UNIVERSITY OF ALBERTA

Thursday, June 20, 2024
South Academic Building (SAB) 2-31
10:00 AM - 12:00 PM

OPENING SESSION

1.   Approval of the Agenda 10:00 - 10:05 a.m.   Janice Causgrove Dunn

2.   Comments from the Chair (no documents) 10:05 - 10:10 a.m.   Janice Causgrove Dunn

CONSENT AGENDA 10:10 - 10:15 a.m.

   [If a member has a question or feels that an item should be
   discussed, they should notify University Governance two business
   days or more in advance of the meeting so that the relevant expert
   can be invited to attend.]

3.   Approval of the Open Session Minutes of May 16, 2024

4.   Course, Minor Program, and Minor Regulation Changes
   - Augustana
   - Business
   - Education
   - Engineering
   - Campus Saint-Jean
   - Nursing
   - Medicine & Dentistry
   - Pharmacy & Pharmaceutical Sciences
   - Rehabilitation Medicine
   - School of Public Health

   Motion: To Approve Items in the Consent Agenda

ACTION ITEMS

5.   Faculty of Graduate and Postdoctoral Studies Graduate Admission   Tracy Raivio
   Regulation 10:15 - 10:30 a.m.
   -   Non-degree Program Graduate Students Admissions
   -   Graduate Conditional Admission Changes

   Motion: To Approve with Delegated Authority

6.   Faculty of Pharmacy & Pharmaceutical Sciences: Proposed Changes   Trent Nabe
   to Doctor of Pharmacy Requirements 10:30 - 10:45 a.m.   Sherif Mahmoud

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*This agenda and its corresponding attachments are transitory records. University Governance is the official copy holder for files of the Board of
Governors, GFC, and their standing committees. Members are instructed to destroy this material following the meeting.*

Motion: To Approve with Delegated Authority

7.   Proposed New Course Designator, AIB (Bachelor of Biomedicine),   Tracey Hillier
     Alberta Institute, Faculty of Medicine and Dentistry 10:45 - 11:00 a.m.

     Motion: To Approve with Delegated Authority

8.   Faculty of Nursing: Suspension of Registered Psychiatric Nurse to   Joanne Olson
     Bachelor of Science in Nursing Program 11:00 - 11:15 a.m.

     Motion: To Approve with Delegated Authority

9.   Office of the Registrar: English as Primary Language of Instruction   Anna Hughes
     11:15 - 11:30 a.m.

     Motion: To Approve with Delegated Authority

10. Faculty of Arts : Minors in Agricultural Food Policy and Global Health;   Rebecca Nagel
     Clothing, Textiles and Material Culture; Environmental Policy; and
     Family Science

     Motion: To Approve with Delegated Authority

DISCUSSION ITEMS

10. External Programs for Review and Programs in Progress on Campus: Natasja Saranchuk
     Standing Item (no documents)

11. Question Period   Janice Causgrove Dunn

INFORMATION REPORTS

12. Information Items Forwarded to Committee Members Between
     Meetings
         -   Information for Members of GFC PC - Join us virtually for a
             talk about the Moose Hide Campaign

13. Online and Continuing Education: Summary of approvals for EXELP
     7141 & 7142, EXRI 3588 & 4678

CLOSING SESSION

13. Adjournment
     - Next Meeting of PC: September 12, 2024
     - Next Meeting of GFC: September 23, 2024

Presenter(s):

Janice Causgrove Dunn	Vice-Provost (Programs)
Trent Nabe	Manager, Academic Programs & Student Services, Faculty of Pharmacy & Pharmaceutical Sciences
Tracey Tracey Hillier	Associate Dean, MD Program, Faculty of Medicine and Dentistry
Joanne Olson	Acting Vice-Dean, Faculty of Nursing
Linda Youell	Director, Undergraduate Programs, Faculty of Nursing
Anna Hughes	Associate Registrar, Enrol Mgmt, RO Associate Registrar Enrolment Management
Tracy Raivio	Vice-Provost and Dean, Faculty of Graduate and Postgraduate Studies
Sherif Mahmoud	Clinical Professor
Rebecca Nagel	Associate Dean (Undergraduate Education) Faculty of Arts
Natasja Saranchuk	Portfolio Initiatives Manager (Programs)

Documentation was before members unless otherwise noted.

Meeting REGRETS to:	GFC Services, ugovgfc@ualberta.ca
Prepared by:	Kate Peters, GFC Secretary and Manager, GFC Services
University Governance	www.governance.ualberta.ca

General Faculties Council
Programs Committee
Draft Open Session Minutes

Thursday, May 16, 2024
South Academic Building (SAB) 2-31
10:00 AM - 11:40 AM

ATTENDEES:

Voting Members:
Janice Causgrove Dunn (Chair)
Aman Ullah (Vice-Chair)
Layla Alhussainy
Jennifer Branch-Mueller
Jessica Butts Scott
Odile Cisneros
Florence Glanfield
Anna Hughes
Ben Kucher

Hanne Pearce
Tracy Raivio
John Ussher

Regrets
Rija Kamran
John Lemieux
Sujata Persad
Tim Tang
John Ussher

Non-Voting Members:
Kate Peters
Laurel Wilkie

Staff
Carley Roth
Keri Chevalier

OPENING SESSION

The Chair began by acknowledging the territory and invited F Glanfield to speak to the Moose Hide Campaign.

F Glanfield explained that the Moose Hide Campaign is a grassroots movement of Indigenous and non-Indigenous men and boys who are standing up against violence towards men and children. She invited Programs Committee (PC) members to learn more at a Zoom information session and asked the information be communicated to members.

1.   Approval of the Agenda

Materials before members are contained in the official meeting file.

Presenter(s): Janice Causgrove Dunn, Vice-Provost (Programs) and Chair, GFC Programs Committee (PC)

Discussion: A member noted an error in the agenda and motion for Item 4 which was missing the Faculty of Business.

K Peters recommended that this be corrected as a friendly amendment.

The motion was moved and seconded.

THAT the GFC Programs Committee approve the agenda as amended.
CARRIED

2.   Comments from the Chair (no documents)

Presenter(s): Janice Causgrove Dunn, Vice-Provost (Programs) and Chair, GFC PC

Discussion: The Chair provided comments regarding:
-    updates to the Community on Campus Encampments;
-    Awards for Teaching Excellence; and
-    the Alberta History Mural engagement.

CONSENT AGENDA

3.   Approval of the Open Session Minutes of April 11, 2024

Materials before members are contained in the official meeting file.

The motion to approve the items in the consent agenda was moved and seconded.

4.   Course, Minor Program, and Minor Regulation Changes
      - Arts
      - Augustana
      - Business
      - Campus Saint-Jean
      - Education
      - Engineering
      - Kinesiology, Sport and Recreation
      - Medicine and Dentistry
      - Nursing

THAT the GFC Programs Committee approve the consent agenda
CARRIED

ACTION ITEMS

5   Proposed Name Change and Load Change for the MSc in Integrated Petroleum Geosciences (Amendments)

Presenter(s): Nicholas Harris, Professor, Faculty of Science

Discussion: N Harris spoke to the rationale for the program changes, especially the disciplinary advantages, the changes to program duration, a name and load change. He also reviewed his work to respond to the concerns of the GFC Programs Committee including meeting with F Glanfield and C Morrissette. He articulated the change to the proposal which includes a new entrance requirement to complete the Indigenous Canada Massive Open Online Course (MOOC) within the five years preceding their application and admission to the program. He noted in addition, other possibilities including seminars on Indigenous perspectives as a part of IPG 610, and introducing Indigenous perspectives as a part of IPG 601 the capstone.

Members discussed:
-    How quickly the program changes had been integrated and brought forward;
-    A concern that including the admission criteria would not address the need for this to be included in classroom learning to ensure that students are going to be working in relation with Indigenous communities;

- A comment that the introduction provided in the Indigenous Canada MOOC provides a baseline of learning but that there is no evidence that this is being taken up in classroom learning throughout the program;

The Proponent explained that there are limited ways to bring Indigenous content into these courses and that if content were introduced, it would be superficial. He responded that the Seminar Series offers an opportunity to ensure an in-depth inquiry and learning about intersection between the program learning outcomes and the need for understanding of Indigenous perspectives.

Members raised the need to understand the duty to consult which is inherent in the program learning outcomes given that all graduates who will work in the land we now call Canada will be working on lands that belong to Canada's First Peoples. They discussed the need to understand Treaties and Indigenous beliefs about the land.

The Chair noted that the Seminar was intended to be an opportunity for students to appreciate the professional perspectives and that the duty to consult must be a required professional competency in the current context of resource development.

The motion was moved and seconded.

> Be it resolved that the GFC Programs Committee approve the name change for the MSc in Integrated Petroleum Geosciences to the MSc in Integrated Energy Geosciences, and the corresponding load and program changes, for implementation upon final approval.
>
> **CARRIED**

6.   Senate Observers Principles Document

Presenter(s): Amissa Jablonski, Senate Portfolio Initiatives Coordinator

The motion was moved and seconded.

Discussion: The Chair noted that at the March meeting, two members of the Senate provided an overview of the work they do as lay observers for the admissions committee in quota programs. This work is related to the review of the GFC Programs Committee Terms of Reference and to a decision made by GFC in the 1970s regarding the authority of the senators to undertake this work. The Committee is being asked to refresh the previous decision and approve new guidelines that will act as a framework for senators going forward.

