand experience with Heritage management solutions in other parts of the world to the Canadian and Albertan discussion of Heritage issues, ranging from appropriate museum displays to best practice solutions for threatened heritage sites. 		
Alignment with Institutional Risk Indicator	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="570 1131 1541 1341"> <tr> <td data-bbox="570 1131 1089 1341"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 1131 1541 1341"> <input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success		
Legislative Compliance and jurisdiction	<p>Post-Secondary Learning Act (PSLA) GFC Academic Standards Committee Terms of Reference UAPPOL Admissions Policy UAPPOL Admissions Procedure</p>		

Attachments (each to be numbered 1 - <>)

1. Certificate template (pages 1 - 13)
2. Calendar copy (pages 1 - 3)
3. Appendices (pages 1 - 31)

Prepared by: Dr. Steven Hijmans, Associate Professor, History and Classics, shijmans@ualberta.ca; Dr. Robert Losey, Associate Professor, Anthropology, rlosey@ualberta.ca; Dr. Candace Rice, Assistant Professor, History and Classics, cmrice@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; Graduate Certificate in Community-Based Research and Evaluation offered by Faculty of Graduate Studies and Research and Faculty of Extension.)

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.

Section A: Basics		
Program Name	Certificate in Archaeology	
Sponsoring Faculty/ Academic Unit	Faculty of Arts	
Contact information	Name and Title	Dr. Steven Hijmans; Dr. Rob Losey; Dr. Candace Rice
	Phone	780-492-2561; 780-492-2028; 780-492-4269
	Email	shijmans@ualberta.ca ; rlosey@ualberta.ca ; cmrice@ualberta.ca
Institution(s) If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential.	University of Alberta	
Units of Course Weight	Faculty of Arts *27 A. Required Courses (*12) <ol style="list-style-type: none"> 1. ANTHR 206: Introduction to Archaeology (*3) 2. CLASS 220: Methodology, Theory and Practice of Classical Archaeology 3) 3. ANTHR 396 or CLASS 475/476—archaeological field school (*6) PLUS: B. At least ★15 at the 200 level or higher chosen from an approved list of courses and meeting the following conditions: <ol style="list-style-type: none"> 1. At least ★9 at the 300 level or higher, and at least *3 must be at the 400 level (not including field school) 2. At least ★3 at the 300 or level or higher must be from Anthropology, and at least *3 must be from Classics 3. No more than ★6 in osteology courses 	
	Certificate Background Archaeology as a discipline is rapidly growing in importance, particularly in relation to the worldwide issue of Heritage Management (Agnew & Bridgland 2006; Silverman 2011). The threats to our heritage, in Canada as well as abroad,	

have never been greater, ranging from unchecked development and wanton exploitation of natural resources to looting and even terrorist destruction of archaeological sites and collections (Brodie 2006; Silverman & Ruggles 2007; King 2009). Archaeologists have a leading role to play in developing strategies to register, conserve, and study world heritage in culturally sensitive ways (Hodder 2010; Logan 2012). In a global economy, and with the worldwide trade in looted artifacts, this is an intrinsically international and cross-cultural effort in which the University of Alberta, with projects in Asia, Africa, Europe and Canada, plays a notable role. This is reflected in the QS university rankings in which Archaeology at the University of Alberta is ranked 47th in the world, making it the highest ranked discipline in the Faculty of Arts and the fifth highest in the University overall.

Heritage management is a particularly fraught field in the current age of decolonisation (Kreps 2003; Smith & Waterton 2013). The use and abuse of cultural artefacts in imperialist discourses is well-documented (though perhaps not as well as it should be) (Diaz-Andreu 2007; Silverman 2011; Hingley 2013), making the formulation of alternative, culturally sensitive heritage conservation strategies critically important (Mire 2007; Chirikure & Pwiti 2008; Samuels 2009). This is a global debate with important local implications, and the University of Alberta needs to maintain and, indeed, enhance its role in it.

One area where Archaeology can improve its contribution significantly is in undergraduate education. Archaeology as a discipline does not fit easily into the traditional academic departments of most universities. In part this is the legacy of a scholarly tradition which treated archaeology as the “handmaiden of History” (Hume 1964), which in many ways lies at the root of the “great divide” between Classical Archaeology and Prehistory (Renfrew 1980). Prehistorians wrote the histories of peoples who had left no verbal record, while Classical Archaeologists illustrated the histories of two major cultures that did. The result was that Prehistorians found their place in departments of Anthropology, while Classical Archaeologists are members of Classics or, quite often, Art History departments.

In recent decades, the great divide has been closing. Following the Linguistic Turn and under the influence of, especially, the poststructuralists, the hegemony of the written word in the Social Sciences and Humanities is no longer unquestionable. Material culture, the domain *par excellence* of Archaeology, is increasingly recognized as complementary, rather than supplementary to the written record. As a result, archaeological research into historical periods is rapidly increasing in most parts of the world (Orser 2004; Pykles 2008; Gilchrist & Reynolds 2009; Itzner & Müller 2013). Within Classical Archaeology this trend is reflected in a shift away from the study of ancient art and (monumental) architecture to research engaged with ancient social structures, ecologies and economies. Closely intertwined with all of this, of course, is the rising concern for Heritage Management, as indicated above.

Notwithstanding these important developments, at most universities the old divide is still reflected today in the division of archaeologists over two or more different departments. While this is nowhere considered to be ideal, only few universities employ enough archaeologists to warrant a separate department of Archaeology (in Canada only Simon Fraser, with 19 faculty), not to mention a fully fledged Faculty of Archaeology, as at the University of Leiden in the Netherlands (with over 60 faculty).

Archaeology at the University of Alberta consists of thirteen faculty, one associated faculty and two adjunct faculty, thus constituting a significant, and

highly regarded presence in the Faculty of Arts. Both the department of Anthropology and the department of History and Classics have successful archaeology programs at the MA and PhD level. What is lacking is any form of undergraduate program in Archaeology. At the suggestion of the Dean of Arts, we therefore decided to design a *Certificate in Archaeology* that will be offered jointly by the archaeologists in Anthropology and History and Classics. This certificate program has a number of advantages:

- It can be implemented without departmental reorganization.
- It is based entirely on courses already on offer.
- It enables students to gain a solid and documented basic training in Archaeology in conjunction with almost any main field of study.
- It increases the value of Archaeology to the students, the Faculty, and the University as a whole.

Certificate Description

The *Certificate in Archaeology* will be an interdepartmental certificate aimed at training students in the basics of Archaeology through a combination of course work and at least one field school in Canada or abroad. This certificate will be open to undergraduate students across faculties in the form of a minor in Anthropology or Classics, as well as to majors in Anthropology, Classics and History. Besides students enrolled in the Faculty of Arts, we anticipate interest from students in the Faculty of Science (Biological Sciences, Earth and Atmospheric Sciences), the Faculty of Native Studies, and in general students from any faculty who have an interest in Archaeology.

The course requirements include two required *3 introductory courses (one in Anthropology and one in Classics), a required *6 archaeological field school (either in Anthropology or Classics, or exceptionally any other pre-approved field school), and five *3 courses selected from an approved list. Completion of the certificate will give students a strong preparation for graduate school in any field of Archaeology. It will also prepare them for both government and private sector positions in Heritage Management, a rapidly growing field in Canada as well as abroad, and in general raise awareness among students of the complexities of the past. Students who enroll in one or more of the field schools abroad will also have fulfilled a substantial part of the requirements for a *Certificate in International Learning*.

Certificate Components

To ensure a solid grounding in the basics of Archaeology, the certificate will require *27 credits that include:

- Two introductory courses (ANTHR 206 and CLASS 220), required.
- At least five courses from a list of approved courses (see appendix A)
- At least one *6 field school at which students actively participate in an ongoing archaeological project (ANTHR 396 or CLASS 475/476), including as a capstone project a preliminary analytical report reflecting on the main discoveries with which the student was directly involved.

Introductory Courses

The two obligatory introductory courses will between them introduce students to all main aspects of archaeology and its subdisciplines. Students will also get a thorough overview of the history of Archaeology as a discipline, with particular

attention for the role of archaeology and archaeologists in totalitarian and imperialist ideologies (past and present). They will also study the modern principles of archaeological ethics. Drawing on these classes, we envisage in future participating in the annual “ethics bowl” of the Society of American Archaeology, at which undergraduate and graduate student teams engage in a debate-style competition addressing hypothetical cases that describe archaeological dilemmas.¹

Select Courses

Students must select five courses from an approved list of 200-, 300-, and 400-level courses. That list will be reviewed and, if needed, revised at the annual certificate review meeting of all faculty teaching certificate-eligible courses. At present the list contains nineteen ANTHR courses, eleven CLASS courses, and two EAS courses (see appendix A). Of these 32 total courses, more than twenty are taught in any given year, giving certificate students ample choice.

Students face certain restrictions in their choice of courses:

- at least *3 must be in ANTHR and at least *3 in CLASS;
 - a minimum of *9 must be at the 300 level or higher including at least *3 at the 400 level (note that these requirements cannot be met with a field school);
 - no more than *6 may be taken in osteology courses, and no more than *3 in EAS.
- If needed, these requirements can be adjusted or modified at the annual certificate instructors’ meeting.

The aim of this portion of the certificate is to allow students to specialize somewhat in an area of archaeology that most interests them, while ensuring at the same time that the breadth and depth of the program are not compromised.

Field school (See also Appendix D)

Each student must participate in one *6 field school offered by Anthropology (in Alberta) or Classics (in Italy and Greece). This will normally be the last course the students take to fulfill their certificate requirements.

In these field schools, students actively participate in all aspects of an ongoing, UofA-run archaeological field project, thus gaining hands-on, direct experience in what archaeology actually entails. This is emphatically not limited to the actual techniques of archaeological field work. Students are immersed for a number of weeks in the local community, and this inevitably raises (or at least should raise) the question whose past they are studying. A good archaeological field school should not only familiarize students with the main archaeological field techniques, but should also challenge them to engage with their role as guests in another peoples’ past.

With two renowned annual field schools in Greece and Italy, as well as regular field schools in Alberta, and occasional field schools in Russia and Japan, our programme has a capacity and tradition in on-site hands-on archaeological training that is unrivaled in Canada. Field schools are offered in Spring and Summer terms only, so that they do not conflict with the regular course loads of students. Each year we strive, usually with success, to obtain group grants of around \$750 per student to help defray the costs of a field school abroad. For an overview of the costs involved with our field schools, please see Appendix D.

In exceptional cases, students may participate in a field school offered by another university, provided this has been pre-approved by the certificate program coordinator.

Capstone project

Immediately following the field school, students must write an analytical report discussing an aspect of the project in which they were actively involved. This can be a specific find, excavated or discovered by the student, or the emergence of certain spatial features of the site or (in the case of field surveys) region, and the like. This is a unique exercise, as the student will be able to engage with a truly new discovery, about which nothing has been written previously. It is graded as the major component of the field school by the field school directors and their teaching assistants

Prerequisites

The introductory courses, which the students take first, have no prerequisites. The prerequisites of the other courses are in most cases met by the obligatory introductory courses. Some upper level courses will require students to take an intermediate course first. See also Appendix B.

Summary

As Archaeology is becoming increasingly important at both the academic level and as Heritage Management, it is incumbent upon us to strengthen the contribution of Archaeology to the BA and other Bachelor degrees. The proposed *Certificate in Archaeology* will certify that the recipient has followed a significant and cohesive set of courses in Archaeology, and is well prepared for graduate school in Archaeology or for the job-market in Heritage Resource Management and related fields, both in Canada and abroad. At the same time these courses can count towards their major or minor in Classics or Anthropology. Students who decide to do the field school component in Greece and/or Italy will also be well on their way towards fulfilling their course requirements for a certificate in International Learning. Thus the *certificate in Archaeology* greatly enhances the return on the energy invested in undergraduate courses in Archaeology at the University of Alberta.

Agnew, N. & Bridgland, G. 2006. *Of the Past, For the Future: Integrating Archaeology and Conservation*, Getty, Los Angeles.

Brodie, N. et al. (eds) 2006. *Archaeology, Cultural Heritage, and the Antiquities Trade*. Univ. Press of Florida.

Chirikure, S. & Pwiti, G. 2008. "Community Involvement in Archaeology and Cultural Heritage Management: An Assessment from Case Studies in Southern Africa and Elsewhere," *Current Anthropology* 49.3.

Diaz-Andreu, M. 2007. *A World History of Nineteenth-Century Archaeology: Nationalism, Colonialism and the Past*, Oxford University Press, Oxford.

Gilchrist, R. and Reynolds, A., eds. 2009. *Reflections: 50 Years of Medieval Archaeology, 1957-2007*. Society for Medieval Archaeology Monographs, 30. Maney, Leeds

Haggis, D. & Antonaccio, C. M. (eds) 2015. *Classical Archaeology in Context: Theory and Practice in Excavation in the Greek World*, Berlin/Boston: Walter de Gruyter.

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Section B: Rationale, Implications and Impact	
<p>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.</p>	<p>Rationale Both Anthropology and Classics are highly diversified fields of study in which undergraduates can follow many different paths towards their BA. In both fields it is possible to graduate without any courses in archaeology or with many; this is wholly up to the student.</p> <p>The <i>Certificate in Archaeology</i> enhances a general BA in Anthropology or Classics because it affords undergraduates the opportunity to follow a structured path through these wide-ranging programs, towards a specialisation in Archaeology that is balanced, substantial and, importantly, formally recognized. The certificate will mark the student as well-prepared for work in Heritage Management and related fields, for example (see letters of support), not to mention graduate school in Archaeology. The field schools offer an experiential learning component that is unsurpassed, challenging students with observations and questions that range from the fragility and rapid disappearance of the material past, to the place of the archaeologist and his or her project in the local community. More generally, it equips students to deal with greater understanding and sophistication with the complexities of the past, skills that are of value in a great many careers.</p> <p>The certificate also responds to the greater freedom the new BA gives students to chart their own course to their degree. The program can be completed as part of a major in Classics or Anthropology, without requiring students to take any additional courses, or it can be taken as a minor in either subject.</p> <p>The certificate will also significantly increase the collaboration between archaeologists of both departments and no doubt enhance the status of the field in our university.</p>
<p>Vision and Academic Plan How does the proposed program align with the strategic goals described in <i>For the Public Good</i>? How does the program further the objectives or align with the strategies in the University’s Institutional Strategic Plan?</p>	<p>Vision and Academic Plan The <i>Certificate in Archaeology</i> directly addresses all five key areas identified in the University of Alberta’s Strategic Plan for 2016-2021, <i>For the Public Good</i>:</p> <ul style="list-style-type: none"> ● Build: The Certificate will highlight and build the reputation of Archaeology at the University of Alberta and will facilitate recruitment of provincial, out-of-province and international undergraduate students interested in Archaeology. The Certificate will also build relationships between students and employers, particularly with Albertan commercial archaeology firms. ● Experience: Experience is at the core of the Certificate in Archaeology, particularly when it comes to the field schools, which teach archaeology by training students at actual archaeological sites abroad and in Alberta. ● Excel: The Certificate in Archaeology will help students to excel at Archaeology by providing a structured way to pursue qualifications in the discipline and gain recognition for their studies. As there is no major in Archaeology, this certificate will provide students continuing in Archaeology – be this for graduate work or for employment within the commercial archaeology sector – a valued qualification. ● Engage: Engagement is fundamental to archaeology as a discipline. The Certificate in Archaeology will encourage students to engage in cross-disciplinary learning and research. Students will also engage with local and global communities as they study the human past and learn how to relate the past to the present be this at home or abroad. ● Sustain: The Certificate in Archaeology will sustain the core teaching and

	<p>research mission of the University of Alberta through the advancement of student training and experience. Knowledge of the human past has much to do with our understanding of how to secure our future, including the future of our heritage resources. The Certificate will facilitate the development of stewards of the resources needed for a successful future.</p> <p>We believe that the introduction of the <i>Certificate in Archaeology</i> will significantly enhance the contribution of Archaeology to the reputation of the University of Alberta as a world class institution of teaching and research.</p> <p>The <i>Certificate of Archaeology</i> also contributes to priorities set out in the Arts Academic Strategic Plan <i>Change for Good</i>.</p> <p>- Teaching: The Faculty calls for integrated, experiential, and student-centred programs that inspire transformative learning, cultivate the life of the mind, and foster engaged citizenship. The <i>Certificate in Archaeology</i> brings together resources from three departments (Anthropology, History and Classics, and Earth and Atmospheric Sciences), provides a transformative and strongly student centered experiential learning experience (in particular through its field schools), engages the intellect with such fundamental questions as who owns the heritage of past peoples, and fosters engaged citizenship with the field’s emphasis on preserving the past from destruction.</p> <p>- Engagement with indigenous knowledges and descendant communities. Archaeologists by the very nature of their work, engage with local, national, and global communities, both past and present. Studying the history of Archaeology increases the awareness and knowledge of the detrimental colonialist past of certain Archaeologies. Studying contemporary issues of Heritage management, both in class and in the field, fosters intercultural dialogues and enhances mutual understanding and respect. With our global presence, Archaeology can also bring first-hand experience with Heritage management solutions in other parts of the world to the Canadian and Albertan discussion of Heritage issues, ranging from appropriate museum displays to best practice solutions for threatened heritage sites.</p>
<p>Resource Implications 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>Resource Implications There is no foreseeable adverse impact associated with the introduction of this <i>Certificate in Archaeology</i>. All necessary courses are already offered annually except Classics 220. Changing the occasional offering of this course to an annual one will have no impact on the overall course planning for Classics.</p> <p>Students majoring in Anthropology, Classics, or Ancient and Medieval Studies should be able to take all courses that are required for this certificate to satisfy the requirements of their program as well. Students in other programs can use up to seven of the nine courses to satisfy the program requirements for a minor in either Classics or Anthropology.² We do not anticipate that this will cause problems, but if there does prove to be an issue, we will address that at the annual meeting of program instructors.</p> <p>We have the capacity to run three field schools per year: one in Greece, one in Italy, and one (usually) in Alberta. Together, these field schools can accommodate more than 50 students. Field schools are also occasionally offered in Northeast Asia (Russia or Japan), which can accommodate an addition ~15 students. Certificate students will be eligible for early registration to ensure that</p>