A Jablonski provided information on the Senate Lay Observer position for Undergraduate programs that require an additional admission process. It is being brought forward to have a formal process approved. This approval will affirm the duties of the lay observers as non-voting members of the committee and a public observer of the admission process.

The motion was moved and seconded.

> THAT GFC Programs Committee adopt the Senate Lay Admissions Observers Principles and Guidelines, as circulated.
>
> **CARRIED**

DISCUSSION ITEMS

7.   Update on Exploration Credits

Presenter(s): Anna Hughes, Associate Registrar, Enrolment Management, Office of the Registrar

Discussion: The new Exploration Credits policy was approved by GFC in 2022 and was implemented over the past year. A commitment was made at GFC to monitor the implementation of Exploration Credits and today's presentation will provide a summary of some early data.

A Hughes provided a review of the inaugural year of the Exploration Credits noting the overall success. She reminded members that the policy allows students to take courses of interest without jeopardizing their overall Grade Point Average (GPA) through a credit/non-credit notation (CR/NC). The data was summarized including number of applications for exploration credits, the year of studies for those who applied, breakdown of applications by faculty, the time of application submission by month and semester, the student GPA in the previous academic year, and the count of grades prior to conversion to CR/NC.

Members discussed:
- Support for an undergraduate research project to examine the Exploration Credits initiative and how students are experiencing the option to take classes without threatening their GPA;
- Grade distribution;
- Testimonials from students; and
- The University of Alberta's Students' Union advocacy for the program.

8.   Programs Committee Terms of Reference

Presenter(s): Kate Peters, Secretary to General Faculties Council

Discussion: K Peters noted the recent approval of the GFC Programs Committee (PC) Terms of Reference and reminded members about the substance of the changes which defer to the faculty council authority over programs of study. She explained how this relates to course and minor program changes currently made by the PC. She pointed to the creation of an equivalent authority on the undergraduate side as there is on the graduate side to approve second-level specialisations. She asked PC to consider how to implement these changes while ensuring transparency and recommended piloting a new process in the fall to observe decisions that have been made with sub-delegated authority.

Members discussed:
- The new sub-delegation of authority;
- Whether it would be necessary to document discussions held during consultations leading up to the approvals with sub-delegated authority is reported and how does it want to see it;
- What information would be required to be transparent to the whole community and where information should be made available; and
- That showing where proposals were at in the approval process would be useful.

9.   External Programs for Review and Programs in Progress on Campus: Standing Item (no documents)

Presenter(s): Janice Causgrove Dunn, Vice-Provost (Programs) and Chair, GFC PC

The Chair provided a summary of the activity since the last meeting including program suspensions, under the Bachelor of Commerce (7) and the Doctor of Education (2); terminations under the Bachelor of Design (2) and the Bachelor of Arts (10).

She noted that two programs have been reviewed at the Ministry with one being approved.

10.   Question Period

Presenter(s): Janice Causgrove Dunn, Vice-Provost (Programs) and Chair, GFC PC

There were no questions.

CLOSING SESSION

11.   Adjournment
- Next Meeting of PC: June 20, 2024
- Next Meeting of GFC: May 27, 2024

UNIVERSITY OF ALBERTA

ITEM NO. 4

Decision ☒ **Discussion** ☐ **Information** ☐

ITEM OBJECTIVE: To approve course, minor program, and minor regulations changes for the Faculties of Arts, Augustana, Business, Campus Saint-Jean, Education, Engineering, Medicine and Dentistry, Nursing, Pharmacy and Pharmaceutical Sciences, Rehabilitation Medicine, and School of Public Health.

DATE	June 20, 2024
TO	GFC Programs Committee
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION: THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the attached submissions from the Faculties of Arts, Augustana, Business, Campus Saint-Jean, Education, Engineering, Medicine and Dentistry, Nursing, Pharmacy and Pharmaceutical Sciences, Rehabilitation Medicine, and School of Public Health.

EXECUTIVE SUMMARY:

All routine course, minor program, and minor regulation changes that do not involve or affect other Faculties or units, and do not form part of a proposal for a new program or a substantive program change, are approved regularly by the GFC Programs Committee in an omnibus motion.

See individual item for Faculty Council approval information.

Supporting Materials:

Attachments:
1. Arts
2. Augustana
3. Business
4. Campus Saint-Jean
5. Education
6. Engineering
7. Medicine and Dentistry
8. Nursing
9. Pharmacy and Pharmaceutical Sciences
10. Rehabilitation Medicine
11. School of Public Health

GOVERNANCE OUTLINE

Calendar Change Request Form
for Program and Regulation Changes
See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Augustana - Department of Science
Contact Person:	Brandon Alakas
Level of change: (choose one only)	☑ Undergraduate
	☐ Graduate
Type of change request: (check all that apply)	☑ Program
	☐ Regulation
For which term is this intended to take effect?	Fall 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale
Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

These changes to the Bachelor of Management are driven by the need to ensure the long-term sustainability of the program which has faced the departure and retirement of three faculty members in the past three years. The changes to the program maintain a strong foundation in business economics and management while allowing students greater flexibility to choose from a diverse suite of economics and management courses.

Calendar Copy

URL in current Calendar (or "New page")
https://calendar.ualberta.ca/preview_program.php?catoid=39&poid=47829

Current Copy: ~~Removed language~~	**Proposed Copy:** New language

Bachelor of Management [Augustana]

Overview
The four year Bachelor of Management (BMgt) degree consists of 120 units in arts, science and professional (see Classification of Courses) including up to 72 units in the Management ~~program~~ and the credits required for the Foundation and Knowledge components of the Augustana Core. Because of the possibility of overlap between the credits required for portions of the Augustana Core and those required for the Management program, a student may also include options or an optional minor as follows:

Management ~~Program~~:
See below for details on the Management ~~Foundation,~~ Economics Foundation, Stream, and Supporting course requirements of the Management program.

The Augustana Core: Foundation 15 units
The Augustana Foundation requirement is met by the completion of the following courses:
- AUIDS 101 - First Year Seminar
- AUIDS 201 - Collaborative Learning
- AUIDS 301 - Community Partnership Project
- AUIDS 401 - Advanced Integration Project

The Augustana Core: Knowledge 21 units
The 21 units in Breadth of Knowledge requirements consist of three different categories:
- 9 units in Fine Arts and Humanities (students must complete at least 3 units in each area)
- 6 units in Science
- 6 units in Social sciences

For the actual classification of Augustana courses within these categories, see Classification of Courses.

Note: The same credit may not be counted twice in courses that relate to more than one category within the Foundation and Knowledge components of the

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Bachelor of Management [Augustana]

Overview
The four year Bachelor of Management (BMgt) degree consists of 120 units in arts, science and professional (see Classification of Courses) including up to 72 units in the Management and Business Economics major and the credits required for the Foundation and Knowledge components of the Augustana Core. Because of the possibility of overlap between the credits required for portions of the Augustana Core and those required for the Management program, a student may also include options or an optional minor as follows:

Management and Business Economics Major:
See below for details on the Management and Economics Foundation, Stream, and Supporting course requirements of the Management program.

The Augustana Core: Foundation 15 units
The Augustana Foundation requirement is met by the completion of the following courses:
- AUIDS 101 - First Year Seminar
- AUIDS 201 - Collaborative Learning
- AUIDS 301 - Community Partnership Project
- AUIDS 401 - Advanced Integration Project

The Augustana Core: Knowledge 21 units
The 21 units in Breadth of Knowledge requirements consist of three different categories:
- 9 units in Fine Arts and Humanities (students must complete at least 3 units in each area)
- 6 units in Science
- 6 units in Social sciences

For the actual classification of Augustana courses within these categories, see Classification of Courses.

Note: The same credit may not be counted twice in courses that relate to more than one category within the Foundation and Knowledge components of the

Augustana Core; that is, a total of 36 different units must be earned to fulfill these requirements.

Optional minor:
A minimum of 18 units in one discipline or approved interdisciplinary area, including at least 12 units at the senior level. A student should be aware that it may not be possible to complete certain combinations of majors and minors without extending the time required to earn the degree.

Options:
0-21 units (or more, depending on the amount of overlap between the core and the requirements for the major, and/or minor) of the student's choice.

Residence Requirements
Students registered in a Bachelor of Management ~~program~~ must complete at least 60 units offered by the Augustana Faculty, at least 54 units of which must be at the senior level. However,

1. Language or other study abroad may, with special permission of the Associate Dean, Academic, count toward the residency requirement.
2. An exception to this requirement may be granted to students already holding a BA or BSc who can transfer sufficient credits from their first degree to be able to complete the requirements of the Bachelor of Management degree in fewer than 60 units. Normally in such cases at least the final 45 units must be completed at Augustana.
   Note: Students transferring into this degree program within the framework of a Faculty-approved transfer agreement must complete 60 units of the final credits of their degree program with credits offered by the Augustana Faculty.

Management ~~Program~~ Requirements
See Augustana Faculty for Admission Requirements

27 units in Management Foundation
- AUACC 311 - Introductory Accounting
- AUACC 322 - Managerial Accounting
- AUMGT 100 - Introduction to Business

Management and Business Economics Major Requirements
See Augustana Faculty for Admission Requirements

33 units in Management and Economics Foundation
- AUACC 311 - Introductory Accounting

- AUMGT 200 - Introduction to Management
- AUMGT 310 - Corporate Finance
- ~~AUMGT 320 - Business Law~~
- AUMGT 330 - Introduction to Marketing
- ~~AUMGT 340 - Organizational Behaviour~~
- AUMGT 490 - Business Policy and Strategy

9 units in Economics Foundation
- AUECO 101 - Introduction to Microeconomics
- AUECO 102 - Introduction to Macroeconomics
- AUECO 480 - Ethics in Economics and Business

~~**Students will choose either the Management General Stream or the Business Economics Stream:**~~

~~**Management General Stream:**~~
~~**9 units additional in Management Foundation**~~
- ~~AUMGT 345 - Organizational Theory~~
- ~~AUMGT 350 - Entrepreneurship~~
- ~~AUMGT 370 - Organizational Research Methods~~

~~**15 units in Elective courses**~~
- ~~12 units in Management or Economics at the 300- or 400-level.~~
- ~~an additional 3 units in Management or Economics at the senior level.~~

~~**12 units in Supporting Courses**~~
- ~~AUENG 102 - Critical Reading, Critical Writing~~
- ~~AUMAT 110 - Elementary Calculus I **OR** AUMAT 116 - Calculus Concepts and Modelling~~
- ~~AUPHI 260 - Ethics~~
- ~~AUSTA 153 - Introductory Applied Statistics~~

~~**Management Business Economics Stream:**~~
~~**6 units in additional in Economics Foundation**~~

- AUACC 322 - Managerial Accounting
- AUECO 101 - Introduction to Microeconomics
- AUECO 102 - Introduction to Macroeconomics
- AUECO 480 - Ethics in Economics and Business
- AUMGT 100 - Introduction to Business
- AUMGT 200 - Introduction to Management
- AUMGT 310 - Corporate Finance
- AUMGT 370 - Organizational Research Methods
- AUMGT 330 - Introduction to Marketing
- AUMGT 490 - Business Policy and Strategy

9 Additional Senior-level units from
- AUECO 203 - Intermediate Microeconomic Analysis I
- AUECO 204 - Intermediate Macroeconomic Analysis I
- AUMGT 320 - Business Law
- AUMGT 340 - Organizational Behaviour
- AUMGT 345 - Organizational Theory
- AUMGT 350 - Entrepreneurship
- AUMGT 380 - Selected Topics in Management
- AUMGT 381 - Selected Topics in Management

6 units in Elective courses
- 6 additional units in Management or Economics at the senior level.

3 units of Experiential Learning from
- AUCSL 100 - An Introduction to Community Engagement
- AUCSL 350 - Selected Topics in Community Service-Learning
- AUCSL 360 - Community Service-Learning Practicum
- AUCSL 361 - Community Service-Learning Practicum
- AUCSL 480 - Directed Study in Community Service-Learning
- AUECO 254 - India Tour
- AUECO 356 - China Tour: Experiencing Development and Change
- AUIDS 292 - Integrative Studies (Cuba Program)
- AUMGT 399 - Management Internship

- ~~AUECO 203 - Intermediate Microeconomic Analysis I~~
- ~~AUECO 204 - Intermediate Macroeconomic Analysis I~~

~~18 units in Elective courses~~
- ~~9 additional senior credits in Economics, of which 3 units may be at the 200-level.~~
- ~~9 additional senior credits in Economics or Management at the 300- or 400-level.~~

~~6 units in Supporting Courses~~
- ~~AUMAT 110 - Elementary Calculus I **OR** AUMAT 116 - Calculus Concepts and Modelling~~

- ~~AUSTA 153 - Introductory Applied Statistics~~

- AUPOL 248 - Model United Nations/International Organization
- AUPOL 348 - Model United Nations/International Organization

18 units in Supporting Courses
- AUENG 102 - Critical Reading, Critical Writing

- AUMAT 116 - Calculus Concepts and Modelling **OR** AUMAT 120 - Linear Algebra

- AUPHI 260 - Ethics **OR** AUREL 257 - Modern Ethics

- AUSTA 153 - Introductory Applied Statistics
- 3 additional units in English
- 3 units in Fine Arts from AUART, AUDRA or AUMUS

Reviewed/Approved by:

Augustana Faculty Council, March 1, 2024.
Augustana Curriculum Committee, February 13, 2024.

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Augustana - Department of Science
Contact Person:	Brandon Alakas
Level of change: (choose one only) [?]	☑ Undergraduate
	☐ Graduate
For which term will this change take effect?	Fall 2024

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The following course changes represent a minor change in prerequisites due to an error in a recent submission.

Course Template

Current: ~~Removed language~~	Proposed: New language
Subject & Number: AUBIO 334	**Subject & Number: AUBIO 334**
Title: Field Studies in Environmental Science and Ecology	**Title: Field Studies in Environmental Science and Ecology**
Course Career Undergraduate **Units** 3 **Approved Hours** VARIABLE **Fee index** 6 **Faculty** Augustana Faculty **Department** AU Science **Typically Offered** either term	**Course Career** Undergraduate **Units** 3 **Approved Hours** VARIABLE **Fee index** 6 **Faculty** Augustana Faculty **Department** AU Science **Typically Offered** either term
Description: A 3-week field course that provides students an opportunity to develop skills in research and study design in the field of Environmental Science and Ecology. Students will spend much of the course at the Augustana Miquelon Lake Research Station to allow them to fully immerse themselves in their research projects, which could cover the range of ecology, botany, geography, environmental science, and/or environmental studies. Course content also includes instruction in key aspects of conservation biology and resource management. Prerequisites: One of AUSTA ~~125~~, AUSTA 213, AUSTA 215, and one of AUENV 218, AUENV 230, AUGEO 218 (2021), AUGEO 230 (2021), AUENV 252, AUBIO 253. Notes: Credit may be obtained for only one of AUBIO 334, AUENV 334 and AUGEO 334 (2021).	Description: A 3-week field course that provides students an opportunity to develop skills in research and study design in the field of Environmental Science and Ecology. Students will spend much of the course at the Augustana Miquelon Lake Research Station to allow them to fully immerse themselves in their research projects, which could cover the range of ecology, botany, geography, environmental science, and/or environmental studies. Course content also includes instruction in key aspects of conservation biology and resource management. Prerequisites: One of AUSTA 153, AUSTA 213, AUSTA 215, and one of AUENV 218, AUENV 230, AUGEO 218 (2021), AUGEO 230 (2021), AUENV 252, AUBIO 253. Notes: Credit may be obtained for only one of AUBIO 334, AUENV 334 and AUGEO 334 (2021).

Subject & Number: AUENV 334 **Title: Field Studies in Environmental Science and Ecology** **Course Career** Undergraduate **Units** 3 **Approved Hours** VARIABLE **Fee index** 6 **Faculty** Augustana Faculty **Department** AU Science **Typically Offered** either term **Description:** A 3-week field course that provides students an opportunity to develop skills in research and study design in the field of Environmental Science and Ecology. Students will spend much of the course at the Augustana Miquelon Lake Research Station to allow them to fully immerse themselves in their research projects, which could cover the range of ecology, botany, geography, environmental science, and/or environmental studies. Course content also includes instruction in key aspects of conservation biology and resource management. Prerequisites: One of AUSTA ~~125~~, AUSTA 213, AUSTA 215, and one of AUENV 218, AUENV 230, AUGEO 218 (2021), AUGEO 230 (2021), AUENV 252, AUBIO 253. Notes: Credit may be obtained for only one of AUBIO 334, AUENV 334 and AUGEO 334 (2021).	**Subject & Number: AUENV 334** **Title: Field Studies in Environmental Science and Ecology** **Course Career** Undergraduate **Units** 3 **Approved Hours** VARIABLE **Fee index** 6 **Faculty** Augustana Faculty **Department** AU Science **Typically Offered** either term **Description:** A 3-week field course that provides students an opportunity to develop skills in research and study design in the field of Environmental Science and Ecology. Students will spend much of the course at the Augustana Miquelon Lake Research Station to allow them to fully immerse themselves in their research projects, which could cover the range of ecology, botany, geography, environmental science, and/or environmental studies. Course content also includes instruction in key aspects of conservation biology and resource management. Prerequisites: One of AUSTA 153, AUSTA 213, AUSTA 215, and one of AUENV 218, AUENV 230, AUGEO 218 (2021), AUGEO 230 (2021), AUENV 252, AUBIO 253. Notes: Credit may be obtained for only one of AUBIO 334, AUENV 334 and AUGEO 334 (2021).
Subject & Number: AUSCI 330 **Title: History and Theory of Computing** **Course Career** Undergraduate **Units** 3 **Approved Hours** 3-0-0 **Fee index** 6 **Faculty** Augustana Faculty **Department** AU Science **Typically Offered** either term **Description** History and models of computers including finite automata and Turing machines, computability, basics of formal languages, and complexity classes (P, NP, NP-complete). Prerequisite: AUCSC 111, or AUCSC 113 (2023) ~~and~~ AUSCI 135; and AUMAT 250. Note: Credit may be obtained for only one of AUMAT 355, AUCSC 315 and AUCSC 415 (2021).	**Subject & Number: AUSCI 330** **Title: History and Theory of Computing** **Course Career** Undergraduate **Units** 3 **Approved Hours** 3-0-0 **Fee index** 6 **Faculty** Augustana Faculty **Department** AU Science **Typically Offered** either term **Description** History and models of computers including finite automata and Turing machines, computability, basics of formal languages, and complexity classes (P, NP, NP-complete). Prerequisite: AUCSC 111, or AUCSC 113 (2023) or AUSCI 135; and AUMAT 250. Note: Credit may be obtained for only one of AUMAT 355, AUCSC 315 and AUCSC 415 (2021).