	<p>they can book a spot in the field school of their choice. After that, registration will be open to any interested students.</p> <p>The certificate will be managed by the Faculty of Arts. A contributing faculty member in the department of Anthropology or the department of History and Classics will take on the role of Certificate Advisor (name will be listed on the Certificate in Archaeology website) and provide students with information and advice about the program. The Advisor also ensures the commensurability of the field schools and associated capstone projects, and s/he coordinates the announcement of early registration. Once a year, but only if needed, the advisor calls a meeting of all contributing faculty to discuss any proposed changes or adjustments to the program. The task of Certificate Advisor will count as the faculty member's service to the department and thus has no resource implications. This will be reviewed if the certificate program attracts a far larger number of students than we currently foresee.</p>
<p>Enrolment Outline the expected enrolment for the embedded credit certificate and any potential impacts on course offerings.</p>	<p>Our survey of current undergraduate students indicated that at least 50 students would likely be enrolled in the Certificate if it were currently offered. We anticipate a similar number of students to be if the Certificate is implemented. Our expectation is that the impacts on course offerings will be minimal. Multiple courses that could be used toward Certificate credit are currently offered every semester in both History and Classics and Anthropology. The courses in Earth and Atmospheric Sciences are also regularly offered. The single set of courses that are likely to experience some increase in enrolment are the field schools. The field schools currently offered through History and Classics and Anthropology commonly have open spots for students, and we view the potential increases in enrolment as a positive outcome of the implementation of the Certificate.</p>
<p>Implications of Introduction of the Credit Certificate 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>The program will have a positive impact in a number of ways. It will strengthen the reputation of the University of Alberta as an important centre of Archaeology. The program will also increase the utility of undergraduate degrees in Classics and/or Anthropology, as it will make graduates with a BA + certificate attractive candidates for positions in Heritage Management (see letters of support), both in the civil service and in the private sector. This will draw more students to those degrees, and thus enhance enrolment in other CLASS and ANTH courses as well. It may well also draw some students from other universities, such as MacEwan. There are no foreseeable negative effects.</p>
<p>Consultation 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>The program structure is not complicated, and the number of expected students taking the program is not especially large. We will not require any new courses, services, library acquisitions and the like. We will take care of most consultation needs "in house" through a program advisor who will do this work as part of her/his service to the department. The Faculty of Arts Undergraduate Student Services will need to confirm that the student has taken the courses as required, but given the straightforward structure of the program, the amount of work required is negligible. All program courses are open to all students, and all have sufficient capacity to grow, so there is no need to formally register the students in the program, although the program advisor will recommend that students wishing to obtain the certificate register with her/him.</p>

Appendices	
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.	
Appendix B – other Include any additional information in support of the proposal including the Library Impact Statement and letters of support.	



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

Please contact your subject librarian to solicit feedback on your program proposal and request a Library Impact Statement.

Library Contact:

Name: Céline Gareau-Brennan & Katie Cuyler	Date: October 30 th 2018
Library Unit: Humanities and Social Science/ Law	Email: celine.gareau-brennan@ualberta.ca katie.cuyler@ualberta.ca

Program Proposal Contact:

Name: Dr. Steven Hijmans; Dr. Rob Losey; Dr. Candace Rice	Dept./School: Classics & Anthropology
Faculty: Faculty of Arts	Email: shijmans@ualberta.ca ; rlosey@ualberta.ca ; cmrice@ualberta.ca

Proposed Program Changes:

The Certificate in Archaeology will be an interdepartmental certificate aimed at training students in the basics of Archaeology through a combination of course work and at least one field school in Canada or abroad. The course requirements include two obligatory introductory courses (one in Anthropology and one in Classics), an obligatory six-credit archaeological field school (either in Anthropology or Classics, or exceptionally any other pre-approved field school), and five courses selected from an approved list. Completion of the certificate will give students a strong preparation for graduate school in any field of Archaeology. It will also prepare them for both government and private sector positions in Heritage Management, a rapidly growing field in Canada as well as abroad, and in general raise awareness among students of the complexities of the past. Students who enroll in one or more of the field schools abroad will also have fulfilled a substantial part of the requirements for a Certificate in International Learning.

Library Service or Resource	Description of Library Impact
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)	Instruction related to Classics and Anthropology courses will be useful for undergraduate students undertaking the certificate. Information literacy instruction may include tours of the physical and virtual library, advanced information search/retrieval, and citation management. Course or assignment specific instruction may also be useful. These specific examples of instruction can be included as an objective of required courses, such as ANTHR 206 and CLASS 220, so that all program participants benefit from information literacy instruction. In addition an Archaeology library subject guide will be created for the certificate program by the Anthropology and Classics liaison librarians. It would be useful to discuss these instructional opportunities with the appropriate subject librarians (Classics and Anthropology primarily).

	<p>The Libraries offer a range of drop in research workshops https://ualberta.libcal.com/calendar/workshops throughout the academic year to assist students with their research needs. In addition, online instructional guides https://guides.library.ualberta.ca/?b=p and tutorials https://www.library.ualberta.ca/tutorials/ are accessible via the Libraries' web site to support the research process.</p>
<p>Reference assistance (e.g., ongoing one-on-one help)</p>	<p>The Classics and Anthropology Liaison Librarians and librarians in related programs, such as Native Studies, History, Biological Sciences, Earth and Atmospheric Sciences are available for one-on-one consultations for specialized assistance.</p> <p>General reference assistance is available at all University of Alberta Libraries Service Desks https://www.library.ualberta.ca/ask-us/service-desks. Ask us services https://www.library.ualberta.ca/ask-us are also available via chat, email and phone.</p>
<p>Collections – reserves, print, electronic [note any impacts on simultaneous users, licensing considerations etc.]</p>	<p>As the proposed program makes use of regularly offered courses, students and faculty will continue to use library resources already provided within the collection. A wide range of resources are available to support academic and professional programs.</p> <p>The Libraries' current subscriptions and book ordering plans should adequately support the majority of this program. Any items that are not available and/or accessible through the Libraries or can be purchased, can be requested through Interlibrary Loan https://www.library.ualberta.ca/services/interlibrary-loan.</p> <p>Databases and collections that provide discovery and access to primary sources, secondary literature, and reference works for undergrads with particular relevance to this program include but are not limited to:</p> <ul style="list-style-type: none"> ● eHRAF Archaeology ● L'Annee philologique ● Projekt Dyabola ● Brill's New Pauly ● Gnomon Bibliographic Database ● Arachne: central object-database of the German Archaeological Institute (DAI) ● ARTstor <p>Professors may also submit course reading list and reserve requests https://web.library.ualberta.ca/readinglist/ online. The Libraries will respond within 5 business days with persistent links to online resources on your reading list. Print items will be referred to our Reserve staff and processed within 10 days.</p>
<p>Collaboration with other UAL library units, if interdisciplinary program (consult with the other UAL units affected and include their comments with yours)</p>	<p>This certificate will be open to undergraduate students across faculties in the form of a minor in Anthropology or Classics, as well as to majors in Anthropology, Classics and History. Besides students enrolled in the Faculty of Arts, we anticipate interest from students in the Faculty of Science (Biological Sciences, Earth and Atmospheric Sciences), the Faculty of Native Studies, and in general students from any faculty who have an interest in Archaeology.</p> <p>Given this audience the majority of the impact would be on the Classics and Anthropology liaison librarian at the Rutherford Humanities & Social Sciences Library. However, given this program's potential appeal to students in the Faculty of Science (Biological Sciences, Earth and Atmospheric Sciences), the Faculty of Native Studies, Anne Carr-Wiggin, the Indigenous Initiatives librarians, as well as Christina Hwang, the sciences liaison librarian have been informed of the proposal and are prepared to support the program as needed. These librarians also provide information literacy instruction to their departments.</p>
	<p>Physical facilities are in place to support student research needs. There are bookable group study spaces https://www.library.ualberta.ca/about-us/policies/study-and-work-</p>

Physical facilities (e.g., sufficient room for group work; in-library work, etc.)	<u>space</u> , as well as collaborative and individual study spaces in all library locations across UA campuses.
Other (specify)	

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

Unit Head Signature:

Christine Pz

Date: Jan 3, 2019

Associate University Librarian Signature:

Diana My

Date: Jan. 3 | 19

CALENDAR CHANGE REQUEST FORM

Department: Anthropology & History and Classics

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

Highlight type of change request below:

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

CURRENT	PROPOSED
	<p>The Certificate in Archaeology is designed to develop students' research skills in archaeology through a combination of course work and hands-on experience. This is a multidisciplinary certificate offered jointly through the Department of Anthropology and the Department of History and Classics. This certificate is open to any undergraduate student at the University of Alberta. The certificate will indicate to employers and graduate schools that the students have taken a select range of courses that have given them a thorough grounding in the basic principles and practices of archaeology.</p> <p>To be awarded the certificate students must apply through Undergraduate Student Services in the Faculty of Arts by the application deadline for convocation (see Academic Schedule) and have approval from either the Department of Anthropology or the Department of History and Classics. Students are encouraged to apply by the beginning of their third year. Preference will be given to certificate students in the selection process for field schools.</p> <p>Students may pursue the Certificate in Archaeology by fulfilling existing requirements for majors, minors or honors in their respective disciplines and by completing ★27 in Archaeology coursework as follows:</p> <p>ANTHR 206 - Introduction to Archaeology CLASS 220 - Introduction to the Methodology, Theory and Practice of Classical Archaeology</p> <p>★6 from:</p> <p>ANTHR 396 - Archaeological Field Training CLASS 475 - Techniques of Classical Field Archaeology CLASS 476 - Advanced Field Techniques in Classical Archaeology</p> <p>Note: Certain field school courses offered outside of the University of Alberta may be accepted if approved in advance by the undergraduate advisor for the certificate.</p> <p>★15 from approved Archaeology courses (link to course listings webpage) including:</p> <p>ANTHR 219 – World Prehistory ANTHR 256 – Alberta Archaeology CLASS 254 – Introduction to Greek Archaeology CLASS 255 – Introduction to Roman Archaeology EAS 221 – Introduction to Geographical Information Systems and Remote Sensing EAS 222 – Stratigraphy and Sedimentation</p>

	<p>With a minimum of:</p> <p>a. ★3 in 300-level ANTHR from: ANTHR 303 – History of Anthropological Archaeology ANTHR 311 – North American Prehistory ANTHR 312 – Lower Palaeolithic Prehistory ANTHR 313 – Middle and Upper Palaeolithic Prehistory ANTHR 390 – Human Osteology</p> <p>b. ★3 in 300-level CLASS from: CLASS 354 – Topics in Greek Civilization CLASS 355 – Topics in Roman Civilization CLASS 356 – Topics in Ancient Art CLASS 399 – Topics in the Ancient World</p> <p>c. ★3 at the 400- level from: ANTHR 407 – Paleopathology ANTHR 443 – Juvenile Osteology ANTHR 464 – Chemical Analysis of Bone ANTHR 468 – Fundamentals of Archaeological Mapping ANTHR 469 – Dental Anthropology ANTHR 476 – Paleodietary Reconstruction ANTHR 477 – Northwest Coast Archaeology ANTHR 480 – Zooarchaeology ANTHR 484 – Topics in Archaeology ANTHR 486 – Seminar in Archaeology ANTHR 490 – Human Osteoarchaeology CLASS 400 – Topics in Culture and Society of the Ancient World CLASS 473 – Topics in Classical Archaeology CLASS 478 – Topics in Roman Art CLASS 480 – Topics in the Archaeology of the Roman Provinces CLASS 499 – Individual Study of Historical and Archaeological Problems</p> <p>Note:</p> <p>1. Maximum ★6 may be applied in Osteology courses (ANTHR 390, ANTHR 407, ANTHR 443, ANTHR 464, ANTHR 469, ANTHR 476, ANTHR 490)</p> <p>2. Topics courses will only be applied to this certificate if the topic is Archaeological.</p> <p>For further information about this certificate program, students should consult with an Undergraduate Advisor in the Department of Anthropology or History and Classics.</p>
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Rationale for change: (Not required for course deletion or editorial changes)
(Include documentation that other departments or Faculties offering similar courses support this proposal. In the case of substantial program changes you must also include evidence of consultation with students.)

The *Certificate in Archaeology* offers undergraduates the opportunity to follow a structured program in archaeology. It will indicate to employers and graduate schools that within their broad Anthropology, Classics, Geology, History, Paleontology or other Bachelors degree, the students have taken a coherent set of courses in archaeology, marking them as well-prepared for a career or graduate school in Heritage Management, Archaeology, Museum Studies, or related fields. The field schools offer an experiential learning component that is unsurpassed, challenging students with observations and questions that range from the fragility and rapid disappearance of the material past, to the place of the archaeologist and his or her project in the local community. More generally, it equips students to deal with greater understanding and sophistication with the complexities of the past, skills that are of value in a great many careers.

Courses which engage with indigenous knowledge and descendant communities in the Canadian context for all or the majority of the course content include ANTHR 256, ANTHR 311, ANTHR 477, and ANTHR 484.

Students are encouraged to register for the certificate no later than September 30 of their third year, or at completion of ★60 if studying part-time. No more than half of the course requirements for this certificate may overlap with the requirements of another certificate.

All names, signatures and dates are required:

Department Contact Name:	Department Chair or Designate Name:	Date approved by Dept Council:
Email:	Signature:	Date submitted:

Email a signed PDF and an editable word version to artscalendar@ualberta.ca

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

Email artscalendar@ualberta.ca with any questions or concerns

Appendix A Curriculum and Program Structure

Appendix A provides details for the certificate requirements and courses that will be included as part of the certificate. Table A1 provides an overview of the courses in relation to the broader requirements that they fulfill. Table A2 highlights how different components of the Certificate overlap with major requirements across departments. Table A3 includes courses descriptions and prerequisite lists for each applicable course.

Table A1 Certificate Requirements and Courses

A. Courses you must complete (12 credit hours):

1. ANTHR 206: Intro to Archaeology
2. CLASS 220: Methodology, Theory and Practice of Classical Archaeology
3. ANTHR 396 or CLASS 475/476—archaeological field school***

Plus:

B. At least 15 additional credit hours at the 200 level or higher:

1. At least 9 credit hours at the 300 level or higher, and at least 3 credit hours must be at the 400 level (not including field school)
2. At least 3 credit hours at the 300 or level or higher must be from Anthropology, and at least 3 credit hours must be from Classics
3. No more that 6 credit hours in osteology courses

Accepted courses at the 200 level and higher:

200 level courses:	ANTHR 219 World prehistory ANTHR 256 Alberta Archaeology CLASS 254 Intro to Greek Archaeology CLASS 255 Intro to Roman Archaeology EAS 221 Introduction to Geographical Information Systems and Remote Sensing EAS 222 Stratigraphy and Sedimentation
300 level courses:	ANTHR 303 History of Anthropological Arch. ANTHR 311 North American Prehistory ANTHR 312 Lower Palaeolithic Prehistory

	<p>ANTHR 313 Middle, Upper Palaeolithic Prehistory</p> <p>ANTHR 390 Human Osteology**</p> <p>CLASS 354 Topics in Greek Civilization*</p> <p>CLASS 355 Topics in Roman Civilization*</p> <p>CLASS 356 Topics in Ancient Art</p> <p>CLASS 399 Topics in the Ancient World*</p>
<p>400 level courses:</p>	<p>ANTHR 407 Paleopathology**</p> <p>ANTHR 443 Juvenile Osteology**</p> <p>ANTHR 464 Chemical Analysis of Bone</p> <p>ANTHR 468 Fundamentals of Arch. Mapping</p> <p>ANTHR 469 Dental Anthropology</p> <p>ANTHR 476 Paleodietary Reconstruction**</p> <p>ANTHR 477 Northwest Coast Archaeology</p> <p>ANTHR 480 Zooarchaeology</p> <p>ANTHR 484 Topics in Archaeology</p> <p>ANTHR 486 Seminar in Archaeology</p> <p>ANTHR 490 Human Osteoarchaeology**</p> <p>CLASS 400 Topics in Culture and Society of the Ancient World*</p> <p>CLASS 473 Topics in Classical Archaeology</p> <p>CLASS 478 Topics in Roman Art</p> <p>CLASS 480 Topics in the Archaeology of the Roman Provinces.</p> <p>CLASS 499 Individual Study of Historical and Archaeological Problems*</p>
<p>Important notes:</p> <p>* Only if the topic is archaeological</p> <p>**Designated osteology courses</p> <p>***Non-University of Alberta field schools are acceptable with pre-approval by the specialization advisor</p>	

Table A2 Overlap between Proposed Certificate Requirements and Current Course Requirements for BA in Anthropology or Classics

Program	Proposed Certificate Requirements			
	Required	200 Level	300 Level	400 Level
Anthropology	ANTHR 206	<i>ANTHR 219</i>	ANTHR 303*	<i>ANTHR 407</i>
	<i>ANTHR 396</i>	<i>ANTHR 256</i>	<i>ANTHR 303</i>	<i>ANTHR 443</i>
			<i>ANTHR 311</i>	<i>ANTHR 464</i>
			<i>ANTHR 312</i>	<i>ANTHR 468</i>
			<i>ANTHR 313</i>	<i>ANTHR 469</i>
			<i>ANTHR 390</i>	<i>ANTHR 476</i>
				<i>ANTHR 477</i>
				<i>ANTHR 480</i>
				<i>ANTHR 484</i>
				<i>ANTHR 486</i>
			<i>ANTHR 490</i>	
Classical Studies	<i>CLASS 220</i>	<i>CLASS 254</i>	<i>CLASS 354</i>	<i>CLASS 400</i>
	<i>CLASS 475/476</i>	<i>CLASS 255</i>	<i>CLASS 355</i>	<i>CLASS 473</i>
			<i>CLASS 356</i>	<i>CLASS 478</i>
			<i>CLASS 399</i>	<i>CLASS 480</i>
				<i>CLASS 499</i>

This table shows the extent to which students majoring in Anthropology or Classics already fulfill the suggested requirements for the Certificate in Archaeology. Bolded courses are specifically required to earn a B.A. in the program. Italicized courses fulfill a requirement in the program but are not specifically required. The entries in the table do not account for the frequency with which courses are offered.