Reviewed/Approved by:

REQUIRED: Augustana Faculty Council - November 3, 2023.

OPTIONAL: Augustana Curriculum Committee - October 25, 2023.

Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Augustana Faculty
Contact Person:	Brandon Alakas
Level of change: (choose one only)	☑ Undergraduate
	☐ Graduate
Type of change request: (check all that apply)	☑ Program
	☐ Regulation
For which term is this intended to take effect?	Fall 2025
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

This revision to the Augustana Core, which entails replacing AUIDS 201 with a list of courses that meet the Collaborative Research Seminar portion of the Core, aims to respond to feedback the core committee received from students and instructors by achieving the following goals:
- Greater flexibility in terms of choice available to students
- Increased interest on the part of students to choose courses that align with their area of interest
- Potential increased enrollment in certain courses which are under-enrolled
- Increased perception of utility of course as they will now count towards major, core, and, potentially, transferable credits at an external faculty or institution

These changes will require no additional costs or faculty resources.

Calendar Copy

URL in current Calendar (or "New page")
BA: https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=55067
BEd Elementary: https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=67908
BMgt: https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=55068
BMus: https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=55188
BSc: https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=55188
BSc/BEd: https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=55070

Current Copy: ~~Removed language~~	**Proposed Copy:** New language

Bachelor of Arts [Augustana]

Overview
The Bachelor of Arts degree consists of 120 units in arts and science, including at least 55 units in arts (see Classification of Courses). The 120 units in the program are made up of the Foundation and Knowledge components of the Augustana Core, a major subject, an optional minor, and options, as follows:

The Augustana Core: Foundation 15 units
The Augustana Foundation requirement is met by the completion of the following courses:

- AUIDS 101 - First Year Seminar
- ~~AUIDS 201 - Collaborative Learning~~
- AUIDS 301 - Community Partnership Project
- AUIDS 401 - Advanced Integration Project

[...no further changes…]

Bachelor of Arts [Augustana]

Overview
The Bachelor of Arts degree consists of 120 units in arts and science, including at least 55 units in arts (see Classification of Courses). The 120 units in the program are made up of the Foundation and Knowledge components of the Augustana Core, a major subject, an optional minor, and options, as follows:
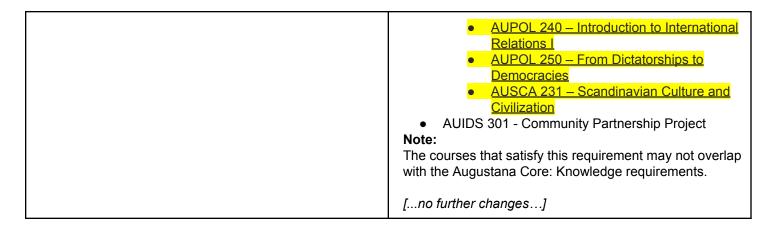
The Augustana Core: Foundation 15 units
The Augustana Foundation requirement is met by the completion of the following courses:

- AUIDS 101 - First Year Seminar
- Students must complete one of the following courses to satisfy the 200-level Collaborative Research Seminar element of the core and to enroll in AUIDS 301.
  - AUART 260 – Selected Topics in Art History
  - AUCSC 220: Software Engineering
  - AUENG 206 – Indigenous Children's Literature
  - AUENG 207 – Indigenous Storytelling
  - AUENG 260 – Animal Studies
  - AUDRA 230 – Acting
  - AUHIS 261: Canadian History, 1867 to the Present
  - AUPED 266 – Gender and Sport in Physical Activity
  - AUPED 290 – Studies in Leadership Theory
  - AUPOL 240 – Introduction to International Relations I
  - AUPOL 250 – From Dictatorships to Democracies
  - AUSCA 231 – Scandinavian Culture and Civilization
- AUIDS 301 - Community Partnership Project
- AUIDS 401 - Advanced Integration Project

[...no further changes…]

Bachelor of Education in Elementary Education (Augustana/Education)

General Information
Underlying Principles
The following principles underlie all teacher preparation programs:

Bachelor of Education in Elementary Education (Augustana/Education)

General Information
Underlying Principles
The following principles underlie all teacher preparation programs:

[...no changes until…]	*[...no changes until…]*
Augustana Core Foundation Courses (6 units)	**Augustana Core Foundation Courses (6 units)**

• AUIDS 101 - First Year Seminar
• ~~AUIDS 201 - Collaborative Learning~~
	• AUIDS 101 - First Year Seminar
	• <u>Students must complete one of the following courses to satisfy the 200-level Collaborative Research Seminar element of the core and to enroll in AUIDS 301.</u>
	   • <u>AUART 260 – Selected Topics in Art History</u>
	   • <u>AUCSC 220: Software Engineering</u>
	   • <u>AUENG 206 – Indigenous Children's Literature</u>
	   • <u>AUENG 207 – Indigenous Storytelling</u>
	   • <u>AUENG 260 – Animal Studies</u>
	   • <u>AUDRA 230 – Acting</u>
	   • <u>AUHIS 261: Canadian History, 1867 to the Present</u>
	   • <u>AUPED 266 – Gender and Sport in Physical Activity</u>
	   • <u>AUPED 290 – Studies in Leadership Theory</u>
	   • <u>AUPOL 240 – Introduction to International Relations I</u>
	   • <u>AUPOL 250 – From Dictatorships to Democracies</u>
	   • <u>AUSCA 231 – Scandinavian Culture and Civilization</u>

[...no further changes…]	*[...no further changes…]*
Bachelor of Management [Augustana]	**Bachelor of Management [Augustana]**
[...no changes until…]	*[...no changes until…]*
The Augustana Core: Foundation 15 units The Augustana Foundation requirement is met by the completion of the following courses:	**The Augustana Core: Foundation 15 units** The Augustana Foundation requirement is met by the completion of the following courses:

• AUIDS 101 - First Year Seminar
• ~~AUIDS 201 - Collaborative Learning~~
• AUIDS 301 - Community Partnership Project
• AUIDS 401 - Advanced Integration Project
 	
[...no further changes…]
	• AUIDS 101 - First Year Seminar
	• <u>Students must complete one of the following courses to satisfy the 200-level Collaborative Research Seminar element of the core and to enroll in AUIDS 301.</u>
	   • <u>AUART 260 – Selected Topics in Art History</u>
	   • <u>AUCSC 220: Software Engineering</u>
	   • <u>AUENG 206 – Indigenous Children's Literature</u>
	   • <u>AUENG 207 – Indigenous Storytelling</u>
	   • <u>AUENG 260 – Animal Studies</u>
	   • <u>AUDRA 230 – Acting</u>
	   • <u>AUHIS 261: Canadian History, 1867 to the</u>

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Present
- AUPED 266 – Gender and Sport in Physical Activity
- AUPED 290 – Studies in Leadership Theory
- AUPOL 240 – Introduction to International Relations I
- AUPOL 250 – From Dictatorships to Democracies
- AUSCA 231 – Scandinavian Culture and Civilization
- AUIDS 301 - Community Partnership Project
- AUIDS 401 - Advanced Integration Project

[...no further changes…]

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Bachelor of Music [Augustana]

Overview
The Bachelor of Music program consists of 122 units in Performance-Based Pedagogy major, including 61 units of core music requirements, 31 units in a Comprehensive, Conducting, Keyboard, or Voice stream of study, and 30 units of non-music requirements.

[...no changes until…]

Non-Music Requirements (30 units):
The Augustana Core: 15 units
The Augustana Core requirement is met by the completion of the following courses:

- AUIDS 101 - First Year Seminar
- AUIDS 201 - Collaborative Learning
- AUIDS 301 - Community Partnership Project
- AUIDS 401 - Advanced Integration Project

Note:
All students must complete AUIDS 101. Bachelor of Music students may be granted permission to opt out of the remainder of the Augustana Core in order to explore other pathways of study. Students interested in this route should consult the Department of Fine Arts and Humanities for details.

[...no further changes…]

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Bachelor of Music [Augustana]

Overview
The Bachelor of Music program consists of 122 units in Performance-Based Pedagogy major, including 61 units of core music requirements, 31 units in a Comprehensive, Conducting, Keyboard, or Voice stream of study, and 30 units of non-music requirements.

[...no changes until…]

Non-Music Requirements (30 units):
The Augustana Core: 15 units
The Augustana Core requirement is met by the completion of the following courses:

- AUIDS 101 - First Year Seminar
- Students must complete one of the following courses to satisfy the 200-level Collaborative Research Seminar element of the core and to enroll in AUIDS 301.
  - AUART 260 – Selected Topics in Art History
  - AUCSC 220: Software Engineering
  - AUENG 206 – Indigenous Children's Literature
  - AUENG 207 – Indigenous Storytelling
  - AUENG 260 – Animal Studies
  - AUDRA 230 – Acting
  - AUHIS 261: Canadian History, 1867 to the Present
  - AUPED 266 – Gender and Sport in Physical Activity
  - AUPED 290 – Studies in Leadership Theory
  - AUPOL 240 – Introduction to International Relations I
  - AUPOL 250 – From Dictatorships to

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- Democracies
  - AUSCA 231 – Scandinavian Culture and Civilization
- AUIDS 301 - Community Partnership Project
- AUIDS 401 - Advanced Integration Project

Note:

All students must complete AUIDS 101. Bachelor of Music students may be granted permission to opt out of the remainder of the Augustana Core in order to explore other pathways of study. Students interested in this route should consult the Department of Fine Arts and Humanities for details.