Table A3 Course Descriptions and Prerequisites

Course	Course Descriptions	Prerequisites and Notes
ANTHR 206	Introduction to the nature, purposes, theory and methods of anthropological archaeology. Emphasis on principles of reconstruction of past societies from archaeological evidence and the explanation of cultural evolution.	
ANTHR 219 World prehistory	A survey of the archaeological evidence for human cultural evolution.	
CLASS 220: Methodology, Theory and Practice of Classical Archaeology	Methodology, Theory and Practice of Classical Archaeology.	
CLASS 254 Intro to Greek Archaeology	Survey of the art, artifacts, and monuments of the Ancient Greek World.	
CLASS 255 Intro to Roman Archaeology	Survey of the art, artifacts, and monuments of the Ancient Roman World.	
EAS 221 Introduction to Geographical Information Systems and Remote Sensing	Background to the principles of Geographic Information Systems and Remote Sensing. Lectures emphasize the theoretical and methodological underpinnings, labs impart the technical aspects through hands-on experience with appropriate software.	Prerequisite: Any 100-level Science course. [Faculty of Science]
EAS 222 Stratigraphy and Sedimentation	Origin of sedimentary materials; sedimentary processes; sedimentary structures, textures, and flow regimes; properties and classification of clastic and non-clastic rocks; sedimentary environments and facies in non-marine,	Prerequisite: One of EAS 101, 103, 105 or 210. [Faculty of Science]

	coastal and marine settings; principles of stratigraphy, stratigraphic nomenclature and the stratigraphic column.	
ANTHR 303 History of Anthropological Arch.	A survey of the development of theory and method in anthropological archaeology.	ANTHR 206 or consent of Department. Offered in alternate years. Note: Not open to students with credit in ANTHR 481.
ANTHR 312 Lower Palaeolithic Prehistory	Development of prehistoric culture in Europe, Africa and Asia during the Lower Palaeolithic.	Prerequisite: ANTHR 206 or consent of Department. Offered in alternate years.
ANTHR 313 Middle, Upper Palaeolithic Prehistory	Development of prehistoric culture in Europe, Africa, and Asia during the Middle and Upper Paleolithic.	Prerequisite: ANTHR 206 or consent of Department. Offered in alternate years.
ANTHR 390 Human Osteology**	Lecture and laboratory study of human skeletal biology, emphasizing the identification of bones and an understanding of human functional anatomy.	Prerequisite: Anthr 209 or consent of the Department.
ANTHR 396 Archaeological Field Training	Instruction in all practical aspects of archaeological field techniques, including excavation, survey, recording, photography, and conservation. This course can be applied to the Canadian content requirement when held at a Canadian site.	Prerequisites: ANTHR 206 or equivalent, and consent of Department. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.
CLASS 354 Topics in Greek Civilization*	Examination of one aspect of the Classical Greek World. (Emphasis in any one year may be archaeological, historical, or literary).	Prerequisites: CLASS 254 or 280.
CLASS 355 Topics in Roman Civilization*	Examination of one aspect of the Classical Roman World. (Emphasis in any one year may be	Prerequisites: CLASS 255, 282 or 283.

	archaeological, historical or literary).	
CLASS 356 Topics in Ancient Art	Examination of one aspect of art in the Greco-Roman world.	Prerequisites: CLASS 254 or 255.
CLASS 399 Topics in the Ancient World*	Taught as a special topics course.	
ANTHR 407 Paleopathology**	A detailed survey of disease processes in antiquity as expressed in skeletal and preserved tissues.	ANTHR 390 or consent of Department. Offered in alternate years.
ANTHR 443 Juvenile Osteology**	Study of the juvenile skeleton, treating development and identification of juvenile skeletal elements. Other topics include the theory and practice of determining juvenile age at death and the study of juvenile health and childrearing practices in past populations using skeletal remains.	Prerequisite: ANTHR 390, or consent of Department. Offered in alternate years.
ANTHR 464 Chemical Analysis of Bone	Survey of current research on the stable isotope and aDNA analysis of archaeological human and faunal remains.	Prerequisite: ANTHR 390, or consent of Department. Offered in alternate years.
ANTHR 468 Fundamentals of Arch. Mapping	Archaeological mapping and spatial analysis, including non-digital and digital forms. Students will learn the theoretical foundations of mapping as well as learn how to use mapping technology and software.	Prerequisite: ANTHR 206 or consent of Department. Offered in alternate years.
ANTHR 469 Dental Anthropology	Exploration of methodological and theoretical issues in dental anthropology through study of human teeth from archaeological contexts.	Prerequisite: ANTHR390 or consent of Department. Offered in alternate years.

ANTHR 476 Paleodietary Reconstruction**	Survey of methods used to reconstruct past human diets, with an emphasis on those that involve the study of human remains.	Prerequisite: ANTHR 206 or 209 or consent of Department. Offered in alternate years.
ANTHR 477 Northwest Coast Archaeology	The examination of the long-term human occupation of the coastal areas from southeast Alaska to northern California.	Prerequisite: ANTHR 206 or consent of Department. Offered in alternate years.
ANTHR 480 Zooarchaeology	Exploration of methodological and theoretical issues in zooarchaeology through the study of animal remains from archaeological contexts.	Prerequisite: ANTHR 206 or consent of Department. Offered in alternate years.
ANTHR 484 Topics in Archaeology	Consult the Department for the specific topics offered and any recommended courses to be completed prior to registering.	
ANTHR 486 Seminar in Archaeology	Consult the Department for the specific topics offered and any recommended courses to be completed prior to registering.	
ANTHR 490 Human Osteoarchaeology**	The analysis and interpretation of data obtained from human skeletal and dental remains from archaeological sites.	Prerequisite: ANTHR 390 or consent of Department. Offered in alternate years.
CLASS 400 Topics in Culture and Society of the Ancient World*	Taught as a special topics course.	Prerequisite: Any course at or above the 200-level in CLASS, GREEK or LATIN, or consent of Department.
CLASS 473 Topics in Classical Archaeology	Taught as a special topics course.	Prerequisite: Any CLASS course at the 200 level or above or consent of Department. May be repeated for credit when course content differs.

CLASS 475	The techniques of survey, excavation and recording in Classical Archaeology	Note: Offered only for fieldwork in the archaeology of the Greek and Roman world and restricted to those participating in a fieldwork program sponsored by the Department. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.
CLASS 476	Advanced field application of Classical Archaeological Theory.	Prerequisites: CLASS 475 or equivalent. Note: Offered only for fieldwork in the archaeology of the Greek and Roman world and restricted to those participating in a fieldwork program sponsored by the Department. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.
CLASS 478 Topics in Roman Art	In-depth study of aspects of Roman art.	Prerequisite: Any CLASS course at the 200 level or above or consent of Department. May be repeated for credit when course content differs.
CLASS 480 Topics in the Archaeology of the Roman Provinces.	Taught as a special topics course.	Prerequisite: CLASS 282, 283 or 355 or consent of Department.

CLASS 499 Individual Study of Historical and Archaeological Problems*	Taught as a special topics course.	Prerequisite: consent of Department.
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Appendix B Pathways through the Proposed Certificate in Archaeology

We anticipate that students interested in the Archaeology Certificate will become aware of it during the second or third year of study, if not earlier. They will most likely be majoring in Classics or Anthropology. Some students from other social, biological, or earth sciences might also enter the program, particularly if they are obtaining minors in one of these two Arts departments. Below we illustrate pathways for students majoring in Classics and Anthropology, and separate pathways for those minoring in Classical Studies or Anthropology.

Classics Majors

Classics majors are required to take a minimum of 30 and no more than 48 credits in CLASS courses at the 200 or higher level. At least 18 of these hours must be at the 300 level or above, including at least 6 credit hours at the 400 level.

Certificate Requirement	Possible Courses	Required for Major?	Prerequisites?
CLASS 220	CLASS 220	No	None
ANTHR 206	ANTHR 206	No	None
6 field school credit hours	ANTHR 396, CLASS 475/476; others, with pre-approval	No	ANTHR 206 for ANTHR 396; Prerequisites for CLASS 475 / 476 always waived; calendar change pending.
At least 15 credits at 200-level or higher	EAS 221, 222; ANTHR 219, 256; CLASS 254, 255; ANTHR 303, 311, 312, 313, 390; CLASS 354, 355, 356, 399; ANTHR 407, 443, 468, 469, 476, 477, 480, 484, 486, 490,	No	Any 100 level science course for EAS 221; EAS 101, 103, 105, or 210 for EAS 222; ANTHR 206 for ANTHR 303, 311, 312, 313, 468, 476, 477, 480, 491; ANTHR 209 for ANTHR 390; ANTHR 390 for

	491; CLASS 400, 473, 478, 480, 499		ANTHR 407, 443, 469, 490 CLASS 254 or 255 for CLASS 356; Any 200-level CLASS for CLASS 400, 473, 478; CLASS 282, 283, or 355 for CLASS 480; Dept. consent for CLASS 499
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Anthropology Majors

Anthropology majors are already required to take ANTHR 206, and 30-48 credits in Anthropology at the 200 level or higher, including at least one history of theory and methods course (all 300 level), and six credits at the 400 level.

Certificate Requirement	Possible Courses	Required for Major?	Prerequisites?
ANTHR 206	ANTHR 206	Yes	None
CLASS 220	CLASS 220	No	None
6 field school credit hours	ANTHR 396, CLASS 475/476; others, with pre-approval	No	ANTHR 206 for ANTHR 396; must be Classics major for 475; CLASS 475 required for 476
At least 15 credits at 200-level or higher	EAS 221, 222; ANTHR 219, 256; CLASS 254, 255; ANTHR 303, 311, 312, 313, 390; CLASS 354,	No	Any 100 level science course for EAS 221; EAS 101, 103, 105, or 210 for EAS 222; ANTHR 206 for ANTHR 303,

	355, 356, 399; ANTHR 407, 443, 468, 469, 476, 477, 480, 484, 486, 490, 491; CLASS 400, 473, 478, 480, 499		311, 312, 313, 468, 476, 477, 480, 491; ANTHR 209 for ANTHR 390; ANTHR 390 for ANTHR 407, 443, 469, 490; CLASS 254 or 255 for CLASS 356; Any 200-level CLASS for CLASS 400, 473, 478; CLASS 282, 283, or 355 for CLASS 480; Dept. consent for CLASS 499
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Classical Studies Minors

Obtaining a minor in Classical Studies requires at least 12 credits in CLASS courses, with at least 6 at the 300 or 400 level.

Certificate Requirement	Possible Courses	Required for Minor?	Prerequisites?
CLASS 220	CLASS 220	No	None
ANTHR 206	ANTHR 206	No	None
6 field school credit hours	ANTHR 396, CLASS 475/476; others, with pre-approval	No	ANTHR 206 for ANTHR 396; must be Classics major for 475; CLASS 475 required for 476
At least 15 credits at 200-level or higher	EAS 221, 222; ANTHR 219, 256; CLASS	No	Any 100 level science course for EAS 221; EAS 101, 103,

	254, 255; ANTHR 303, 311, 312, 313, 390; CLASS 354, 355, 356, 399; ANTHR 407, 443, 468, 469, 476, 477, 480, 484, 486, 490, 491; CLASS 400, 473, 478, 480, 499		105, or 210 for EAS 222; ANTHR 206 for ANTHR 303, 311, 312, 313, 468, 476, 477, 480, 491; ANTHR 209 for ANTHR 390; ANTHR 390 for ANTHR 407, 443, 469, 490; CLASS 254 or 255 for CLASS 356; Any 200-level CLASS for CLASS 400, 473, 478; CLASS 282, 283, or 355 for CLASS 480; Dept. consent for CLASS 499
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Anthropology Minors

Minors in Anthropology are required to complete at least 12 credits at the 200 level or higher within Anthropology. These must include at least two courses among ANTHR 206, 207, 208, and 209, and at least six credits at the 300 level or higher.

Certificate Requirement	Possible Courses	Required for Minor?	Prerequisites?
ANTHR 206	ANTHR 206	Yes	None
CLASS 220	CLASS 220	No	None
6 field school credit hours	ANTHR 396, CLASS 475/476;	No	ANTHR 206 for ANTHR 396; must be Classics major

	others, with pre-approval		for 475; CLASS 475 required for 476
At least 15 credits at 200-level or higher	EAS 221, 222; ANTHR 219, 256; CLASS 254, 255; ANTHR 303, 311, 312, 313, 390; Class 354, 355, 356, 399; ANTHR 407, 443, 468, 469, 476, 477, 480, 484, 486, 490, 491; CLASS 400, 473, 478, 480, 499	No	Any 100 level science course for EAS 221; EAS 101, 103, 105, or 210 for EAS 222; ANTHR 206 for ANTHR 303, 311, 312, 313, 468, 476, 477, 480, 491; ANTHR 209 for ANTHR 390; ANTHR 390 for ANTHR 407, 443, 469, 490; CLASS 254 or 255 for CLASS 356; Any 200-level CLASS for CLASS 400, 473, 478; CLASS 282, 283, or 355 for CLASS 480; Dept. consent for CLASS 499

Appendix C Demand Analysis

Student Survey Regarding the Proposed Certificate in Archaeology

To assess student interest in the Certificate, we surveyed students in Classics and Anthropology courses ranging from the 200 through 400 level. The 200-level courses in particular typically have large numbers of non-majors, while the 300 and 400-level courses regularly have only major or minors from the respective departments. The survey was administered from September 24th through October 5th of 2018, with 82 students responding. The results of the survey consistently indicate strong interest in the certificate.

Figure C1. Survey Question 1—How interested are you in the proposed Certificate of Archaeology?

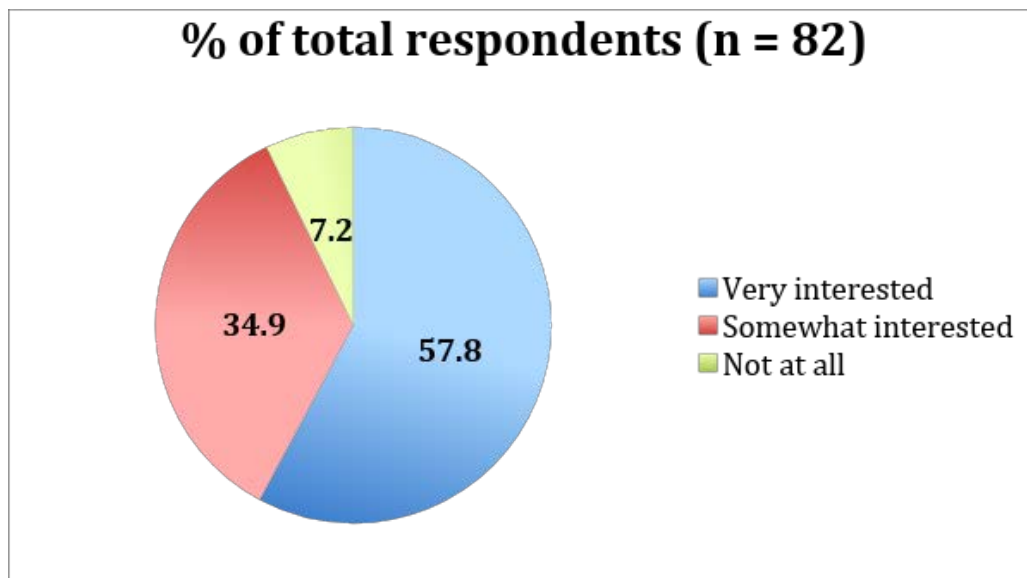


Figure C1 shows that 57.8% of the 82 students said they were very interested in the certificate, while another 34.9% responded as somewhat interested. This indicates a high rate of overall interest in the certificate among the respondents. The reasons for this high level of interest can be seen in the responses to question 2.

Specific responses to **question #2**, *which aspects of the certificate program would you find most and least appealing*, are detailed below. Note that only two of the 82 respondents expressed concern about the cost of attending field school. While field school is required for certificate, note that there is no requirement that this training occur outside of Canada (or Alberta). Note also that non-UA field schools are acceptable with prior approval, which potentially provides students with some lower-cost alternatives.

Those that reported as being “very interested” in question 1 said the following in regard to question 2 (all responses are included).

- The ability to have a specialization is fantastic at the undergraduate level.
- It shows a dedication to archaeology and classics as a whole and initiates practical experience through mandatory field experience!
- The program itself! However the least appealing would be the field school. Its way too expensive for a lot of students realistically. Loans if you can get them only cover the tuition for the course, on top of that you gotta pay for plane tickets and a whole lot of other stuff that a lot of students do not have the means to afford. Which is unfair because realistically we are not all living at home or not all working or have good terms with family.
- The interaction between the classics and anthropology is the most interesting. However the earth sciences don't appeal to me despite their importance.
- The field school looks most useful. I find the large focus on classics unappealing because I would personally choose a different time period and culture to study if I could.
- I am an anthropology major and a classics minor so being able to combine the two would be very valuable to me.
- As an anthropology major, I find the archaeology and human osteology courses the most appealing, but the classics courses do not seem as interesting to me.
- Being able to complete this certificate while finishing my degree is the most valuable, the least appealing would be 'no more than 6 credits in osteology', because I already have more than 6 credits in osteology classes, does that mean I can't get this certificate?
- Interesting - that this certificate is given in addition with a degree. Also gives them the opportunity to actively engage in fieldwork and gain some valuable hands on experience. Least appealing - Some Anthropology majors are more specialized in biological Anthro and have taken more than 6 credits of osteology courses. Does this automatically disqualify them as potential candidates for this program? Also what if one has not taken any introductory level classics courses but have taken ANTH 206. Would that be the equivalent of a prerequisite for CLASS 220?
- The ability to practice field work is the most valuable, and the least would be the classics aspect
- Appearance on the transcript would be the most valuable
- Most interested in higher exposure and hands on aspect of the certificate to learn more about archaeology. I have no worries or complaints.
- I'm kinda only in anthropology right now because a program like this doesn't exist yet. I would be super stoked for this to be implemented at the U of A
- it will help you receive a solid background in archaeology
- Solid background in archaeology; None.
- I really enjoy the integration of the Anthropology and Classics department, which easily uses courses I have completed. I do find it difficult to find availability for Class 220 however, as I noticed I was unable to find it for this academic year- as long as this is readily available then I love it.

- Receiving a certificate in my area of focus that could potentially help me to apply for graduate studies
- The ability for in-depth specialization.
- The most interesting aspect is the ability to experience and specialize in various fields archaeology. The least appealing aspect is the possibility to only receive this certificate in one year, it should definitely be over the course of the undergraduate degree.
- The fact that it helps me cover what I would need for a solid archaeology background and I can show my future employers that I do have experience
- I feel that this having this certificate would help me obtain employment when I complete my degree.
- Most interesting is the outline of what is needed
- The specialization in Archaeology courses. The limitation (which is very minimal) of classes.
- I do not think it is necessary to have both archaeology AND classical requirements -- not all archaeology is focused in the classical world and so it would not apply to all. It may be better as an either/or option. I find the inclusion of EAS courses helpful, and not something I have thought of before.
- Sets you up for graduate studies
- I believe this to be a very valuable thing for future career prospects or grad school. I think it would be super beneficial to reflect a focus in archaeology for undergraduate degrees.
- I think it is great to offer this certificate to students in Classics/History because it can give them a chance to expand their horizons and figure out what they want to do with their degree once they are done. I think all the courses listed could be very valuable and allow students to test out what they would like to study in archeology. The only thing I find least appealing is the fact that I will not be able to take this certificate as I am in my final year. But I think it is a cool idea and is very beneficial to those who take the courses.
- Learning about history, Deciding which to specialize in
- Having a solid background in archaeology
- I find the balancing of Osteological, Geological, Archaeological, and Classical studies quite a valuable aspect of this proposed certificate. As for the least appealing aspect(s), I find that Classical and Classical studies are under-represented, as after all, a greater understanding of the periods, peoples, finds, and artefacts (including their contexts) is very necessary should an accurate, objective, and unbiased view be formed whilst undertaking archaeological endeavours and studies. I also believe that some focus in languages, especially as pertains to the periods and regions studied is necessary in order to create an informed archaeologist (e.g. archaeologists in Roman territories would be ill-equipped to study anything Roman without some knowledge of Latin).
- Getting a certificate for classes and programs i have taken and am planning on taking anyways
- This program looks amazing since I am already focusing my studies on archaeology and I have already met several of the program requirements. I can't

see any disadvantages to this program since it will not be taking away from my degree in any way. It would be an incredible certificate to graduate with especially since I plan to move forward with an MA after graduation.

- Gaining archaeological knowledge from the many disciplines that it involves; its application in the anthropological, classical and historical fields of study
- Topics in Roman Civilization, least- Intro to GIS
- The most interesting would be widening the range of prospective careers I can choose from. The least appealing is that archaeology can be very dry...
- Most: getting a certification
- Being able to specialize in specific branches of archaeology, Figuring out which branch to specialize into
- The field school requirement
- Being able to get official credentials in archaeology. The potential cost of field school makes me nervous.
- Classical archaeology
- The classics portion, I do not find anything not appealing.
- I am interested in the field and I think this is an excellent way to get into it
- an additional certificate would make me more marketable in the work place
- I find the field school work most valuable. I find the 3 courses you must complete least appealing; it should be a choice of two courses out of the three (maybe one has to be anthro and one has to be classics?) I am in my last year of a double major in Anthro/Classics and I've done two archaeological field schools, but I would still not qualify for this or be able to finish it by the time I graduate in April, mainly due to Class 220 requirement.
- the most appealing is the split between anthropology classes and classics, and how they would both serve to educate in archaeology. The least appealing would be if there was too much overlap in content in some of these courses.
- Actual focus on archaeology
- Being given the opportunity to receive a certificate in archaeology is the most interesting aspect of all. I don't think I find any part of this structure to be unappealing.

Those that reported as "somewhat interested" in question 1 said the following in regard to question 2.

- The prospect of solidifying knowledge while achieving a certificate that can enhance my future.
- Most appealing world Prehistory/ less appealing GIS
- Most: That it is a certificate that I can get in addition to a degree w/o putting in so much extra hours and unnecessary requisite courses. Also that there are only a few mandatory courses, allowing you to specialize and choose what you want to take
- Forensic anthropology, identifying people through their bones and ancestors
- It is appealing that it can be completed at the same time as an undergrad degree
- I appreciate having a single, cohesive "program" for archaeology to sort through between the 2 departments. While I understand the importance of field school, it

does preclude students who can't afford or otherwise manage field school from earning this certificate.

- Appears to be valuable for archaeological work and applicability of the Anthropology degree, least appealing is the amount of courses I need to fill this certificate.
- I find the solid background in archaeology very beneficial, and can't see anything displeasing.
- The fact that you take a couple of interconnected courses towards a certificate sounds cool
- value after graduating, not many classics classes
- I find that the program itself would be very interesting. Learning about our past and how society functioned has always been very appealing to me. However, for me the required classes would take course time away from my required classes for the current degree I am trying to obtain.
- Most appealing: learning about past civilizations. Least appealing: all the reading
- The most appealing would be having a certificate of archaeology to potentially have on a resume.

The least appealing to me is the mandatory classics credits which would be irrelevant to the majority of jobs in archaeology especially in the context of Alberta. It also makes the requirements more difficult for anthro honours students who I imagine would be one of the primary demographics interested in the certificate

- The clear indication of the certificate on transcripts. Least appealing is point 4 in part B that only one EAS course can apply. Both of those courses are of significant use.
- Classics 473 looks interesting. Anthropology 469 looks the least interesting.
- I am very interested in the fact that we would be learning about the history of these civilizations as well as learning about the ways that they were able to survive and live the lives they did. Learning about all aspects of their lives but also being able to learn about ways to analyse and to how know what you are looking at and be able to date artifacts and such really interests me as a history major. The one thing that I find least appealing is the classes you must take are very set out and it seems like there isn't much room for classes that are not fully out archaeology.
- It seems to provide a comprehensive background and grounding, however the certificate may have more requirements than could be reasonably completed by a student outside the department.
- The EAS look the most unappealing, though I understand why they would be required. But I like the amount of options of classes one could take to put towards this certificate.
- I like the variation in courses that work towards the requirements; you can complete a large variety of subject matter and still have it be put towards the same goal.
- Having the skills to do some archaeology professionally. More courses is unappealing
- A certificate on top of degree
- Accepting outside field work

- Most valuable is the mapping and excavation courses.
- the osteology courses
- Pretty good amount of options for classes you can take.
- A lot of the prehistoric classes seem interesting compared to the rest.
- Most interesting is the field portion. The GIS is a bit unappealing.
- It will help me move forward with my career if I choose to go into archeology. No part is unappealing to me.
- I think that the focus on ANTHR 396 as a required course is good, but students could benefit from having Fundamentals of Arch. Mapping as a requirement because it teaches you GIS which is extremely useful in modern Archaeology. I think that there is maybe too much of a focus on classical archaeology and the classics side of this program

Finally, those that reported as “not at all” interested in question 1 responded in the following ways to question 2:

- Prestige, due to Albertas ranking in this field.
- Classics
- Archaeology does not interest me at all
- The most valuable aspect of this is that it streamlines student into a archaeological program. The least appealing part of this program is cost of having to do a fieldschool.
- Least appealing: with a geology degree I don't really have an advantage. I wish more EAS credits would be accepted. I would only consider if i was able to fast-track the certificate (e.i extra semester in school, not an extra year) due to already having obtained a geology degree.
- I am not an archaeologist. I would like more options for the sociocultural and linguistic disciplines of anthropology and the fact that the department routinely offers less for these bothers me deeply.

Figure C2. Survey Question #4—Would you take the certificate now if it were offered?

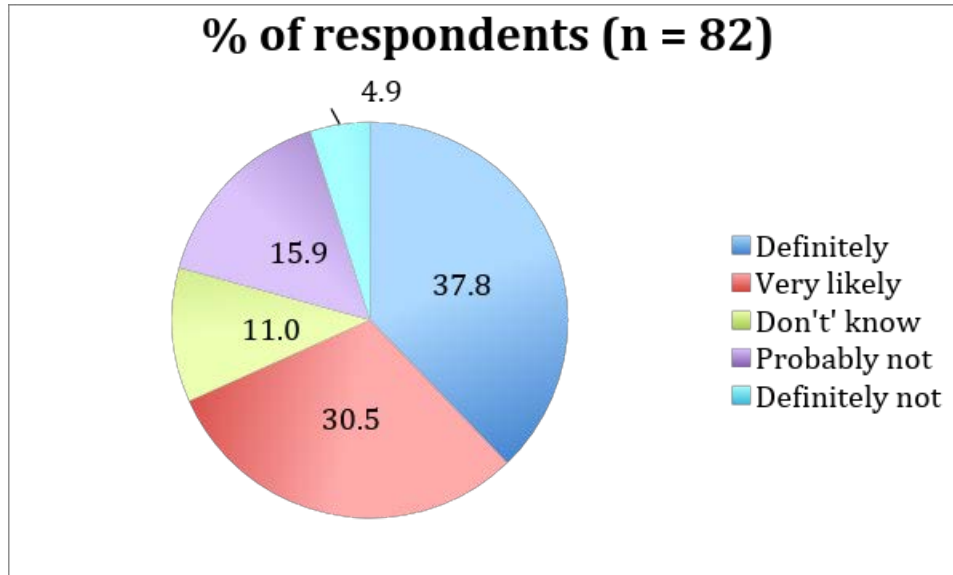
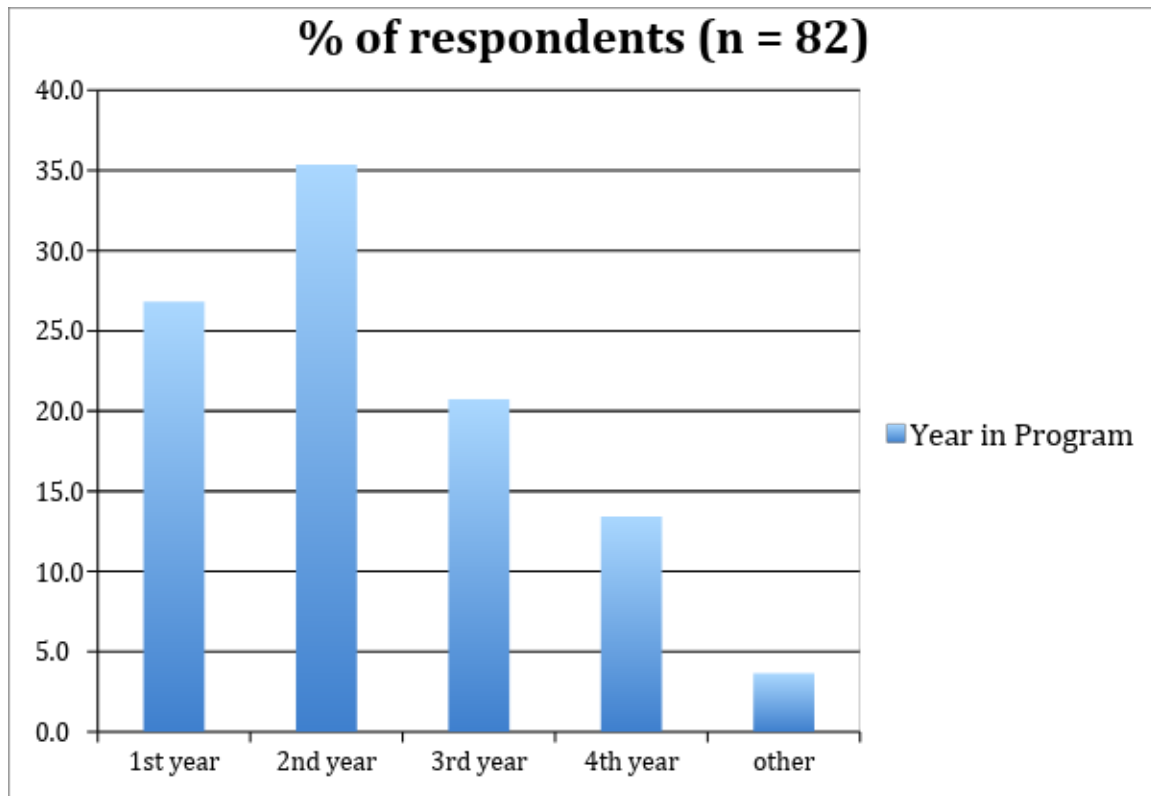


Figure C2 shows that 68.3% of the respondents would definitely take the certificate if it were offered now, or would be very likely to take the certificate. This again indicates a high level of support for the proposed certificate. Based on the survey results alone, if the survey were offered now, at least 56 students would likely be participating. These numbers though do not reflect the fact that some students with interests in archaeology are not enrolled in Classics or Anthropology courses during the present term.

When students were asked about how long it might take them to complete the certificate requirements, 74.4% reported that it would be difficult to finish the requirements in one year. Another 18.3% said that the one year timeline was impossible. When asked about completing the requirements in two years, 48.8% said it would be easy, and 50.0% responded that it would be somewhat easy to accomplish. These responses clearly indicate that student perception of the certificate is that it could be completed within two years.

Figure C3. Year of students responding to survey.



Just over 62% of the students who responded to the survey were in their first or second years, while ~34% were in their third or fourth years (Figure C3). Seventy-four percent of the respondents were majors in Anthropology and Classics, the remainder being predominantly from History, other social sciences and humanities, but also Biology, various Earth Sciences, and Education. We surveyed the total group asking that if the program already were in place, how many would anticipated meeting the certificate requirements by their planned graduation date. Nearly 55% responded that they would meet the requirements, ~34% said they would need an additional term or more, and only 11% indicated they would not meet requirements at all. The fact that over half of the respondents reported that they would meet the requirements of the certificate indicates that many students are already focusing on archaeology while completing their degrees. This clearly indicates that a substantial portion of the undergraduate students in Classics and Anthropology would choose to obtain the certificate, along with a smaller subset of students from other departments and faculties.

Appendix D Fieldwork Requirement (ANTH 396 / CLASS 475 / 476)

The Certificate in Archaeology requires students to engage in hands-on, experiential learning. This requirement can be met through ANTHR 396 or CLASS 475/476 or an outside field school that has been approved by the program advisor. ANTHR 396 is offered regularly as an archaeological field school in Alberta through the U of A's Institute of Prairie Archaeology. Field schools are also occasionally offered in Northeast Asia (Russia or Japan). CLASS 475/47 is offered in two sections every year. Typically one section is an archaeological field school in Greece and one section is an archaeological field school in Italy.

The field schools are crucial for teaching students fieldwork methodology. While many aspects of archaeology can be taught in a classroom, the technical features of excavation and survey can only be adequately taught in the field. The field schools are in many ways analogous to the lab components of courses on archaeological mapping, osteology, zooarchaeology courses, etc.

In addition to teaching students the technical aspects of archaeological field techniques, the field schools also provide students with a first-hand introduction to the social and political aspects of archaeology. Whether in Alberta or abroad, students will be engaging with a new community and will be learning how to negotiate the study of past cultures which in most cases are not their own. Students will also be introduced to the politics of archaeology; fieldwork can only take place after governments and communities have granted permits and it is important that students are aware of the processes of obtaining and satisfying permit requirements and particularly how such processes impact on where and when archaeological work can be done as well as the type of results that are generated.

Field School Costs

The required field school courses come with additional program fees, but fieldwork is a fundamental component of archaeological training. The availability of an in-province field school ensures that students are not required to spend money on an international trip to complete the certificate. The Departments of Anthropology and History and Classics strive to keep the costs of the field schools as low as possible and indeed, when compared with comparable programs across Canada, the U of A field schools are amongst the cheapest on offer. The following table contains an estimate of costs for ¹ the 2019 U of A field schools. It should be noted that the tuition and costs are

¹ Lethbridge and Connecticut College operate a four-week field school in northern Alberta with a cost of \$3985. The University of Montreal operates a four-week field school in Argilos, Greece with a program fee of \$3800. UBC runs a four-week field school in Sicily with a program fee of \$2995. McGill runs a six-week field school in southern Italy with a program fee of \$2661. These costs do not include the tuition fees. the same as any on-campus course and therefore the program fee and travel costs are the only expenses that are above and beyond six credits of campus-based courses.

the same as any on-campus course and therefore the program fee and travel costs are the only expenses that are above and beyond six credits of campus-based courses.

Table A: Summary of Field School Expenses

Course	Location	Duration	Tuition (6 Credits)	Non-instructional Fees*	Program Fee	Total Estimated Cost
ANTHR 396	Alberta	5 Weeks	\$1,064.16	\$ 561.83	\$2000.00	\$3625.99
CLASS 475/476	Greece	3 Weeks	\$1,064.16	\$ 561.83	\$1035.00	\$2660.99
CLASS 475/476	Italy	3 Weeks	\$1,064.16	\$ 561.83	\$1800.00	\$3425.99
* with possibility to opt out of part of the fees						

In an effort to combat some of the expenses for the field schools that require travel abroad, History and Classics submit an annual Education Abroad Group Award/CAGFIL Application. When successful, this award contributes \$750 towards program fees for each student enrolled on the course. If the Group Award is unsuccessful, students are eligible to apply on their own, again for \$750. Both the group and individual applications have been highly successful in past years.

Appendix E: Letters of Support

To whom it may concern,

I am a University of Alberta Anthropology Alumnus (BA 2001, MA 2005) and the principal archaeologist and owner of Tree Time Services, a Cultural Resource Management firm based in Edmonton. I currently employ ten archaeologists, including graduates from both the departments of Anthropology and History and Classics at the University of Alberta. I've reviewed the proposed Archaeology Specialization program and believe that it will be of value to undergraduate students pursuing careers in archaeology.

The proposed program will ensure that future graduates have a good foundation of archaeological method and theory, exposure to interdisciplinary approaches from both anthropological and classical archaeology, and the important hands-on experience of an archaeological field school. Currently, many applicants for entry-level positions with my firm are missing key components of this program.