[...no further changes…]

Bachelor of Science [Augustana]

Overview

The Bachelor of Science degree consists of 120 units in arts and science, including at least 66 units in science (see Classification of Courses). The 120 units in the program are made up of the Foundation and Knowledge components of the Augustana Core, a major subject, an optional minor, and options, as follows:

The Augustana Core: Foundation 15 units

The Augustana Foundation requirement is met by the completion of the following courses:

- AUIDS 101 - First Year Seminar
- ~~AUIDS 201 - Collaborative Learning~~
- AUIDS 301 - Community Partnership Project
- AUIDS 401 - Advanced Integration Project

[...no further changes…]

Bachelor of Science [Augustana]

Overview

The Bachelor of Science degree consists of 120 units in arts and science, including at least 66 units in science (see Classification of Courses). The 120 units in the program are made up of the Foundation and Knowledge components of the Augustana Core, a major subject, an optional minor, and options, as follows:

The Augustana Core: Foundation 15 units

The Augustana Foundation requirement is met by the completion of the following courses:

- AUIDS 101 - First Year Seminar
- Students must complete one of the following courses to satisfy the 200-level Collaborative Research Seminar element of the core and to enroll in AUIDS 301.
  - AUART 260 – Selected Topics in Art History
  - AUCSC 220: Software Engineering
  - AUENG 206 – Indigenous Children's Literature
  - AUENG 207 – Indigenous Storytelling
  - AUENG 260 – Animal Studies
  - AUDRA 230 – Acting
  - AUHIS 261: Canadian History, 1867 to the Present
  - AUPED 266 – Gender and Sport in Physical Activity
  - AUPED 290 – Studies in Leadership Theory
  - AUPOL 240 – Introduction to International Relations I
  - AUPOL 250 – From Dictatorships to Democracies
  - AUSCA 231 – Scandinavian Culture and Civilization

- AUIDS 301 - Community Partnership Project
- AUIDS 401 - Advanced Integration Project

[...no further changes...]

Bachelor of Science (Augustana) / Bachelor of Education in Secondary Education Combined Degrees Program [Augustana]

General Information
The Augustana Faculty and the Faculty of Education offer a combined degrees program that is more highly structured than the BSc followed by a BEd After-Degree (a six-year route). It provides less flexibility in course choice and scheduling than taking the degrees sequentially, because it is designed to meet the minimum requirements of both degrees in five years. In addition, it must meet teacher certification requirements within this time frame.

The program is normally completed in five years, three years in the Augustana Faculty and two years in the Faculty of Education.

[...no changes until...]

Core Requirements (33 units)
Part A: The Augustana Core: Foundation (12 units)
The Augustana Foundation requirement is met by the completion of the following courses:

- AUIDS 101 - First Year Seminar
- ~~AUIDS 201 - Collaborative Learning~~
- AUIDS 301 - Community Partnership Project

Note:
The courses that satisfy this requirement may not overlap with the Augustana Core: Knowledge requirements.

[...no further changes...]

Bachelor of Science (Augustana) / Bachelor of Education in Secondary Education Combined Degrees Program [Augustana]

General Information
The Augustana Faculty and the Faculty of Education offer a combined degrees program that is more highly structured than the BSc followed by a BEd After-Degree (a six-year route). It provides less flexibility in course choice and scheduling than taking the degrees sequentially, because it is designed to meet the minimum requirements of both degrees in five years. In addition, it must meet teacher certification requirements within this time frame.

The program is normally completed in five years, three years in the Augustana Faculty and two years in the Faculty of Education.

[...no changes until...]

Core Requirements (33 units)
Part A: The Augustana Core: Foundation (12 units)
The Augustana Foundation requirement is met by the completion of the following courses:

- AUIDS 101 - First Year Seminar
- Students must complete one of the following courses to satisfy the 200-level Collaborative Research Seminar element of the core and to enroll in AUIDS 301.
    - AUART 260 – Selected Topics in Art History
    - AUCSC 220: Software Engineering
    - AUENG 206 – Indigenous Children's Literature
    - AUENG 207 – Indigenous Storytelling
    - AUENG 260 – Animal Studies
    - AUDRA 230 – Acting
    - AUHIS 261: Canadian History, 1867 to the Present
    - AUPED 266 – Gender and Sport in Physical Activity
    - AUPED 290 – Studies in Leadership Theory

	==AUPOL 240 – Introduction to International Relations I== ==AUPOL 250 – From Dictatorships to Democracies== ==AUSCA 231 – Scandinavian Culture and Civilization== - AUIDS 301 - Community Partnership Project **Note:** The courses that satisfy this requirement may not overlap with the Augustana Core: Knowledge requirements. *[...no further changes…]*

Reviewed/Approved by:

Augustana Faculty Council, May 6, 2024
Augustana Curriculum Committee, March 12, 2024

Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Augustana - Department of Science
Contact Person:	Brandon Alakas
Level of change: (choose one only)	☑ Undergraduate
	☐ Graduate
Type of change request: (check all that apply)	☐ Program
	☑ Regulation
For which term is this intended to take effect?	Fall 2025
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

Two AUENV courses need to be added to this list, indicating their classification as 'Science' courses for Augustana degree purposes.

Calendar Copy

URL in current Calendar (or "New page")
https://calendar.ualberta.ca/content.php?catoid=44&navoid=13585#classification-of-courses

Current Copy: ~~Removed language~~	Proposed Copy: New language
Classification of Courses In the determination of eligibility for an Augustana Faculty degree, courses are classified as follows: 1. The following are classified as Science courses: a. all Biology (AUBIO). b. all Chemistry (AUCHE). c. Community Service-Learning (AUCSL) 361. d. all Computing Science (AUCSC). e. Economics AUECO 206, AUECO 311, AUECO 449. f. Environmental Studies AUENV 120, AUENV 201, AUENV 218, AUENV 220, AUENV 230, AUENV 231, AUENV 233, AUENV 234, AUENV 252, AUENV 301, AUENV 320, AUENV 324, AUENV 334, AUENV 335, AUENV 350, AUENV 351, AUENV 354,	**Classification of Courses** In the determination of eligibility for an Augustana Faculty degree, courses are classified as follows: 2. The following are classified as Science courses: a. all Biology (AUBIO). b. all Chemistry (AUCHE). c. Community Service-Learning (AUCSL) 361. d. all Computing Science (AUCSC). e. Economics AUECO 206, AUECO 311, AUECO 449. f. Environmental Studies AUENV 120, AUENV 201, AUENV 218, AUENV 220, AUENV 230, AUENV 231, AUENV 233, AUENV 234, AUENV 252, AUENV 301, AUENV 320, AUENV 324, AUENV 331, AUENV 334, AUENV 335, AUENV 350, AUENV 351,

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AUENV 401, AUENV 420, AUENV 421, AUENV 425, AUENV 434, AUENV 459.

g. Geography AUGEO 301, AUGEO 401
h. Interdisciplinary Studies AUIDS 137, AUIDS 211.
i. Management AUMGT 206.
j. all Mathematics (AUMAT).
k. Physical Education AUPED 112, AUPED 215, AUPED 216, AUPED 232, AUPED 251, AUPED 314, AUPED 317, AUPED 343, AUPED 344, AUPED 374, AUPED 375, AUPED 393, AUPED 414, AUPED 497.
l. all Physics (AUPHY).
m. Psychology (AUPSY) courses having odd numbers (last digit is 1, 3, 5, 7, or 9).
n. all Science (AUSCI)
o. all Statistics (AUSTA).

[...no further changes…]

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AUENV 354, AUENV 401, AUENV 420, AUENV 421, AUENV 425, AUENV 431, AUENV 434, AUENV 459.

g. Geography AUGEO 301, AUGEO 401
h. Interdisciplinary Studies AUIDS 137, AUIDS 211.
i. Management AUMGT 206.
j. all Mathematics (AUMAT).
k. Physical Education AUPED 112, AUPED 215, AUPED 216, AUPED 232, AUPED 251, AUPED 314, AUPED 317, AUPED 343, AUPED 344, AUPED 374, AUPED 375, AUPED 393, AUPED 414, AUPED 497.
l. all Physics (AUPHY).
m. Psychology (AUPSY) courses having odd numbers (last digit is 1, 3, 5, 7, or 9).
n. all Science (AUSCI)
o. all Statistics (AUSTA).

[...no further changes…]

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Reviewed/Approved by:

Augustana Faculty Council, April 5, 2024

Augustana Curriculum Committee, March 12, 2024

Calendar Change Request Form
for Course Changes

See the Calendar Guide for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Alberta School of Business
Contact Person:	Dr. Michelle Inness, Associate Dean Undergraduate
Level of change: (choose one only) [?]	☑ Undergraduate
	☐ Graduate
For which term will this change take effect?	Fall 2024

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

New class designed to support the new Innovation Fund strategic initiative.