The specialization requirements will provide important direction to students beginning a degree in archaeology, enabling them to more easily navigate the course calendar and plan their studies. When they graduate, the formal Specialization designation will be an advantage for their next career steps, whether that is applying to archaeology-specific graduate programs, working in the cultural resource management sector, or applying for archaeology permit-holder status in Alberta or other Canadian jurisdictions.

Thank-you,

A handwritten signature in black ink, appearing to read "Kurtis Blaikie-Birkigt", written over a light green background.

Kurtis Blaikie-Birkigt
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Edmonton, Alberta
T6G 2H4

Subject: Certificate Program in Archaeology at the University of Alberta

Dear Department Council:

The Archaeological Survey of Alberta (ASA) would like to voice support for the proposed archaeology certificate program as a designation for students who have specialized in archaeological training over the course of their studies at the University of Alberta. The ASA annually reviews applications for approval to hold archaeological permits in the province. A certificate would distinguish applicants for permit holding status who have received specialized training in archaeology. This would provide us with an additional tool to evaluate the qualifications of those who conduct archaeological work in the province. The Archaeological Survey also evaluates proposals from Cultural Resource Management (CRM) firms for contract work and we appraise the competency of proposed personnel to satisfy the conditions of each contract. An archaeology certificate designation from the University of Alberta would enhance our ability to accurately assess the qualifications of archaeological teams including field supervisors, field assistants and laboratory personnel.

On a broader level, the proposed program outlines a series of courses that we agree are necessary to train archaeologists for work in the province. The Archaeological Survey is an institution entrusted with the management of historic resources. CRM field programs conducted on behalf of industrial or commercial developers represent more than 90% of the archaeological work undertaken on an annual basis in Alberta. Growing cohorts of students choose to pursue careers as professional CRM archaeologists following completion of undergraduate studies. We therefore have a vested interest in the development of highly qualified archaeologists to carry out this important work. We view the certificate program as an important step to train, and acknowledge training of, competent archaeologists. To this end, the Archaeological Survey is also supportive of the incorporation of specific CRM courses in the proposed program structure. It is an opportune time to promote the development of highly-qualified, locally-trained individuals to serve the future needs of Alberta's archaeological resource management programs and initiatives.

In summary, the Archaeological Survey of Alberta supports the establishment of an archaeology certificate program and designation, as well as the broader development of a qualified archaeological workforce in the province.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Bereziuk".

Darryl Bereziuk
Director, Archaeological Survey of Alberta

From: - easugc easugc@ualberta.ca
Subject: Undergraduate certificate specializing in archaeology
Date: September 14, 2018 at 10:21 AM
To: rlosey@ualberta.ca, - easuga easuga@ualberta.ca



Dear Robert,

Thank you for contacting us about the exciting proposed undergraduate certificate in archaeology! We are happy that several of our courses will be included in the list of options.

Importantly, we do not offer EAS 235, so you may wish to replace that with another of our courses. It is fine for EAS 221 and 222 to be listed as options, however note that since they are also required for our students, the archaeology certificate students will have to wait until restrictions are lifted before they can enroll.

Very best wishes as you move the proposal forward.

kind regards, Tara

--

Tara McGee, PhD / Professor Human Geography program, and Associate Chair (Undergraduate)
/ Department of Earth and Atmospheric Sciences / University of Alberta / Edmonton, Alberta T6G 2E3
/ tmcgee@ualberta.ca / (780)492-3042

[First Nations Wildfire Evacuation Partnership](#)

I respectfully acknowledge that we are in Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, Ojibway/Anishinaabe, Inuit, and many others.

October 16, 2018

Faculty of Arts
University of Alberta

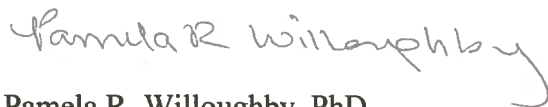
13-15 HM Tory Building
Edmonton, Alberta, Canada T6G 2H4
Tel: 780.492.3879
Fax: 780.492.5273
anthropology@ualberta.ca
www.anthropology.ualberta.ca

To whom it may concern:

The Departments of Anthropology and History and Classics are proposing to create a certificate in archaeology. This is an attempt to strengthen the ties between the archaeology programs offered by each department. Quite a few of our undergraduate majors focus on archaeology and we anticipate that many students will take advantage of this opportunity.

I wish to confirm that the Department of Anthropology wholly supports this initiative.

Yours sincerely,



Pamela R. Willoughby, PhD
Professor and Chair

From: **David Marples** <dmarples@ualberta.ca>
Date: Tue, Oct 16, 2018 at 3:41 PM
Subject: Re: Certificate of Archaeology
To: Steven Hijmans <shijmans@ualberta.ca>

Dear Steven,

I am happy to offer my full support for the Archaeology certificate. It is a logical development given the prominence of the discipline of archaeology within our faculty and the overlapping interests between Anthropology and Classics. The certificate will further enhance the prestige our Archaeology programs, which have attracted international attention through their high rankings in QS surveys. It will also draw attention to our excellent Field Schools in Greece and Italy and to courses in Classics. It should give a boost to our Classics Honours programs too. Ultimately, the certificate is good for students' future careers and will permit them to see archaeology from a variety of angles.

Sincerely,

David R. Marples
Distinguished University Professor and Chair
Department of History & Classics
University of Alberta
Edmonton, AB, CANADA T6G 2H4



Department of Biological Sciences / Faculty of Science
CW 405 Biological Sciences Building
Edmonton, Alberta, Canada T6G 2E9

www.biology.ualberta.ca
Tel: 780.492.3308
Fax: 780.492.9234

October 2, 2018

To Whom it May Concern:

I am writing to support the departments of Anthropology and Classics in the creation of an undergraduate certificate in archaeology. As the program advisor for the undergraduate Palaeontology program, I have been discussing course selection with students for the past 10 years, and I believe a number of the palaeontology undergraduate students would be interested in the proposed certificate in archaeology.

Sincerely,

A handwritten signature in cursive script that reads "Alison Murray".

Alison Murray
Professor, Department of Biological Sciences
ammurray@ualberta.ca

FINAL Item No. 6

Governance Executive Summary
Action Item

Agenda Title	Proposed Changes to Academic Standing Regulations for the Bachelor of Arts Program, Faculty of Arts
---------------------	------------------------------------------------------------------------------------------------------------

Motion

THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed changes to the Academic Standing Regulations for the Bachelor of Arts program, as submitted by the Faculty of Arts and set forth in Attachment 1, to take effect July 1, 2020.

Item

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

Details

Responsibility	Faculty of Arts, Undergraduate Student Services
The Purpose of the Proposal is <i>(please be specific)</i>	To seek approval for the proposed changes to the Academic Performance for Graduation requirements for the Bachelor of Arts program.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Currently the Academic Performance for Graduation requirements for the Bachelor of Arts program are such that we are calculating a graduation GPA based on the full ★120 of the degree program. This causes a great deal of difficulty when calculating an average for students who have transferred to the Faculty from another institution, particularly if that institution is not on the same grading scale as the University. Students are permitted to transfer up to ★60 of transfer credit into their degree program. In addition, our current requirements are quite inconsistent with the majority of the Undergraduate programs at the University of Alberta (as outlined in the rationale for change in Attachment 1).</p> <p>Based on our environmental scan of graduation requirements for other programs, our proposed changes align our practices more closely with most other Faculties, which look at the last ★60 rather than the full ★120 required for the degree program. This change will also make our practice consistent with the calculation for Degrees with Distinction.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	<u>Those who are actively participating:</u>
	<ul style="list-style-type: none"> • GFC ASC SOS • GFC Academic Standards Committee (ASC)
	<u>Those who have been consulted:</u>
	<ul style="list-style-type: none"> • Arts Undergraduate Student Services • Arts Academic Affairs Committee (January 23, 2019) • Arts Faculty Council (March 28, 2019)

Item No. 6

<For information on the protocol see the Governance Resources section Student Participation Protocol >	<u>Those who have been informed:</u> •
Approval Route (Governance) (including meeting dates)	Faculty of Arts Council: March 28, 2019 GFC ASC SOS: May 2, 2019 GFC ASC: May 16, 2019

Strategic Alignment

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

Attachments (each to be numbered 1 - <>)

- Attachment 1: Calendar Changes

Prepared by: Kristy Wuetherick, Senior Officer, Student Programs & Services, kristy.wuetherick@ualberta.ca

CALENDAR CHANGE REQUEST FORM

Department: Faculty of Arts, USS

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

Highlight type of change request below:

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

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

CURRENT https://calendar.ualberta.ca/preview_program.php?catoid=28&poid=26731	PROPOSED
<p>Strike through and highlight deletions</p> <p>Bachelor of Arts (BA)</p> <p>[...]</p> <p>Academic Performance</p> <p>1. Academic Performance for Graduation: Students must present credit (with a minimum University of Alberta grade of D or equivalent) in ★120, which satisfy program requirements; present a graduation average of at least 2.0; present an average of at least 2.0 on all courses applied to the major; and present Satisfactory Academic Standing. For a BA major in Economics, students must present a graduation average of at least 2.3, and an average of at least 2.3 on all courses applied to the major. The graduation average is the quotient of (a) the total number of grade points earned by students in courses credited to the degree, and (b) the total weight of those courses. (Also refer to Academic Standing regulations described in <u>Academic Standing and Graduation</u>.) In the case of students who attempted, as part of their program, courses at an institution for which the grades are not precisely equivalent to those of this university, the degree is awarded at the discretion of the Faculty. Courses with final grades less than C are not transferred from other postsecondary institutions.</p>	<p><u>Underline and highlight</u> additions</p> <p>Bachelor of Arts (BA)</p> <p>[...]</p> <p>Academic Performance</p> <p>1. Academic Performance for Graduation: <u>In order to be eligible to graduate with a Bachelor of Arts degree, students must present the following:</u></p> <ul style="list-style-type: none"> a. <u>★120 successfully completed, which satisfy the program requirements as indicated above</u> b. <u>Graduation GPA of 2.0 on the last ★60 completed at the University of Alberta (2.3 for BA major in Economics), including Spring/Summer</u> c. <u>2.0 on all courses applied to the major completed at the University of Alberta (2.3 for BA major in Economics)</u> d. <u>Present Satisfactory Academic Standing</u> <p>NOTES:</p> <ul style="list-style-type: none"> a. <u>Courses with non-numeric grades (CR/NC) may be included in the credit count(s), but not in the calculation of the average.</u> b. <u>Only courses used to meet specific degree requirements will be used in the calculation; failed courses and courses that are considered extra to degree are not included.</u> c. <u>If it is necessary to go back further than the last two Fall/Winter terms to reach</u>

the minimum ★60, the full previous term will be included (not breaking up a term) until the minimum ★60 is reached.

- d. Typically only courses that are taken at the University of Alberta are used in the calculation of the Graduation GPA and/or the major course GPA; however, in some circumstances, the Faculty may choose to include courses/grades from outside of the University of Alberta, at its discretion

Also refer to Academic Standing regulations described in [Academic Standing and Graduation](#).

2. **Degrees With Distinction:** Degrees With Distinction shall be awarded to students who achieve a Graduation GPA (as calculated above) of 3.5 or higher.

Please contact the Undergraduate Student Services Office for further information (1-17 Humanities, 780-492-4295, arts.undergrad@ualberta.ca)

2. **Degrees With Distinction:** Degrees With Distinction shall be awarded to students who achieve an average of at least 3.5 or better on the last ★60 of their programs completed at the University of Alberta, including failed courses but excluding any courses not credited to the degree. If the last ★60 of the program at the University of Alberta do not fall exactly within a given Fall/Winter or Spring/Summer, a weighted average is used. Please contact the Undergraduate Student Services Office for further information (1-17 Humanities, 780-492-4295).

Rationale for change: (Not required for course deletion or editorial changes)

There are a number of reasons for this change:

1. The main reason for changing the graduation GPA calculation from ★120 to ★60 is because we allow students to complete a maximum of ★60 transfer credit from outside of the University within the degree program, and therefore, by using the “the last ★60 completed at the University of Alberta” means that we do not include any courses that were transferred in from other institutions. The current process of using ★120, means that we are including courses from other institutions that may or may not utilize the same grading scale or academic system as the University of Alberta, making that GPA calculation complicated and potentially inconsistent, particularly for students with course work from international institutions.
2. The second reason to make this change is to streamline some of the graduation assessment processes - currently we are calculating a minimum of 3 GPAs for students - 1. the ★120 overall graduation GPA, 2. the GPA on the major courses, 3. ★60 for calculation for With Distinction. By aligning the GPA that we use for the Graduation GPA and the GPA for With Distinction, it cuts down on some of the workload and possibility of errors for the staff completing the assessments.
3. Another reason for making this change is to better align the Faculty of Arts, Bachelor of Arts program, with the majority of the other Faculties and programs across campus. Most Faculty's graduation GPA calculation is based on the the last ★60, with the exception of the Faculties of Arts (uses ★120), Native Studies (uses ★120), and Augustana (uses ★90)- see chart below to see the differences among the faculties as outlined within the calendar.
4. The University wide graduating standards does not specify that a graduation GPA needs to be calculated on a specific number of credits, it only specifies that the minimum graduation grade point average is 2.0; however, they do specify that a degree with distinction is “3.5 or higher over the last two years of the program” (see University-wide definitions below).

NOTE: the expectation would be that graduation GPAs would typically increase based on looking at only the last 60 credits due to the fact that the majority of students do better in the later years of their degree program. A comparison chart of a sample of students who graduated in November 2018 is provided below to show the differences that this change would make.

**University-wide Definitions/Graduating Standards:
University Graduating Standards**

1. **Common Graduation GPA:** For students in general programs (i.e., other than honors or specialization) the normal minimum graduation grade point average is 2.0.

2. **Degrees with Honors:** A student in the Faculty of Arts or Faculty of Science with approved qualifications may be admitted to the degree of Bachelor of Arts or Bachelor of Science with Honors by following a more concentrated course of study in a special field under the supervision of one or more of the departments. The time required for an honors degree is normally four consecutive years. Degrees with Honors are awarded in two classes: First Class Honors, and Honors, in accordance with the requirements of the Faculty and department concerned.

3. **Degrees with Distinction:** At the discretion of the faculty concerned, the notation "With Distinction" is inscribed on the permanent record and graduation parchment of a candidate for any degree, except an honors or graduate degree, if the candidate has obtained a grade point average of 3.5 or higher over the last two years of the program.

Faculty Graduation Requirement - Comparison Chart

Faculty	Program	Graduation GPA Calculation
Arts	BA General	2.0 on ★120, and 2.0 on all major courses (2.3 on both for Econ major)
Science	BSc General	2.0 on ★60, and 2.3 on all courses in major
Education	BEd	2.0 on must recent ★60 at the U of A
ALES	Most programs	2.0 on the last ★60 normally completed in 3rd & 4th year
Engineering	All programs	2.0 on last ★70
KSR	All programs	2.0 on last ★60 completed at the U of A
Nursing	BSc in Nursing	2.0 on last ★60
Native Studies	BA in NS	2.0 on full ★120, 2.0 on courses in major

Comparative Data - Selection from Fall 2018 convocants GPA - ★120 vs ★60

Based on an a random sample of 15 students (approximately 10% of the November graduating class) who convocated in Fall 2018, This chart is a comparison of their GPA on the full *120 and what it would be if we based it on the minimum last *60.

	GPA on *120	GPA on last *60 (minimum)
Student 1	3.5	3.7
Student 2	2.7	3.0
Student 3	2.2	2.3
Student 4	2.9	3.3
Student 5	2.6	2.8
Student 6	2.5	2.8
Student 7	3.3	3.4
Student 8	3.2	3.3
Student 9	2.4	2.5
Student 10	3.1	3.5
Student 11	2.7	3.1
Student 12	2.8	2.9
Student 13	2.7	2.5
Student 14	2.2	2.2
Student 15	2.9	3.1

This shows that, as expected, the majority of the students have a higher graduation GPA when we base it on the last *60 with the occasional exception.

All names, signatures and dates are required:

Department Contact Name: Kristy Wuetherick	Department Chair or Designate Name: Kristy Wuetherick	Date approved by Dept Council: n/a
Email: kristy.wuetherick@ualberta.ca	Signature:	Date submitted: January 15, 2019

Email a signed PDF and an editable word version to artscalendar@ualberta.ca

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

Email artscalendar@ualberta.ca with any questions or concerns

FINAL Item No. 7

Governance Executive Summary
Action Item

Agenda Title	Proposed Changes to Existing Entrance Requirements for Graduate Programs in Anthropology, Faculty of Arts and the Faculty of Graduate Studies and Research
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Motion

<p>THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed changes to existing Entrance Requirements for graduate programs in Anthropology, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, FGSR Lesley Cormack, Dean, Faculty of Arts
Presenter(s)	Andie Palmer, Graduate Associate Chair, Department of Anthropology Tracy Raivio, Associate Dean, FGSR

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (<i>please be specific</i>)	The proposal is before the committee to ensure that all Academic Regulations (entrance/admission requirements, program requirements) for this program are listed in the Calendar.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	Revisions to existing regulations in the Calendar, made as part of the FGSR Calendar compliance project: <ul style="list-style-type: none"> · Ensuring entrance requirements are in the calendar, including all required supporting documentation · Clarification of program requirements <p>This Calendar update reflects current practice.</p>
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> · Andie Palmer, Graduate Associate Chair, Department of Anthropology
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> · Maria Chia (Graduate Calendar project specialist) · Janice Hurlburt, Graduate Governance and Policy Coordinator
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> · Heather Cook, Graduate Program Advisor/Research Coordinator, Department of Anthropology
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Arts Faculty Council March 28, 2019 GFC ASC Subcommittee on Standards May 2, 2019 GFC Academic Standards Committee May 16, 2019</p>

Item No. 7

	GFC Course and Program Changes (program requirements) June 12, 2019 – for information
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Strategic Alignment

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

Attachments (each to be numbered 1 - <>)

- Attachment 1 (page(s) 1 - <>) Department of Anthropology graduate programs Calendar change request

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

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

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

Current	Proposed
<p>Graduate Programs</p> <p>Anthropology [Graduate]</p> <p>[...]</p> <p>[moved to bottom of Entrance Requirements] Deadline for receipt of completed applications for admission is January 5.</p> <p>Entrance Requirements</p> <p>The Department's minimum admission requirements are</p> <p>1. For the MA programs (thesis-based), a four-year undergraduate degree with a grade point average of 3.3 in the last 60 (or equivalent) at the University of Alberta or an equivalent qualification from a recognized institution;</p> <p>2. For the PhD program, a thesis based master's degree; and a grade point average of 3.3 in the last 60 (or equivalent) of undergraduate or graduate study at the University of Alberta or an equivalent qualification from a recognized institution.</p> <p>[moved up from The Degree of PhD] Students entering the PhD program must have completed an MA for which a written thesis is a requirement. Applicants must successfully defend their MA thesis by August 31 of the admission year and meet the Fall convocation deadline of their university. Failure to provide the University of Alberta with notification of the MA thesis defense by August 1 of the admission year can negate the offer of admission.</p>	<p>Graduate Programs</p> <p>Anthropology [Graduate]</p> <p>[...]</p> <p>Entrance Requirements</p> <p>For the MA program (thesis-based), the Department's minimum admission requirements are an undergraduate degree in Anthropology or a closely related discipline with an admission GPA of at least 3.3 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last < 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>For the PhD program, the Department's minimum admission requirements are a thesis-based master's degree with an admission GPA of at least 3.3 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last < 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>[moved up from The Degree of PhD] Applicants to the PhD program must successfully defend their MA thesis to meet the Fall convocation deadline of their university. Failure to provide the University of Alberta with notification of the MA thesis defense by August 1 of the admission year can negate the offer of admission.</p>

[following two paragraphs moved to below]

In exceptional cases, the department may grant admission to the PhD program directly from a bachelor's program in Anthropology.

Generally, students with a degree in a concentration other than Anthropology are advised to complete at least one year as a special student or a qualifying student before applying for a graduate degree program.

Where applicable (refer to English Language Requirement), candidates must have a minimum satisfactory score on one of the following approved English language examinations in order to be considered for admission: TOEFL score of 550 (paper based) or 88 (internet-based); MELAB score of 85; IELTS overall band score of 6.5; CAEL overall score of 60 with at least 60 on each subtest; PTE overall score of 59.

[following two paragraphs moved from above]

In exceptional cases, the department may grant admission to the PhD program directly from a bachelor's program in Anthropology.

Generally, students with a degree in a concentration other than Anthropology are advised to complete at least one year as a special student or a qualifying student before applying for a graduate degree program.

[...]

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

- TOEFL score of 88 with no band less than 20 (internet-based) or equivalent;
- MELAB score of 85;
- IELTS (academic) overall band score of 6.5;
- CAEL overall score of 70 with at least 70 on each subtest;
- PTE overall score of 59.

All applicants are also required to submit the following:

- A statement of intent – this should specify the area of interest and the plans for study in the graduate program
- A detailed curriculum vitae
- Three original academic letters of reference
- A writing sample – this can include a marked paper, published article, article manuscript, MA thesis or part thereof.

In addition, applicants are encouraged to identify potential supervisors in advance of the review of their application. See the Department website for further information.

[following two paragraphs moved from above]

In exceptional cases, the department may grant admission to the PhD program directly from a bachelor's program in Anthropology.

Students with degrees in a concentration other than Anthropology are encouraged to consult with the Associate Chair (Graduate Programs) about their eligibility to apply.

[moved from above]

Deadline for receipt of completed applications, including all supporting documentation and letters of reference, for admission is January 5.

[...]

Graduate Program Requirements

[...]

The Degree of PhD (Anthropology) [Graduate]

Program Requirements

[moved above to Entrance Requirements]

~~Students entering the PhD program must have completed an MA for which a written thesis is a requirement. Applicants must successfully defend their MA thesis by August 31 of the admission year and meet the Fall convocation deadline of their university. Failure to provide the University of Alberta with notification of the MA thesis defense by August 1 of the admission year can negate the offer of admission.~~

[...]

Justification: FGSR Calendar Compliance Project

- Ensuring entrance requirements are in the calendar, including required supporting documentation
- Clarification of entrance and program requirements
- All changes represent current practice
- MA in Humanities Computing – Anthropology removed – the program is in the Calendar under Digital Humanities

Approved by:

Graduate Program Committee October 2018, Dr. Andie Palmer

Anthropology Department Council November 19, 2018, Dr. Pamela Willoughby

Arts Faculty Council March 28, 2019

FINAL Item No. 8

Governance Executive Summary
Action Item

Agenda Title	Proposed Changes to Existing Entrance Requirements for Graduate Programs in Drama, Faculty of Arts and the Faculty of Graduate Studies and Research
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Motion

<p>THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed changes to existing Entrance Requirements for graduate programs in Drama, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, FGSR Lesley Cormack, Dean, Faculty of Arts
Presenter(s)	Kathleen Weiss, Professor, Department of Drama, Faculty of Arts Tracy Raivio, Associate Dean, FGSR

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to ensure that all Academic Regulations (entrance/admission requirements, program requirements) for this program are listed in the Calendar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Revisions to existing regulations in the Calendar, made as part of the FGSR Calendar compliance project:</p> <ul style="list-style-type: none"> · Ensuring all entrance requirements are in the calendar, including all supporting documentation · Clarification of all program requirements, to ensure required courses, residence and ethics requirements are listed in the calendar · Clarification of MFA thesis-equivalent program completion and convocation guidelines <p>This Calendar update reflects current practice.</p>
Supplementary Notes and context	<i>Program related matters are considered by GFC Academic Planning Committee.</i>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the</p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> · Piet Defraeye, Graduate Associate Chair, Department of Drama <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> · Maria Chia (Graduate Calendar project specialist) · Janice Hurlburt, Graduate Governance and Policy Coordinator
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Item No. 8

protocol see the Governance Resources section Student Participation Protocol >	<u><i>Those who have been informed:</i></u> · Liz Ludwig, Graduate Advisor/Executive Assistant, Department of Drama
Approval Route (Governance) (including meeting dates)	Arts Faculty Council March 28, 2019 GFC ASC Subcommittee on Standards May 2, 2019 GFC Academic Standards Committee May 16, 2019 GFC Academic Planning Committee (program requirements) May 22, 2019

Strategic Alignment

Alignment with <i>For the Public Good</i>	OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.			
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing. <table border="0" data-bbox="553 829 1523 1035"> <tr> <td data-bbox="553 829 1073 1035"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1073 829 1523 1035"> <input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference			

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - <>) Department of Drama graduate programs Calendar change request

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

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

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

Current	Proposed
<p>Graduate Programs</p> <p>Drama [Graduate]</p> <p>[...]</p> <p>Entrance Requirements The Department's minimum admission requirements are an undergraduate degree with an average of 3.0 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution, and a TOEFL score of 550 (paper-based) or 88 (Internetbased) where applicable (see English Language Requirement). Interested applicants should check further application details as they relate to their intended area of specialization on the Department's website (www.uofaweb.ualberta.ca/drama/prospectivegrad.cfm).</p> <p>[moved up from the Degree of MA] A candidate must hold a bachelor's degree (or its equivalent) from a recognized institution. To be accepted, the candidate must demonstrate to the Department familiarity with the artistic and practical components of theatre art, as well as sufficient preparation in theatre history and criticism. Candidates are required to submit a sample of their expository writing.</p> <p>[moved up from the Degree of MFA] The undergraduate degree (see "General Information: Entrance Requirements", above) must normally be a four-year degree in theatre studies in order for the applicant to be considered eligible for the MFA program. In addition, numerous practical theatre credits are required in the applicant's intended area of specialization along with three letters of recommendation on the applicant's professional promise.</p> <p>Between the academic and the artistic requirements candidates must demonstrate a fundamental knowledge of the components of theatre art—acting, design, and directing; have extensive training and experience in the area of their intended specialization; and possess sufficient preparation in dramatic literature, theatre</p>	<p>Graduate Programs</p> <p>Drama [Graduate]</p> <p>[...]</p> <p>Entrance Requirements The Department's minimum admission requirements for the MA degree are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>The Department's minimum admission requirements for the MFA degree are normally a four-year degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework. Applicants who do not meet the minimum admission requirements but who demonstrate exceptional scholarly, creative or professional achievement may still be considered for admission.</p> <p>The Department's minimum admission requirements for the PhD degree are a Master's degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>Where applicable, applicants must meet the minimum FGSR English Language Requirement.</p> <p>Applicants to the MA and PhD programs are also required to submit the following</p> <ul style="list-style-type: none"> • Curriculum Vitae/Resume

history, and theatre aesthetics.

[moved up from the Degree of PhD]

A candidate must hold a Master's degree (or its equivalent) from a recognized institution. To be accepted, the candidate must normally demonstrate to the Department familiarity with the artistic and practical components of theatre art, as well as sufficient preparation in theatre history and criticism; for those with other performance studies-oriented Master's degrees, additional foundation courses in drama may be required. Candidates are required to submit a sample of their expository writing.

[moved up to general information]

(Fast tracking through MA will be considered on a case by case basis.)

[...]

Graduate Program Requirements

[...]

The Degree of MA (Drama) [Graduate]

Entrance Requirements

[moved up to Entrance Requirements]

A candidate must hold a bachelor's degree (or its equivalent) from a recognized institution. To be accepted, the candidate must demonstrate to the Department familiarity with the artistic and practical components of theatre art, as well as sufficient preparation in theatre history and criticism. Candidates are required to submit a sample of their expository writing.

[...]

- A recent writing sample on a drama-related topic
- A research proposal – see Department website for details
- Three letters of recommendation.

Applicants to the MFA programs are required to have significant practical theatre experience. Applicants must also submit the following:

- Letter of intent
- Curriculum Vitae/Resume
- Three letters of recommendation
- Portfolio – see Department website for details
 - **Directing:** a portfolio including commentary and/or documentation of theatre work, and a directorial preparation – see website for details
 - **Theatre Design:** a portfolio containing examples of freehand drawing, and any other artwork you may have done, or documentation of other theatre work
 - **Theatre Practice:** a portfolio or samples of commentary on your work in the performing arts
 - **Theatre Voice Pedagogy:** a portfolio which includes reviews or commentaries on your work in performance, coaching or teaching
Theatre Voice and Pedagogy applicants must also submit vocal preparation of a specific play – see website for current list.

[...]

The Degree of MFA (Drama) [Graduate]

Entrance Requirements

[moved up to Entrance Requirements]

The undergraduate degree (see “General Information: Entrance Requirements”, above) must normally be a four-year degree in theatre studies in order for the applicant to be considered eligible for the MFA program. In addition, numerous practical theatre credits are required in the applicant’s intended area of specialization along with three letters of recommendation on the applicant’s professional promise.

Between the academic and the artistic requirements candidates must demonstrate a fundamental knowledge of the components of theatre art—acting, design, and directing; have extensive training and experience in the area of their intended specialization; and possess sufficient preparation in dramatic literature, theatre history, and theatre aesthetics.

[...]

The Degree of PhD in Performance Studies (Drama) [Graduate]

Entrance Requirements

[moved up to Entrance Requirements]

A candidate must hold a Master’s degree (or its equivalent) from a recognized institution. To be accepted, the candidate must normally demonstrate to the Department familiarity with the artistic and practical components of theatre art, as well as sufficient preparation in theatre history and criticism; for those with other performance studies-oriented Master’s degrees, additional foundation courses in drama may be required. Candidates are required to submit a sample of their expository writing. (Fast tracking through MA will be considered on a case by case basis.)

[...]

Justification:

FGSR Calendar compliance. The following revisions have been made to the existing regulations in the Calendar:

- Ensuring all entrance requirements are in the calendar, including all supporting documentation
- Clarification of all program requirements, to ensure required courses, residence and ethics requirements are listed in the calendar
- Clarification of MFA thesis-equivalent program completion and convocation guidelines

This Calendar update reflects current practice.

Approved by: Arts Faculty Council March 28, 2019

FINAL Item No. 9

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Changes to Existing Entrance Requirements for Graduate Programs in Renewable Resources, Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Graduate Studies and Research
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Motion

<p>THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed changes to existing Entrance Requirements for graduate programs in Renewable Resources, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Agricultural, Life and Environmental Sciences, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, FGSR Stanford Blade, Dean, Faculty of Agricultural, Life and Environmental Sciences
Presenter(s)	Uwe Hacke, Associate Chair, Department of Renewable Resources Tracy Raivio, Associate Dean, FGSR

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to ensure that all Academic Regulations (entrance/admission requirements, program requirements) for this program are listed in the Calendar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	Revisions to existing regulations in the Calendar, made as part of the FGSR Compliance Project <ul style="list-style-type: none"> · Ensuring all entrance requirements, including required supporting documentation and application deadlines are in the calendar · Clarifying Academic Standing and Program Requirements <p>All changes reflect current practice</p>
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> · Uwe Hacke, Associate Chair – Graduate Program, Department of Renewable Resources
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> · Maria Chia (Graduate Calendar project specialist) · Janice Hurlburt, Graduate Governance and Policy Coordinator
	<p><u>Those who have been informed:</u></p>

Item No. 9

Approval Route (Governance) (including meeting dates)	ALES Faculty Council April 15, 2019 GFC ASC Subcommittee on Standards May 2, 2019 GFC Academic Standards Committee May 16, 2019 GFC Course and Program Changes (program requirements) June 12, 2019 – for information
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Strategic Alignment

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

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - <>) Department of Renewable Resources graduate programs Calendar change request

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

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Tel: 780.492.2816 / Fax: 780.492.0692
www.gradstudies.ualberta.ca

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

Current	Proposed
<p>Graduate Programs Renewable Resources [Graduate]</p> <p>[...]</p> <p>Entrance Requirements The Department of Renewable Resources' minimum admission requirements are an appropriate undergraduate degree with a GPA of 3.0 in the last two years (—60) of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution.</p> <p>[moved up from The Degree of MF] The normal admission requirement is a BSc in Forestry or a BSc in an allied discipline such as Geography, Biological Sciences, Agriculture or Environmental and Conservation Sciences.</p> <p>[moved up from The Degree of MAg] The normal admission requirement is a BSc in Agriculture or a BSc in an allied discipline such as Geology, Biological Sciences, Forestry or Environmental and Conservation Sciences.</p> <p>Where applicable, a TOEFL score of 550 (paper-based) or 88 (Internet-based) or an equivalent score on an approved English language examination is required (see English Language Requirement).</p>	<p>Graduate Programs Renewable Resources [Graduate]</p> <p>[...]</p> <p>Entrance Requirements The Department's minimum admission requirements are an appropriate undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last < 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>Applicants to the Master of Forestry must have a BSc in Forestry or a BSc in an allied discipline such as Geography, Biological Sciences, Agriculture or Environmental and Conservation Sciences.</p> <p>Applicants to the Master of Agriculture must have a BSc in Agriculture or a BSc in an allied discipline such as Geology, Biological Sciences, Forestry or Environmental and Conservation Sciences.</p> <p>Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:</p> <ul style="list-style-type: none"> • a TOEFL score of 88 (Internet-based), or equivalent, • an equivalent score on an approved English language examination. <p>All applicants are also required to submit the following</p> <ul style="list-style-type: none"> • Curriculum Vitae • Research Statement Form • Three letters of reference <p>In addition, all applicants for the thesis-based graduate programs (MSc, PhD) must have a faculty member agree to supervise their program before admission is approved.</p>

<p>[...]</p> <p>Graduate Program Requirements</p> <p>[...]</p> <p>The Degree of MF (Renewable Resources) [Graduate]</p> <p>[...]</p> <p>[moved up to Entrance Requirements] The normal admission requirement is a BSc in Forestry or a BSc in an allied discipline such as Geography, Biological Sciences, Agriculture or Environmental and Conservation Sciences.</p> <p>[...]</p> <p>The Degree of MAg (Renewable Resources) [Graduate]</p> <p>[...]</p> <p>[moved up to admission requirements] The normal admission requirement is a BSc in Agriculture or a BSc in an allied discipline such as Geology, Biological Sciences, Forestry or Environmental and Conservation Sciences.</p> <p>[...]</p>	<p>Application deadlines: Fall Term (September): March 15 for MAg/MF programs; May 15 for MSc/PhD programs Winter Term (January): July 31 (MSc/PhD only) Spring Term (May): December 1 (MSc/PhD only) Summer Term (July): March 15 (MSc/PhD only)</p> <p>[...]</p>
<p>Justification: FGSR Compliance Project</p> <ul style="list-style-type: none"> · Ensuring all entrance requirements, including required supporting documentation and application deadlines are in the calendar · Clarifying Academic Standing and Program Requirements <p>All changes reflect current practice</p> <p>Approved by: ALES Faculty Council April 15, 2019</p>	

FINAL Item No. 10

Governance Executive Summary
Action Item

Agenda Title	Proposed Changes to Existing Minimum Entrance Requirements for Graduate Programs, Faculty of Graduate Studies and Research
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Motion

<p>THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed revisions to existing minimum entrance requirements for graduate programs, as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research
Presenter(s)	Tracy Raivio, Associate Dean, Faculty of Graduate Studies and Research

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To revise existing Application and Admission requirements for graduate programs.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>In 2017/18, the Faculty of Graduate Studies and Research embarked on a project to ensure that the regulations and requirements of all graduate programs were appropriately reflected in the University Calendar.</p> <p>Portions of the Application and Admission requirement policies currently reside in the Graduate Program Manual. They are being moved to the Calendar. Any rewording of the policy is for clarification. Existing sections from the Regulations of the Faculty of Graduate Studies and Research calendar are being reformatted for clarity.</p> <p>All proposed revisions reflect current practice as approved by FGSR Council.</p> <p>The revised minimum ELP requirements, highlighted in green, are included for information only and are part of a separate approval process.</p>
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> · Policy Review Committee (sub-committee of FGSR Council), which includes GSA representation and the Graduate Ombudsman
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Item No. 10

<For information on the protocol see the Governance Resources section Student Participation Protocol >	<i><u>Those who have been consulted:</u></i> .
	<i><u>Those who have been informed:</u></i> .
Approval Route (Governance) (including meeting dates)	FGSR Council April 24, 2019 GFC ASC Subcommittee on Standards May 2, 2019 GFC Academic Standards Committee May 16, 2019 GFC Academic Planning Committee May 22, 2019

Strategic Alignment

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

Attachments (each to be numbered 1 - <>)

- Attachment 1 (page(s) 1 - <>) FGSR Calendar Change Request form.