Course Template

Current: ~~Removed language~~	**Proposed:** New language
Subject & Number **Title** **Course Career** **Units** **Approved Hours** **Fee index** **Faculty** **Department** **Typically Offered** **Description**	**Subject & Number** SEM 333 **Title** Technology Ventures: Navigating Entrepreneurial Innovation and Growth **Course Career** Undergraduate **Units** 3 **Approved Hours** 3-0-0 **Fee index** 6 **Faculty** Alberta School of Business **Department** Business **Typically Offered** either term **Description** In partnership with the University of Alberta Innovation Fund, this course explores the dynamic world of high-growth, technology ventures. Students will learn about the changing landscape of innovation ecosystems, discover how entrepreneurs develop entrepreneurial possibilities and effective teams and learn the foundational elements of how new ventures acquire resources to grow. The course is enriched with guests from the UAlberta innovation community and key industries like artificial intelligence, health, energy and agriculture. This introductory course is ideal for students interested in high-growth businesses, including backgrounds in the humanities, business, science, engineering and health.

Reviewed/Approved by:

REQUIRED; All items passed at USPC March 28, 2024.

OPTIONAL: All items passed at Business Council April 24, 2024

UNIVERSITY OF ALBERTA

Calendar Change Request Form
for Course Changes

See the Calendar Guide for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Business (Undergraduate)
Contact Person:	Dr. Michelle Inness, Associate Dean Undergraduate
Level of change: (choose one only) [?]	☑ Undergraduate
	☐ Graduate
For which term will this change take effect?	2025/2026

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

We are removing BUS 202 as a course in its current form as it is no longer enrolling students. We are aiming to have this number available in the future .

Course Template

Current: Removed language	**Proposed:** New language
~~**BUS 202 - Introduction to Canadian Business for International Students**~~ ~~**Course Career** Undergraduate~~ ~~**Units** 3~~ ~~**Approved Hours** 2-0-1.5~~ ~~**Fee index** 6~~ ~~**Faculty** Business~~ ~~**Department** Business~~ ~~**Typically Offered** first term~~ ~~**Description**~~ ~~Provides students with an introduction to the Faculty of Business and the functional areas of business. Special emphasis is made on the Canadian business environment and the skills necessary to live and work in Canada. A Business Plan will be a central aspect of the course. Students improve research, communications, presentation, leadership and group skills. Open only to students in the Faculty of Business. Recommended only for International Students. Not open to students with credit in BUS 201.~~	Delete course

Reviewed/Approved by:

REQUIRED: All items passed at USPC March 22, 2024

OPTIONAL: All items passed at Business Council April 24, 2024

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Alberta School of Business (Department of Finance)
Contact Person:	Dr. Michelle Inness, Associate Dean Undergraduate
Level of change: (choose one only) [?]	☑ Undergraduate
	☐ Graduate
For which term will this change take effect?	2025/2026

Rationale
Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

Formally FIN 488. This course has been taught as a special topics course with sections planned for the 2024/2025 academic year. Given the demand of this course and the expectation that this course is a key component of the Finance honors program, we would like to make this a permanent course.

Course Template

Current: Removed language	Proposed: New language
Subject & Number	**Subject & Number** FIN 452
Title	**Title** Financial, Analytics and Trading
Course Career	**Course Career** Undergraduate
Units	**Units** 3
Approved Hours	**Approved Hours** 3-0-0
Fee index	**Fee index** 6
Faculty	**Faculty** Business
Department	**Department** Department of Finance
Typically Offered	**Typically Offered** either term
Description	**Description** This course is designed to apply strong analytical skills learned in FIN 450 and deploy them in real markets. Students will be immersed in the dynamic world of algorithmic trading and portfolio management, akin to a professional environment in hedge funds or active asset management. Prerequisite: FIN 450. FIN 440 is recommended.

Reviewed/Approved by:

REQUIRED: All items passed at USPC March 22, 2024

OPTIONAL: All items passed at Business Council April 24, 2024

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Business (Undergraduate)
Contact Person:	Dr. Michelle Inness, Associate Dean Undergraduate
Level of change: (choose one only) [?]	● Undergraduate
	● Graduate
For which term will this change take effect?	2024/2025

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The intent of this course prerequisite change is to ladder students through four courses that lead to the Certificate in Interdisciplinary Leadership Studies (CILS) by having students take INT D 101 "Inspired to Dream: Becoming a Leader" first, typically in their first year of university studies, then if they wish to continue on this path, this second course in the four-course series, "Inspired to Lead: Skills You Need", typically taken in their second year.

Course Template

Current: ~~Removed language~~	Proposed: New language
Subject & Number: INT D 207	**Subject & Number:** INT D 207
Title: Inspired to Lead: Skills You Need	**Title:** Inspired to Lead: Skills You Need
Course Career Undergraduate **Units** 3 **Approved Hours** 3-0-0 **Fee index** 6 **Faculty** Business **Department** Business **Typically Offered** either term	**Course Career** Undergraduate **Units** 3 **Approved Hours** 3-0-0 **Fee index** 6 **Faculty** Business **Department** Business **Typically Offered** either term
Description Students will learn about practical skills that are important to be successful in leadership across various organizational settings and situations. Reflection and self-development are key components of the course. ~~Open to all students. No prerequisites.~~ It is recommended that students have completed at least 30 units of course weight towards their degree prior to registering in this course.	**Description** Students will learn about practical skills that are important to be successful in leadership across various organizational settings and situations. Reflection and self-development are key components of the course. It is recommended that students have completed at least 30 units of course weight towards their degree prior to registering in this course. Prerequisite: INT D 101.

Reviewed/Approved by:

REQUIRED: All items passed at USPC March 22, 2024
OPTIONAL: All items passed at Business Council April 24, 2024

UNIVERSITY OF ALBERTA

Calendar Change Request Form
for Course Changes
See the Calendar Guide for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Business (Undergraduate)
Contact Person:	Dr. Michelle Inness, Associate Dean Undergraduate
Level of change: (choose one only) [?]	● Undergraduate
	● Graduate
For which term will this change take effect?	2024/2025

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The intent of this course prerequisite change is to ladder students through four courses that lead to the Certificate in Interdisciplinary Leadership Studies (CILS) by having them take INT D 101 "Inspired to Dream: Becoming a Leader" first, typically in their first year of university studies, and then INT D 207 "Inspired to Lead: Skills You Need" (or 3 units in elective courses from the pre-approved list of academic courses endorsed by the Peter Lougheed Leadership College (PLLC) at the 200-level). The student will then be ready to take this third course in the four-course series "Inspired to Lead: Your Leadership Canvas" while in their third year of studies.

Course Template

Current: Removed language	Proposed: New language
Subject & Number: INT D 307 **Title**: Inspired to Lead: Your Leadership Canvas **Course Career** Undergraduate **Units** 3 **Approved Hours** 3-0-0 **Fee index** 6 **Faculty** Business **Department** Business **Typically Offered** either term **Description** Solving societal problems requires that leaders engage across many different domains, requiring them to understand multiple disciplines of thought. Students will examine leadership in public, private and non-governmental cases as well as their intersections. By the end of the course, students will have a strong understanding for their own personal leadership development path. Open to all students. No prerequisites. It is recommended that students have completed at least 60 units of course weight towards their degree prior to registering in this course.	**Subject & Number:** INT D 307 **Title:** Inspired to Lead: Your Leadership Canvas **Course Career** Undergraduate **Units** 3 **Approved Hours** 3-0-0 **Fee index** 6 **Faculty** Business **Department** Business **Typically Offered** either term **Description** Solving societal problems requires that leaders engage across many different domains, requiring them to understand multiple disciplines of thought. Students will examine leadership in public, private and non-governmental cases as well as their intersections. By the end of the course, students will have a strong understanding for their own personal leadership development path. It is recommended that students have completed at least 60 units of course weight towards their degree prior to registering in this course. Prerequisite: INT D 101 and INT D 207 (or equivalent from list of CILS pre-approved courses at the 200 level).

Reviewed/Approved by:

REQUIRED: All items passed at USPC March 22, 2024
OPTIONAL: All items passed at Business Council April 24, 2024

Calendar Change Request Form
for Course Changes

See the Calendar Guide for tips on how to complete this form.

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Business (Undergraduate)
Contact Person:	Dr. Michelle Inness, Associate Dean Undergraduate
Level of change: (choose one only) [?]	● Undergraduate
	● Graduate
For which term will this change take effect?	2024/2025

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The intent of this course prerequisite change is to ladder students through four courses that lead to the Certificate in Interdisciplinary Leadership Studies (CILS) by having them take INT D 101 "Inspired to Dream: Becoming a Leader" first, typically in their first year of university studies, then INT D 207 "Inspired to Lead: Skills You Need" (or 3 units in elective courses from the pre-approved list of academic courses endorsed by the Peter Lougheed Leadership College (PLLC) at the 200-level) in their second year of university studies, and then INT D 307 "Inspired to Lead: Your Leadership Canvas" while in their third year of studies. This fourth course in the four-course series will be the capstone of their CILS, or they may substitute an equivalent course from the list of CILS pre-approved courses at the 400 level. The course is restricted to students in their third and fourth years in order to preclude a student in their first or second years from taking the full set of four CILS courses early in their degree and therefore not benefitting from the structured and laddered sequencing of the four courses.