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

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 Tel: 780.492.2816 / Fax: 780.492.0692
www.gradstudies.ualberta.ca

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

Current	Proposed
<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>The general Faculty regulations outlined below apply to all graduate students. Faculty regulations specific to particular degree programs are found under the appropriate program heading in Graduate Programs.</p> <p>Application for Admission [moved below to Graduate Admission] All documents submitted to the Faculty of Graduate Studies and Research in support of an application for admission become the property of the Faculty of Graduate Studies and Research and will not subsequently be released or copied except to other University of Alberta offices, at the request of the student.</p> <p>Reference letters are collected under the <i>Freedom of Information and Protection of Privacy Act</i> and the <i>Post-Secondary Learning Act</i>. They are required by the University to evaluate applicants for admission to a graduate program and for scholarship and other funding purposes. Reference letters are considered to be supplied in confidence and will be used only by individuals and committees who evaluate applicants.</p> <p>Application deadlines are set by many departments and non-departmentalized Faculties, and should be consulted</p>	<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>The general Faculty regulations outlined below apply to all graduate students. Faculty regulations specific to particular degree programs are found under the appropriate program heading in Graduate Programs.</p> <p>Application for Admission</p> <p>Graduate applications are submitted to the departments offering the program via the online portal.</p> <p>Application deadlines specific to particular degree programs are found under the appropriate program heading in Graduate Programs.</p> <p>Applicants are required to upload documents from all accredited postsecondary institutions that they have attended. See Application Requirements for Academic Documents on the FGSR website for further information on the criteria for uploaded documents to be accepted.</p> <p>Transcripts uploaded on the online application portal are considered to be unofficial documents.</p> <p>Reference letters are collected under the <i>Freedom of Information and Protection of Privacy Act</i> and the <i>Post-Secondary Learning Act</i>. They are required by the University to evaluate applicants for admission to a graduate program and for scholarship and other funding purposes. Reference letters are considered to be supplied in confidence and will be used only by individuals and committees who evaluate applicants.</p>

by the applicants.

[moved below to Graduate Admission]

In accordance with the University's Admissions Policy, all admission decisions are final and there is no formal appeal to any body or person within the Faculty or the University.

Admission

Individuals seeking admission should review the University of Alberta Code of Applicant Behaviour.

Amendments to the Code of Applicant Behaviour occur throughout the year. The official version of the Code of Applicant Behaviour, as amended from time to time is housed on the University Governance website at www.governance.ualberta.ca.

The minimum requirements for admission to the Faculty of Graduate Studies and Research are outlined below. Some departments and non-departmentalized Faculties impose additional admission requirements.

Even though an applicant may appear to satisfy the minimum admission requirements, acceptance into a graduate program is not guaranteed.

Academic Requirements

In making its admission decisions, the University of Alberta strives to optimize the students' opportunity to succeed academically, while maintaining a high standard in its graduate programs.

Applicants for admission must have obtained a University of Alberta baccalaureate degree or its academic equivalent from this or another recognized academic institution.

Qualified applicants with a three-year undergraduate degree from a Bologna-compliant or another recognized research-intensive university will be considered for admission in the normal way.

Applicants will not be admissible to a doctoral degree program at the University of Alberta if they have previously obtained a similar or identical degree.

Please see [Evaluation Procedures and Grading System](#) of the University Calendar for the University of Alberta grading system.

Individuals applying to graduate programs are subject to the University of Alberta [Code of Applicant Behaviour](#).

Graduate Program Entrance Requirements

The minimum requirements for admission to the Faculty of Graduate Studies and Research are outlined below. Departments and non-departmentalized Faculties may impose additional admission requirements. See [Graduate Programs](#).

Admissions to graduate programs are made on a competitive basis. Even though an applicant may satisfy the minimum admission requirements, acceptance into a graduate program is not guaranteed.

In making its admission decisions, the University of Alberta strives to optimize the students' opportunity to succeed academically, while maintaining a high standard in its graduate programs.

Academic Requirements

Applicants for admission must have obtained a University of Alberta baccalaureate degree or an equivalent qualification from another recognized academic institution.

Qualified applicants with a three-year undergraduate degree from a Bologna-compliant or another recognized research-intensive university will be considered for admission in the standard way.

Applicants will not be admissible to a doctoral degree program at the University of Alberta if they have previously obtained a similar or identical degree.

The minimum Admission Grade Point Average (AGPA) required for admission to a graduate program ~~at the University of Alberta is 3.0~~, equivalently, a letter grade B. Many graduate programs have higher minimum AGPA requirements, see [Graduate Programs of the University Calendar](#).

~~For detailed information on the calculation of the AGPA, please consult the Graduate Program Manual, §5.11. Please consult §5 of the Graduate Program Manual for information and regulations concerning international grading systems and their evaluation.~~

[moved below to Graduate Admission]

The decision to admit an applicant to a graduate program is made by that program.

Moved above to after Academic Requirements]

English Language Requirement

Since English is the primary language of instruction and communication at the University of Alberta (except for Faculté Saint-Jean), proficiency in English is a prerequisite for graduate admission.

All applicants must demonstrate English language proficiency prior to admission either by:

- Possession of a degree or its academic equivalent from an academic institution recognized by the University of Alberta, in which the language of instruction is English.
- or
- A satisfactory score on an approved English language examination as described below.

Notwithstanding the above, graduate programs reserve the right to require a further demonstration of English language proficiency.

The Faculty of Graduate Studies and Research recognizes five English language examinations:

- the Test of English as a Foreign Language (TOEFL)
- the Michigan English Language Assessment Battery (MELAB)
- the International English Language Testing System (Academic IELTS)
- the Canadian Academic English Language (CAEL)

The minimum Admission Grade Point Average (AGPA) required for admission to a graduate program is 3.0, equivalently, a letter grade B, on the 4-point scale from the University of Alberta, or an equivalent standing. Many graduate programs have higher minimum AGPA requirements. See [Graduate Programs](#).

The admission GPA will be calculated on the last < 60 of graded coursework completed at the time of application, or on the equivalent of the last two years of full-time graded coursework.

In exceptional cases, applicants who do not meet the minimum admission requirements but who have demonstrated significant life experience may be considered for admission. Admission on the basis of life experience requires the recommendation of the department offering the program and is subject to approval by the Dean, FGSR.

[Moved up from below Aboriginal Applicants]

English Language Requirement

Since English is the primary language of instruction and communication at the University of Alberta (except for Faculté Saint-Jean), proficiency in English is a prerequisite for graduate admission.

All applicants must demonstrate English language proficiency prior to admission either by:

- Possession of a degree or its academic equivalent from an academic institution recognized by the University of Alberta, in which the language of instruction is English.
- or
- A satisfactory score on an approved English language examination as described below.

Notwithstanding the above, graduate programs reserve the right to require a further demonstration of English language proficiency.

The Faculty of Graduate Studies and Research recognizes five English language examinations:

- the Test of English as a Foreign Language (TOEFL)
- the Michigan English Language Assessment Battery (MELAB)
- the International English Language Testing System (Academic IELTS)

Assessment

- the Pearson Test of English Academic (PTE Academic).

The minimum acceptable scores are:

- TOEFL: total score of 88 with a score of at least 20 on each of the individual skill areas (internet-based) or equivalent
- MELAB: 85
- Academic IELTS: 6.5, with at least 5.5 on each test band.
- CAEL: overall 60 with at least 60 on each subtest.
- PTE Academic: 59.

The University will receive PTE Academic results electronically directly from Pearson at the request of the applicant. Applicants with results from other examinations should arrange for their English language test results to be sent directly to the graduate program.

Individual graduate programs may require higher scores. Consult the appropriate departmental information in [Graduate Programs](#).

- the Canadian Academic English Language (CAEL) Assessment
- the Pearson Test of English Academic (PTE Academic).

The **FGSR** minimum acceptable scores are:

- TOEFL: total score of **90** with a score of at least **21** on each of the individual skill areas (internet-based) or equivalent;
- **MELAB: 85 with a minimum band score of 80 and a minimum score of 3 on the speaking component;**
- Academic IELTS: 6.5, with at least 5.5 on each test band.
- CAEL: overall **70** with at least 60 on each subtest.
- PTE Academic: **61 with a minimum band score of 60.** Applicants who take the Pearson test must request that this University be given access to their score.

Individual graduate programs may require higher scores. Consult the appropriate departmental information in [Graduate Programs](#).

EAP 550

The [English Language School](#) in the Faculty of Extension offers EAP 550 ([Academic English for Graduate Admission](#)) which may provide an alternate method of satisfying the FGSR minimum acceptable score.

Applicants interested in this course must contact their prospective graduate program to verify language proficiency requirements.

If applicable, departments may consider the following options in utilizing EAP 550 to satisfy the English language requirement for an application for admission:

- the applicant successfully complete EAP 550 with a result of CR before applying to a graduate program. OR
- the applicant be conditionally admitted to a graduate program subject to the successful completion of EAP 550 **prior to the start date of the graduate program.**

In no case will the applicant be registered in the FGSR until the EAP 550 course has been successfully completed.

Graduate Admission

[moved from Academic Requirements]

The decision to admit an applicant to a graduate program is made by that program.

<p>Admission with Conditions</p> <p>In certain circumstances, the Faculty of Graduate Studies and Research or the academic unit may impose conditions on an applicant's admission. Such circumstances include academic qualifications that are difficult to assess or below the minimum standards required by the program.</p> <p>The conditions will be clearly stated in the admission letter followed by the statement that if the student fails to satisfy the stated conditions by the required deadlines, the student may not be allowed to continue in the program.</p> <p>Examples of admission conditions include:</p> <ul style="list-style-type: none"> • The requirement for the receipt of various documents. • The successful completion of a specific English Language Proficiency test. • The requirement to take a specific set of courses, and achieve certain grades, or grade point averages, within a specified time. <p>An applicant who has met some or all of their admission</p>	<p><u>Official Admission Letters are issued by the Faculty of Graduate Studies and Research. Offers of admission are only valid for the term and program specified on the admission letter.</u></p> <p><u>Once admitted, students are required to provide official transcripts from all accredited postsecondary institutions that they have attended. See Admission with Conditions.</u></p> <p><u>In order to be eligible for scholarships, students must provide official transcripts from all accredited postsecondary institutions that they have attended.</u></p> <p><u>Official documents must be sent directly from the post-secondary institution to the Faculty of Graduate Studies and Research.</u></p> <p>[moved from Application for Admission] All documents submitted to the Faculty of Graduate Studies and Research in support of an application for admission become the property of the Faculty of Graduate Studies and Research and will not subsequently be released or copied except to other University of Alberta offices, at the request of the student.</p> <p>[moved down from Application for Admission] In accordance with the University's Admissions Policy, all admission decisions are final and there is no formal appeal to any body or person within the Faculty or the University.</p> <p>Admission with Conditions</p> <p>In certain circumstances, the Faculty of Graduate Studies and Research or the academic unit may impose conditions on an applicant's admission. Such circumstances include academic qualifications that are difficult to assess or below the minimum standards required by the program.</p> <p>The conditions will be clearly stated in the admission letter followed by the statement that if the student fails to satisfy the stated conditions by the required deadlines, the student may not be allowed to continue in the program.</p> <p>Examples of admission conditions include:</p> <ul style="list-style-type: none"> • receipt of official documents from all accredited postsecondary institutions • successful completion of a specific English Language Proficiency test • the requirement to take a specific set of courses, and achieve certain grades, or grade point averages, within a specified time. <p>An applicant who has met some or all of their admission</p>
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conditions prior to arrival at the University of Alberta may request confirmation of the fact from the FGSR.

In the absence of exceptional circumstances, students admitted with conditions will not be permitted to register in project courses.

In no circumstances will students admitted with conditions be permitted to register in directed reading courses.

If a student meets all of the conditions of admission, they may continue in the program; if not, the department will recommend, in writing, one of the following to the Dean, FGSR:

1. That the deadline for meeting the unfulfilled condition(s) be extended, with no new conditions being imposed.
2. That the student be granted another term with conditions. This recommendation must include (a) an indication of how the Failure in or Failure to Complete a Course in the first term of registration will be managed (see [Failure in or Failure to Complete a Course or Research Work](#) of the University Calendar) and (b) specification of a minimum number of graduate-level courses which are to be taken by the student and the minimum academic performance required.
3. That the student not be permitted further registrations in the program. This written recommendation to the Faculty of Graduate Studies and Research must include a rationale for this decision.

Any student who does not meet the conditions of a second term of registration will not be permitted to continue in the program.

Aboriginal Applicants

The University of Alberta is committed to the recruitment, retention and graduation of Aboriginal students. The University also recognizes that Aboriginal applicants have traditionally been under represented in higher education and strives towards having the University's Aboriginal student population attain a level that is at least proportionate to the Aboriginal population of the province.

For the definition of an Aboriginal applicant, please see [Definition of Aboriginal People for the Purpose of Admission](#) of the University Calendar.

In accordance with the Faculty of Graduate Studies and

conditions prior to arrival at the University of Alberta may request confirmation of the fact from the FGSR.

In the absence of exceptional circumstances, students admitted with conditions will not be permitted to register in **900-level** project courses **until the conditions have been cleared**.

In no circumstances will students admitted with conditions be permitted to register in directed reading courses **until the conditions have been cleared**.

If a student meets all of the conditions of admission, they may continue in the program; if not, the department will recommend, in writing, one of the following to the Dean, FGSR:

- That the deadline for meeting the unfulfilled condition(s) be extended, with no new conditions being imposed.
- That the student be granted another term with conditions. This recommendation must include (a) an indication of how the Failure in or Failure to Complete a Course in the first term of registration will be managed (see [Failure in or Failure to Complete a Course or Research Work](#) of the University Calendar) and (b) specification of a minimum number of graduate-level courses which are to be taken by the student and the minimum academic performance required.
- That the student not be permitted further registrations in the program. This written recommendation to the Faculty of Graduate Studies and Research must include a rationale for this decision.

Any student who does not meet the conditions of a second term of registration will not be permitted to continue in the program.

Aboriginal Applicants

The University of Alberta is committed to the recruitment, retention and graduation of Aboriginal students. The University also recognizes that Aboriginal applicants have traditionally been under represented in higher education and strives towards having the University's Aboriginal student population attain a level that is at least proportionate to the Aboriginal population of the province.

For the definition of an Aboriginal applicant, please see [Definition of Aboriginal People for the Purpose of Admission](#) of the University Calendar.

In accordance with the Faculty of Graduate Studies and

Research admission policy, Aboriginal applicants may be considered for admission on the basis of their life experience. The Faculty of Graduate Studies and Research advocates the admission of Aboriginal applicants by individual departments.

[Moved above to after Academic Requirements]

English Language Requirement

Since English is the primary language of instruction and communication at the University of Alberta (except for Faculté Saint-Jean), proficiency in English is a prerequisite for graduate admission.

All applicants must demonstrate English language proficiency prior to admission either by:

1. Possession of a degree or its academic equivalent from an academic institution recognized by the University of Alberta, in which the language of instruction is English.
- or
2. A satisfactory score on an approved English language examination as described below.

Notwithstanding the above, graduate programs reserve the right to require a further demonstration of English language proficiency.

The Faculty of Graduate Studies and Research recognizes five English language examinations:

- the Test of English as a Foreign Language (TOEFL)
- the Michigan English Language Assessment Battery (MELAB)
- the International English Language Testing System (Academic IELTS)
- the Canadian Academic English Language (CAEL) Assessment
- the Pearson Test of English Academic (PTE Academic).

The minimum acceptable scores are:

- TOEFL score is 550 (paper-based), or a total score of 88 with a score of at least 20 on each of the individual skill areas (internet-based)
- MELAB: 85
- Academic IELTS: 6.5, with at least 5.5 on each test band.
- CAEL: overall 60 with at least 60 on each subtest.
- PTE Academic: 59.

The University will receive PTE Academic results electronically directly from Pearson at the request of the applicant. Applicants with results from other examinations should arrange for their English language test results to be sent directly to the graduate program. Individual graduate programs may require higher scores. Consult the appropriate departmental information in [Graduate Programs](#).

Research admission policy, Aboriginal applicants may be considered for admission on the basis of their life experience. The Faculty of Graduate Studies and Research advocates the admission of Aboriginal applicants by individual departments.

University of Alberta Staff as Graduate Students

University of Alberta staff may be considered for admission to graduate programs provided the academic unit has reviewed the case and established that conflict of interest between the candidate's role as staff member and as graduate student will be absent or minimal.

[moved up from below registration requirements]

Classification of Graduate Students

The classification of students is generally determined upon admission to a program on the basis of the student's previous academic background. Graduate students at the University of Alberta are classified as one of the following:

1. Qualifying graduate students are those whose academic background entitles them to serious consideration for admission to graduate studies but who are considered to be inadequately prepared to enter a graduate program in the subject area they have chosen. Generally, students who hold a three-year bachelor's degree from the University of Alberta (or an equivalent qualification from some other recognized institution) and students who have graduated from a four-year degree program, but who are entering a new field, may be admitted as qualifying graduate students.

Qualifying graduate students are registered in the Faculty of Graduate Studies and Research and as such are subject to the regulations of the Faculty of Graduate Studies and Research; however, qualifying students are not considered to be candidates for a degree.

Students who are not eligible for admission to the Faculty of Graduate Studies and Research as qualifying students should consult the appropriate undergraduate Faculty regarding admission to that Faculty to clear course deficiencies. They may apply for admission to the Faculty of Graduate Studies and Research at a later date.

Normally, a qualifying period will not exceed five full course equivalents (30). Courses taken during a qualifying period will be specified by the department concerned. Completion of the work in a qualifying period does not automatically entitle the student to proceed toward a degree program. However, upon satisfactory completion of a qualifying period the department may recommend to the Faculty of Graduate Studies and Research that the student be reclassified as a master's or doctoral degree student. Students should note that neither the courses taken nor the fees paid during a qualifying period will be

University of Alberta Staff as Graduate Students

University of Alberta staff may be considered for admission to graduate programs provided the academic unit has reviewed the case and established that conflict of interest between the candidate's role as staff member and as graduate student will be absent or minimal.

[moved up from below registration requirements]

Classification of Graduate Students

The classification of students is generally determined upon admission to a program on the basis of the student's previous academic background. Graduate students at the University of Alberta are classified as one of the following:

1. **Qualifying graduate students** are those whose academic background entitles them to serious consideration for admission to graduate studies but who are considered to be inadequately prepared to enter a graduate program in the subject area they have chosen.

Qualifying graduate students are registered in the Faculty of Graduate Studies and Research and as such are subject to the regulations of the Faculty of Graduate Studies and Research; however, qualifying students are not considered to be candidates for a degree.

Normally, a qualifying period will not exceed five full course equivalents (30). Courses taken during a qualifying period will be specified by the department concerned. Completion of the work in a qualifying period does not automatically entitle the student to proceed toward a degree program. However, upon satisfactory completion of a qualifying period the department may recommend to the Faculty of Graduate Studies and Research that the student be reclassified as a master's or doctoral degree student. Students should note that neither the courses taken nor the fees paid during a qualifying period will be

credited toward a subsequent degree program.

2. Degree students are those who are registered in an approved program leading to a master's or doctoral degree granted by the University of Alberta.
3. Graduate diploma students and graduate certificate students are those who are registered in an approved program leading to a graduate diploma or certificate granted by the University of Alberta. Such students must meet the general admission requirements of the Faculty of Graduate Studies and Research ([Admission](#)), [unless different admission criteria are approved by FGSR Council](#). These can normally be completed in one academic year of full-time study. [The graduate diploma is designed for persons who have had previous work experience.](#)
4. Special graduate students are those who take graduate level courses for credit without proceeding toward an advanced degree at the University of Alberta. Such students must meet the general admission requirements of the Faculty of Graduate Studies and Research. Special graduate students are not candidates for a degree at this University and will not receive any residence or fee credit toward a subsequent degree program for the work completed as a special graduate student. In addition, the number of courses allowable for transfer credit is limited (see [Transfer Credit, Course Exemption/Substitution, and Credit by Special Assessment](#)). Admission as a special graduate student does not imply eligibility for admission to a degree program in any department. Individuals who wish to study under this classification must apply and be admitted each year in which they take courses. Special graduate students require a written recommendation from the department concerned to register in a course. They are not permitted to take courses for audit. Only graduate level courses may be taken by special graduate students. [Individuals wishing to take courses at undergraduate levels should contact the appropriate Faculty regarding registration as a special student in that Faculty.](#)
5. Visiting graduate students are those who are registered in a graduate degree program at another university or college, who have obtained written permission in advance from the home and host institutions to take one or more courses [for transfer of credit toward that graduate degree program.](#) Visiting students are not permitted to

credited toward a subsequent degree program.

[See Criteria for Transfer Credit.](#)

2. **Degree students** are those who are registered in an approved program leading to a master's or doctoral degree granted by the University of Alberta.
3. **Graduate diploma students and graduate certificate students** are those who are registered in an approved program leading to a graduate diploma or certificate granted by the University of Alberta. Such students must meet the [general admission requirements](#) of the Faculty of Graduate Studies and Research. These can normally be completed in one academic year of full-time study.
4. **Special graduate students** are those who take graduate level courses for credit without proceeding toward an advanced degree at the University of Alberta. Such students must meet the general admission requirements of the Faculty of Graduate Studies and Research. Special graduate students are not candidates for a degree at this University and will not receive any residence or fee credit toward a subsequent degree program for the work completed as a special graduate student. In addition, the numbers of courses allowable for transfer credit is limited (see [Transfer Credit, Course Exemption/Substitution, and Credit by Special Assessment](#)). Admission as a special graduate student does not imply eligibility for admission to a degree program in any department. Individuals who wish to study under this classification must apply and be admitted each year in which they take courses. Special graduate students require a written recommendation from the department concerned to register in a course. They are not permitted to take courses for audit. Only graduate level courses may be taken by special graduate students.
5. **Visiting graduate students** are those who are registered in a graduate degree program at another university or college, who have obtained written permission in advance from the home and host institutions to take one or more courses, [including RSCH 900 – Graduate Research.](#)

register in thesis or departmental project courses.

6. Postgraduate medical education (PGME) students have the option of paying fees to the Graduate Students' Association (see [Fall 2017/Winter 2018 Graduate Instructional and Non-Instructional Fees](#)).

Registration

[...]

[moved up to just after University of Alberta Staff as Graduate Students]

Classification of Graduate Students

The classification of students is generally determined upon admission to a program on the basis of the student's previous academic background. Graduate students at the University of Alberta are classified as one of the following:

7. Qualifying graduate students are those whose academic background entitles them to serious consideration for admission to graduate studies but who are considered to be inadequately prepared to enter a graduate program in the subject area they have chosen. Generally, students who hold a three-year bachelor's degree from the University of Alberta (or an equivalent qualification from some other recognized institution) and students who have graduated from a four-year degree program, but who are entering a new field, may be admitted as qualifying graduate students.

Qualifying graduate students are registered in the Faculty of Graduate Studies and Research and as such are subject to the regulations of the Faculty of Graduate Studies and Research; however, qualifying students are not considered to be candidates for a degree.

Students who are not eligible for admission to the Faculty of Graduate Studies and Research as qualifying students should consult the appropriate undergraduate Faculty regarding admission to that Faculty to clear course deficiencies. They may apply for admission to the Faculty of Graduate Studies and Research at a later date.

Normally, a qualifying period will not exceed five full course equivalents (30). Courses taken during a qualifying period will be specified by the department concerned. Completion of the work in a qualifying period does not automatically entitle the student to proceed toward a degree program. However, upon satisfactory completion of a qualifying period the department may

6. **Postgraduate medical education (PGME) students** have the option of paying fees to the Graduate Students' Association (see [Graduate Instructional and Non-Instructional Fees](#)).

Registration

[...]

recommend to the Faculty of Graduate Studies and Research that the student be reclassified as a master's or doctoral degree student. Students should note that neither the courses taken nor the fees paid during a qualifying period will be credited toward a subsequent degree program.

8. Degree students are those who are registered in an approved program leading to a master's or doctoral degree granted by the University of Alberta.
9. Graduate diploma students and graduate certificate students are those who are registered in an approved program leading to a graduate diploma or certificate granted by the University of Alberta. Such students must meet the general admission requirements of the Faculty of Graduate Studies and Research ([Admission](#)), unless different admission criteria are approved by FGSR Council. These can normally be completed in one academic year of full-time study. The graduate diploma is designed for persons who have had previous work experience.
10. Special graduate students are those who take graduate level courses for credit without proceeding toward an advanced degree at the University of Alberta. Such students must meet the general admission requirements of the Faculty of Graduate Studies and Research. Special graduate students are not candidates for a degree at this University and will not receive any residence or fee credit toward a subsequent degree program for the work completed as a special graduate student. In addition, the number of courses allowable for transfer credit is limited (see [Transfer Credit, Course Exemption/Substitution, and Credit by Special Assessment](#)).

Admission as a special graduate student does not imply eligibility for admission to a degree program in any department.

Individuals who wish to study under this classification must apply and be admitted each year in which they take courses.

Special graduate students require a written recommendation from the department concerned to register in a course. They are not permitted to take courses for audit.

Only graduate level courses may be taken by special graduate students. Individuals wishing to take courses at undergraduate levels should contact the appropriate Faculty regarding registration as a special student in that Faculty.

11. Visiting graduate students are those who are registered in a graduate degree program at another university or college, who have obtained

written permission in advance from the home and host institutions to take one or more courses for transfer of credit toward that graduate degree program. Visiting students are not permitted to register in thesis or departmental project courses.

12. Postgraduate medical education (PGME) students have the option of paying fees to the Graduate Students' Association (see [Fall 2017/Winter 2018 Graduate Instructional and Non-Instructional Fees](#)).

Transfer Credit, Course Exemption/Substitution, and Credit by Special Assessment

[...]

Transfer Credit, Course Exemption/Substitution, and Credit by Special Assessment

[...]

Justification:

FGSR Calendar compliance

- Moving policy from the Graduate Program Manual to the Calendar.
- Reformatting and editing for clarity and to install standard wording
- All changes represent current practice

Note: The revised minimum ELP requirements, highlighted in green, were approved by FGSR Council March 21, 2019 and went through GFC Academic Standards Committee April 18. The will go to GFC Academic Planning Committee May 8, 2019. The new values are included in this document for information and clarity but are not part of this approval process.

Approved by: FGSR Council April 24, 2019

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Changes to Existing Transfer Credit and Course Exemption Regulations for Graduate Programs, Faculty of Graduate Studies and Research
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Motion

<p>THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed revisions to existing transfer credit and course exemption regulations for graduate programs, as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research
Presenter(s)	Tracy Raivio, Associate Dean, Faculty of Graduate Studies and Research

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To revise existing Transfer Credit and Course Exemption regulations for graduate programs.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>In 2017/18, the Faculty of Graduate Studies and Research embarked on a project to ensure that the regulations and requirements of all graduate programs were appropriately reflected in the University Calendar.</p> <p>Portions of the Transfer Credit regulations currently reside in the Graduate Program Manual and are being moved to the calendar. Any rewording of the policy is for clarification. Existing sections from the Regulations of the Faculty of Graduate Studies and Research calendar are being reformatted for clarity.</p> <p>All proposed revisions reflect current practice as approved by FGSR Council.</p>
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u>Those who are actively participating:</u> . Policy Review Committee (sub-committee of FGSR Council), which includes GSA representation and the Graduate Ombudsman
	<u>Those who have been consulted:</u> .
	<u>Those who have been informed:</u> .
Approval Route (Governance) (including meeting dates)	FGSR Council April 24, 2019 GFC ASC Subcommittee on Standards May 2, 2019 GFC Academic Standards Committee May 16, 2019 GFC Academic Planning Committee May 22, 2019

Strategic Alignment

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

Attachments (each to be numbered 1 - <>)

- Attachment 1 (page(s) 1 - <>) FGSR Calendar Change Request form.

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

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

2020-2021 University of Alberta Proposed Calendar Graduate Program Changes: Revisions to FGSR policy on Transfer Credit

Current	Proposed
<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Transfer Credit, Course Exemption/Substitution, and Credit by Special Assessment</p> <p>Transfer Credit refers to the formal transfer of credit for a course(s) which has been earned outside the program. Transfer credit for certain courses may be granted by the Faculty of Graduate Studies and Research, provided the courses have not been counted toward a previous degree or program and were not used to satisfy admission requirements of the Faculty of Graduate Studies and Research. Transfer credit can be granted for both graded courses and for courses with grades of Credit (CR).</p> <p>[moved up from below] Criteria for Transfer Credit and Course Exemption</p> <p>The criteria that must be met before transfer credit will be considered are:</p> <ul style="list-style-type: none"> • the department agrees that the course in question is applicable to the degree program; • the student achieves a grade acceptable to the department and the FGSR; - the course has not been used as a part of the basis for admission to the program; and - the course has not been taken as part of any previously awarded degree, diploma, certificate, etc. <p>[this paragraph moved to below Exceptions] For the laddering of graduate certificates and diplomas into a course-based Master's degree see Laddering.</p> <p>Courses taken as a qualifying graduate student are therefore not acceptable for transfer credit since the qualifying period is, by definition, a basis for admission. The FGSR reserves the right to deny transfer credit for</p>	<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Transfer Credit, Course Exemption, and Credit by Special Assessment</p> <p>Transfer Credit</p> <p>Transfer Credit refers to the formal transfer of credit for a course(s) which has been earned outside the program. <u>Requests for transfer credit are subject to recommendation from the department and approval of the Dean, FGSR.</u></p> <p>Transfer credit can be granted for both graded courses and for courses with grades of Credit (CR).</p> <p>Criteria for Transfer Credit</p> <p>The criteria that must be met before transfer credit will be considered are:</p> <ul style="list-style-type: none"> • the department agrees that the course in question is applicable to the degree program; • the student achieves a grade acceptable to the department and the FGSR; • the course has not been used to <u>satisfy admission requirements for</u> the program; • <u>the course was not taken during a qualifying period for the program (see Qualifying graduate students):</u> • the course <u>was</u> not taken as part of any previously awarded <u>credential</u>; • <u>The course is less than six years old</u> • <u>The course is a graduate-level course</u> <p>The FGSR reserves the right to deny transfer credit for</p>

courses taken far enough in the past that the material could be considered out of date. The maximum number of years will depend on individual circumstances; however, in a number of cases credit has been considered for courses taken up to but not exceeding six years prior to the date of application for transfer credit.

Course Exemption refers to the reduction in required credit weights of a student's program by removal of specific courses normally required. In special circumstances the Faculty of Graduate Studies and Research may approve exemption of certain courses if the student has completed appropriate equivalent coursework here or elsewhere, but the program will not be reduced by more than the value set out below.

Course Substitution. It is more normal for departments which exempt specific required courses from a student's program to substitute more appropriate courses equivalent in weight to the courses exempted. This is called Course Substitution and is a departmental prerogative.

Limits. The description of each program in Graduate Programs contains a listing of the required and optional courses.

Thesis-based programs: The total credit weight required for any thesis-based program will not be reduced by any combination of Transfer Credit and Course Exemption from the requirement set out in Graduate Programs by more than 6 (except as noted below).

Course-based programs: The number of courses nearest to, but not exceeding, 1/3 of the total units of course weight of a student's program can be met through transfer credit and/or course exemption if recommended by the department and approved by the Faculty of Graduate Studies and Research on a case-by-case basis.

Only approved transfer credits from the University of Alberta may count towards the 24 minimum requirement.

[Moved up from below]

Exceptions: For students who have commenced an equivalent graduate program at a recognized university and are relocating to the University of Alberta, consideration will be given to departmental recommendations for transfer credit which exceeds the limit stated above. Other exemptions specific to individual programs are discussed in the Program descriptions in

courses taken far enough in the past that the material could be considered out of date.

Course Exemption

Course Exemption refers to the reduction in required credit weights of a student's program at the discretion of the department offering the program. The program will not be reduced by more than the value set out below in Limits for Transfer Credit and Course Exemption. For course-based master's degrees, the FGSR minimum requirement of $\ll 24$ must still be met. See [Minimum Units of Course Weight Registration Requirements](#).

Limits for Transfer Credit and Course Exemption

Thesis-based programs: The total credit weight required for any thesis-based program will not be reduced by any combination of Transfer Credit and Course Exemption from the requirement set out in Graduate Programs by more than 6.

Course-based programs: The number of courses nearest to, but not exceeding, 1/3 of the total units of course weight of a student's program can be met through transfer credit and/or course exemption. For course-based master's programs, only approved transfer credits from the University of Alberta may count towards the FGSR minimum requirement of $\ll 24$. See [Minimum Units of Course Weight Registration Requirements](#).

Exceptions:

For students who have commenced an equivalent graduate program at a recognized university and are relocating to the University of Alberta, consideration will be given to departmental recommendations for transfer credit which exceeds the limit stated above.

Graduate Programs:

In exceptional circumstances and with the explicit prior approval of the Faculty of Graduate Studies and Research, up to 1/2 of the total units of course weight for the program may be met through transfer credit and/or course exemption.

For students participating in formal exchange programs which have been ratified by the University of Alberta, consideration will be given for transfer of credit earned during the exchange and approved in principle by the department in advance, even if the credit value transferred exceeds the limit stated above.

[moved from above]

For the laddering of graduate certificates and diplomas into a course-based Master's degree see Laddering.

[moved up]

Criteria for Transfer Credit and Course Exemption

The criteria that must be met before transfer credit will be considered are:

- the department agrees that the course in question is applicable to the degree program;
- the student achieves a grade acceptable to the department and the FGSR;
- the course has not been used as a part of the basis for admission to the program; and
- the course has not been taken as part of any previously awarded degree, diploma, certificate, etc.

For the laddering of graduate certificates and diplomas into a course-based Master's degree see Laddering. Courses taken as a qualifying graduate student are therefore not acceptable for transfer credit since the qualifying period is, by definition, a basis for admission. The FGSR reserves the right to deny transfer credit for courses taken far enough in the past that the material could be considered out of date. The maximum number of years will depend on individual circumstances; however, in a number of cases credit has been considered for courses taken up to but not exceeding six years prior to the date of application for transfer credit.

[Moved up to top of Exceptions]

Exceptions: For students who have commenced an equivalent graduate program at a recognized university and are relocating to the University of Alberta, consideration will be given to departmental recommendations for transfer credit which exceeds the limit stated above. Other exemptions specific to individual programs are discussed in the Program descriptions in

In exceptional circumstances and with the explicit prior approval of the Faculty of Graduate Studies and Research, up to 1/2 of the total units of course weight for the program may be met through transfer credit and/or course exemption.

Laddering

[moved from above]

For the laddering of graduate certificates and diplomas into a course-based Master's degree see [Laddering of Freestanding Graduate Certificates and Diplomas into a Course-based Master's Degree](#).

Graduate Programs:

Students should note that they cannot apply directly for transfer credit or course exemption; the department must petition the Faculty of Graduate Studies and Research on the student's behalf. Transfer credit and course exemption are granted at the discretion of the Faculty of Graduate Studies and Research.

The Faculty of Graduate Studies and Research does not accept credit by special assessment.

[...]

Credit by Special Assessment

The Faculty of Graduate Studies and Research does not accept credit by special assessment.

[...]

Justification:

Addition/clarification of the criteria that in order to be considered for transfer credit, courses should be graduate-level, and should be less than six years old. This information was previously in the Graduate Program Manual but was not clear in the Calendar.

Clarification in this section of the calendar that courses taken as part of a qualifying year are not eligible for transfer credit. This is currently stated in the calendar under Qualifying Students – the sections will now link to one another.

Revisions to approval process for course exemptions and additional clarification on limits.

Removal of the section on course substitution; this is addressed under the Academic Standing section of the calendar.

All changes reflect current practice at FGSR.

Approved by: FGSR Council April 24, 2019