Course Template

Current: ~~Removed language~~	Proposed: New language
Subject & Number: INT D 407	**Subject & Number:** INT D 407
Title: ~~Workshop in Leadership~~	**Title:** Inspired to Lead: Time to Practice
Course Career Undergraduate **Units** 3 **Approved Hours** VARIABLE **Fee index** 6 **Faculty** Business **Department** Business **Typically Offered** either term	**Course Career** Undergraduate **Units** 3 **Approved Hours** VARIABLE **Fee index** 6 **Faculty** Business **Department** Business **Typically Offered** either term
Description Using experiential learning to build practical leadership skills that generalize across organizational settings, and ethical decision making under constraints (stress, time, financial). Leading, understanding, influencing, communicating and motivating others in organizations and teams. Topics may include vision, mission, values, leading change, managing teams, organizational culture management (recruiting, socializing,	**Description** Using experiential learning to build practical leadership skills that generalize across organizational settings, and ethical decision making under constraints (stress, time, financial). Leading, understanding, influencing, communicating and motivating others in organizations and teams. Topics may include vision, mission, values, leading change, managing teams, organizational culture management (recruiting, socializing,

rewarding), and working with boards. ~~Prerequisite: INT D 301. Counts toward the Certificate in Interdisciplinary Leadership Studies offered by the School of Business in collaboration with the Peter Lougheed Leadership College. [Faculty of Business]~~.	rewarding), and working with boards. Prerequisites: INT D 101, INT D 207 (or equivalent from list of CILS pre-approved courses at the 200 level), and INT D 307 (or equivalent from list of CILS pre-approved courses at the 300 level). Restricted to 3rd and 4th year students.

Reviewed/Approved by:

REQUIRED: All items passed at USPC March 22, 2024

OPTIONAL: All items passed at Business Council April 24, 2024

Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Alberta School of Business
Contact Person:	Dr. Michelle Inness, Associate Dean Undergraduate
Level of change: (choose one only)	☑ Undergraduate
	☐ Graduate
Type of change request: (check all that apply)	☑ Program
	☐ Regulation
For which term is this intended to take effect?	Fall 2025
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

Changes were made to align with the new Certificate framework.

The CIE is explicitly constructed to provide a very broad-based, trans-disciplinary approach to innovation and entrepreneurship that conceptualizes entrepreneurship as a set of skills and capacities that are important for everyone. This certificate is curated to not only create new ventures, but to develop social innovations and engage in emancipatory entrepreneurship – the breakdown of barriers and constraints to empower marginalized groups. As such, the curriculum is designed - especially in SEM 330 and the required capstone SEM 331 - to embrace EDI. Pedagogy includes examining bias across different marginalized groups (e.g., women, Black, Indigenous, and 2SLGBTQIA). The CIE also involves 9 faculties including the Faculty of Native Studies. Overall, the CIE provides an example of how pedagogical approaches can be designed reflecting the core principles of shape and resonance across the entire study body of the University of Alberta.

The courses were chosen based on consultation with Faculty Deans as well as Undergraduate Deans, and others are recommended. In addition, Faculty Deans provided letters of support for the CIE and its approach to courses and everything else.

Calendar Copy

URL in current Calendar (or "New page")	
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General Information

The Certificate in Innovation and Entrepreneurship will provide undergraduate students formal recognition for the innovation and entrepreneurship knowledge that they have acquired and demonstrated over the course of their academic career. The certificate will indicate to employers that the student has an understanding of how innovative and entrepreneurial processes can be leveraged to enhance social and economic outcomes, complementing and extending their primary areas of expertise.

The Certificate in Innovation and Entrepreneurship is an embedded interdisciplinary certificate. The Faculty of Business is the administrative Unit for the Certificate. Students can earn the certificate while completing their undergraduate degree in one of the participating faculties offering courses that can be counted toward the certificate (ALES, Arts, Augustana, Business, Education, Engineering, Kinesiology, Sport and Recreation, Native Studies, and Science).

~~Normally the requirements for the Certificate in Innovation and Entrepreneurship can be completed as part of the requirements for a student's degree; however, in some cases, a student may need to take more than the minimum number of courses required for their degree program in order to qualify for both the degree and the certificate. The Certificate in Innovation and Entrepreneurship will be~~ available to undergraduate students who are enrolled in degree programs offered by participating Faculties.

Requirements

While completing the undergraduate program in their respective Faculties, students will be required to complete a minimum of 12 units from a list of designated courses. 6 units will come from the list of core courses, including 3 units in a required integrative projects course. This required integrative projects course will engage directly with key aspects of innovation and entrepreneurship and serve as the "capstone" experience for participating undergraduate

General Information

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Students may complete the certificate using primarily electives in their programs; there will be no more than 3 units overlap with required courses for any other credential (e.g. major, minor or certificate). The Certificate in Innovation and Entrepreneurship is available to undergraduate students who are enrolled in degree programs offered by participating Faculties.

Requirements

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students. In addition to these core courses, students will also be required to complete at least 6 units in electives.

Students will be asked to complete an "intention to complete the certificate" form available on the University of Alberta eHUB website and the Faculty of Business website.

Application for the certificate is made to the Faculty of Business Undergraduate Office by February 1 for Spring Convocation and September 1 for Fall Convocation. At present, this certificate is not available to students who have already completed their degrees or who are not receiving a degree at the appropriate convocation.

Students may pursue the Certificate in Innovation and Entrepreneurship by fulfilling existing requirements for majors, minor or honors in their respective disciplines and by completing the following:

- 6 units in core courses from the preapproved list of academic courses listed by eHUB and the Faculty of Business.
- 6 units in elective courses from the preapproved list of academic courses by eHUB and the Faculty of Business

Notes

- A maximum of 3 units from any given course can be used for the certificate.
- No more than 3 of the 12 units may be transfer credits from other postsecondary institutions.
- The certificate will be awarded at the time the students earn their undergraduate degree.
- Must be enrolled in a major that is part of the participating Faculties.
- Students must be in good academic standing at the time they register for the certificate and they must maintain good academic standing as they pursue the certificate. Students must

Students will be asked to complete an "intention to complete the certificate" form available on the University of Alberta eHUB Entrepreneurship Centre website.

Application for the certificate is made to the eHUB Entrepreneurship Centre by February 1 for Spring Convocation and September 1 for Fall Convocation. At present, this certificate is not available to students who have already completed their degrees or who are not receiving a degree at the appropriate convocation.

Students may pursue the Certificate in Innovation and Entrepreneurship by fulfilling existing requirements for majors, minor or honors in their respective disciplines and by completing the following:

- 6 units in core courses from the preapproved list of academic courses listed by eHUB and the Faculty of Business. This can be found at the eHUB Entrepreneurship Centre.
- 6 units in elective courses from the preapproved list of academic courses by eHUB and the Faculty of Business. This can be found at the eHUB Entrepreneurship Centre.

Notes

- A maximum of 3 units from any given course can be used for the certificate.
- No more than 3 of the 12 units may be transfer credits from other postsecondary institutions.
- A maximum of 6 units at the 100-level is permitted for this certificate.
- A minimum of 6 units at the 300- or 400-level is required for this certificate
- The certificate will be awarded at the time the students earn their undergraduate degree.
- Must be enrolled in a major that is part of the participating Faculties.
- Students must be in good academic standing at the time they register for the certificate and they must maintain good academic standing as they pursue the certificate. Students must

maintain the minimum GPA for continuation in their respective programs. ● Students may enroll in this embedded certificate in any year of their undergraduate degree. However, students must complete a core course and two elective courses prior to registering for the final required core course - SEM 331 - Integrative Capstone in Innovation and Entrepreneurship. ● In order to have the certificate awarded at graduation, students must have completed SEM 331. ● ~~No more than half of the course requirements taken for this certificate may overlap with courses taken for another certificate.~~ ● This Certificate is conceived as an interdisciplinary one, and at least one of the courses in the certificate ~~should ideally~~ be taken from a ~~different Faculty~~.	maintain the minimum GPA for continuation in their respective programs. ● Students may enroll in this embedded certificate in any year of their undergraduate degree. However, students must complete a core course and two elective courses prior to registering for the final required core course - SEM 331 - Integrative Capstone in Innovation and Entrepreneurship. ● In order to have the certificate awarded at graduation, students must have completed SEM 331. ● This Certificate is conceived as an interdisciplinary one, and at least one of the courses in the certificate must be taken from a faculty different from the student's home faculty.

Reviewed/Approved by:

REQUIRED: All items passed at USPC March 22, 2024.

OPTIONAL: All items passed at Business Council April 24, 2024

Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Alberta School of Business (Undergraduate)
Contact Person:	Dr. Michelle Inness, Associate Dean Undergraduate
Level of change: (choose one only)	☑ Undergraduate
	☐ Graduate
Type of change request: (check all that apply)	☑ Program
	☐ Regulation
For which term is this intended to take effect?	Fall 2025
Does this proposal have corresponding course changes? (Should be submitted at the same time)	Yes

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The aim of these changes is to align with the New Certificate Framework and to create a four-year pathway through the Certificate in Interdisciplinary Leadership Studies courses so that students would typically take the introductory INT D 101 course in their first year, then either the INT D 207 course or an approved 200-level substitute in their second year, followed by either the INT D 307 course or an approved 300-level substitute in their third year, and finally the INT D 407 capstone course or an approved 400-level capstone substitute in their fourth year. With this pathway in place most students in courses would be at the same level in their leadership development.

For EDI, the CILS entryway required course INT D 101 is totally open for all first year students, no prerequisite to INT D 101. It satisfies Equity as it is open to all students at the UofA. It is an online course, so can be taken by students from many campuses and locations. Of 13 course modules, 10 are asynchronous. The other 3 are seminars that are taken in small groups by students signing up from many available options. Those seminars are then online synchronous, with students needing the basic tools of a computer and internet access. On Diversity, the course itself has multiple speakers coming from a variety of backgrounds and perspectives, varying on age, gender, indigeneity, and academic discipline. The aim of the course was to have each student be able to see themselves in one or more of the speakers. Course Directors have been female to date, though there will be males in this role in the future. On Inclusivity, INT D 101 course seminars are random mixes of students from many campuses and faculties, who are asked to work with each other in three online synchronous seminars as they are guided by two Teaching Assistants. Those assistants are trained to welcome input and discussion in the exploration of leadership discussion prompts. The three other INT D courses in the CILS are online, with more synchronous seminars and group work, and somewhat smaller enrollments. EDI is achieved by the second, third, and fourth year CILS courses by allowing students to substitute courses from 11 other faculties, as of 2024, with leadership content. This gives students choice in choosing to study in different formats, in-person and online, on different campuses, including Augustana and Faculté St. Jean, and with different audiences, for example Nursing, Pharmacy, Engineering, Arts, Business, ALES, and KSR.

Regarding Indigenous Initiatives, to date this has mostly been achieved in two ways. The first is the requirement that students must have completed an indigenous studies course by the time of their application for the embedded CILS. One way to achieve this is by completing the Coursera "Indigenous Canada" online course of 12 modules. This course can be completed completely online and asynchronously, with short unit multiple-choice tests to measure comprehension. A certificate is awarded at the end of the course. There is no charge for this course so it is totally accessible to all with a computer and internet access. Students may instead take Native Studies 201, a three credit course, or an equivalent course such as Aboriginal Studies 30 from the Alberta High School Curriculum, or NorQuest College Indigenous Studies I. Other equivalents may eventually be added. The second way that indigenous initiatives has been achieved in INT D 101 is by the inclusion of a number of indigenous speakers and presenters through the 10 online asynchronous modules. There is a significant presence of the indigenous ways of knowing in the INT D 101 course. For upper level courses there are three courses from the Faculty of Native Studies on the PLLC list of approved substitute courses that could count towards the CILS, namely NS 345 - Governance in Indigenous Nations, NS 420 - Partnership Strategies, and NS 445 - Community Development Process.

Regarding SHAPE, the CILS is designed for high enrolment, especially in the first year entry course, INT D 101 which is named "Inspired to Dream: Becoming a Leader". This course has run in Fall 2022, Winter 2023, Fall 2023, Winter 2024, with about 1000 students per offering. It will be offered to a smaller section in Spring 2024, then again in Fall 2024 and Winter 2025. The plan is that this course will be offered each term of the academic year, Summer-Fall-Winter-Spring, so that as the number of students at the UofA grows, according to the SHAPE plan, they will have easy access to this optional, no prerequisite, first year course. Planned enrolment in the other three courses developed by the PLLC, INT D 207 "Inspired to Lead: Skills You Need" is about 500 per term, for INT D 307 "Inspired to Lead: Your Leadership Canvas" is about 250 per term, and for the capstone course with integrated experience component INT D 407 "Inspired to Lead: Time to Practice", enrolment is projected to be about 125 per term. This last course is in development for a first offering in Fall 2024. Note that only the first INT D 101 course is absolutely required for the CILS to be awarded. Students may substitute other approved second, third, and fourth year courses instead of taking INT D 207, 307. and 407.

Calendar Copy

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Current Copy: ~~Removed language~~	Proposed Copy: New language
# Certificate in Interdisciplinary Leadership Studies	# Certificate in Interdisciplinary Leadership Studies
The Certificate in Interdisciplinary Leadership Studies will provide undergraduate students with opportunities for learning that will forge leadership skills and competences through academic courses and co-curricular programming which engages experiential learning, a diverse range of leadership styles, and commitment to ethical behavior and social responsibility. Undergraduates will also have access	The Certificate in Interdisciplinary Leadership Studies will provide undergraduate students with opportunities for learning that will forge leadership skills and competences through academic courses and co-curricular programming which engages experiential learning, a diverse range of leadership styles, and commitment to ethical behavior and social responsibility. Undergraduates will also have access

to excellence in mentorship by individuals with proven leadership qualities in the local, national and international communities. The certificate will be available to all undergraduate students.

While completing the undergraduate program in their respective Faculties, students will complete a minimum of 12 units from the list of designated courses that have a leadership focus or contain significant leadership content. In addition, students will be encouraged to participate in leadership-related co-curricular activities. Voluntary participation in co-curricular activities may include a Stretch Experience, mentoring from community and industry leaders, attending Lougheed College Lectures, Lougheed Leadership Forums, or Leader Communication Training.

Certificate Requirements

Students may pursue the Certificate in Interdisciplinary Leadership Studies by fulfilling existing requirements for completion in their respective disciplines, and by completing the following:

1. INT D 101 (3 units)
2. Indigenous Perspectives co-requisite: UofA Indigenous Canada MOOC (provide certificate of completion) OR NS 201 (3 units). Students are encouraged to complete the co-requisite by year two of their program. Students who can provide proof of completing Aboriginal Studies 30, via a high school transcript, are considered to have satisfied this co-requisite.
3. 6 units in elective courses from the preapproved list of academic courses endorsed by the Peter Lougheed Leadership College (PLLC) at the 100- to 300-level
4. INT D 407 (3 units) OR 3 units in an alternate 400-level course from the pre-approved list of academic capstone courses endorsed by the PLLC

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to excellence in mentorship by individuals with proven leadership qualities in the local, national and international communities. The certificate will be available to all undergraduate students.

While completing the undergraduate program in their respective Faculties, students will complete a minimum of 12 units from the list of designated courses that have a leadership focus or contain significant leadership content. In addition, students will be encouraged to participate in leadership-related co-curricular activities. Voluntary participation in co-curricular activities may include a Stretch Experience, mentoring from community and industry leaders, attending Lougheed College Lectures, Lougheed Leadership Forums, or Leader Communication Training.

Certificate Requirements

Students may pursue the Certificate in Interdisciplinary Leadership Studies by fulfilling existing requirements for completion in their respective disciplines, and by completing the following:

1. INT D 101 (3 units)
2. Indigenous Perspectives co-requisite*
3. INT D 207 (3 units) or 3 units in elective courses from the preapproved list of academic courses endorsed by the Peter Lougheed Leadership College (PLLC) at the 200-level
4. INT D 307 (3 units) or 3 units in elective courses from the preapproved list of academic courses endorsed by the PLLC at the 300-level
5. INT D 407 (3 units) or 3 units in elective courses from the preapproved list of academic capstone courses endorsed by the PLLC at the 400-level

UofA Indigenous Canada MOOC (provide certificate of completion) or NS 201 or equivalent (3 Credits). Students are encouraged to complete the co-requisite by year two of their program.

# Completion	*Students who can provide proof of completing Aboriginal Studies 30, via a high school transcript, are considered to have satisfied this co-requisite.* # Completion
1. Students will register for the Certificate by completing an "intention to complete the certificate" form available on the Peter Lougheed Leadership College website. 2. Students will apply to graduate with the certificate by submitting an application to the Faculty of Business Undergraduate Office by February 1 for Spring Convocation and September 1 for Fall Convocation. 3. ~~No more than half of the course requirements for this certificate may overlap with the requirements of another certificate.~~ 4. Students will receive the Certificate in Interdisciplinary Leadership Studies upon completion of all program requirements for their primary degree program and the successful completion of all courses in the certificate program. This is an embedded certificate; the certificate will only be awarded when the degree is awarded.	1. Students will register for the Certificate by completing an "intention to complete the certificate" form available on the Peter Lougheed Leadership College website. 2. Students will apply to graduate with the certificate by submitting an application to the Faculty of Business Undergraduate Office by February 1 for Spring Convocation and September 1 for Fall Convocation. 3. There can only be 3 credit units of overlap between the CILS and any other credential. 4. A maximum of 6 units at the 100-level is permitted for this certificate. 5. A minimum of 6 units at the 300- or 400-level is required for this certificate 6. Students will receive the Certificate in Interdisciplinary Leadership Studies upon completion of all program requirements for their primary degree program and the successful completion of all courses in the certificate program. This is an embedded certificate; the certificate will only be awarded when the degree is awarded.

Reviewed/Approved by:

REQUIRED: All items passed at USPC March 22, 2024

OPTIONAL: All items passed at Business Council April 24, 2024

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Faculty of Business - MBA
Contact Person:	Michael Maier (msmaier@ualberta.ca)
Level of change: (choose one only) [?]	● Undergraduate
	● Graduate
For which term will this change take effect?	Fall 2024

Rationale
Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

New course designed to support President Bill Flanagan's new innovation fund strategic initiative.

Course Template

Current:	Proposed: New Course
Subject & Number	**Subject & Number** SEM 533
Title	**Title** Navigating Entrepreneurial Innovation and Growth
Course Career **Units** **Approved Hours** **Fee index** **Faculty** **Department** **Typically Offered** **Description**	**Course Career** Graduate **Units** 3 **Approved Hours** 3-0-0 **Fee index** 6 **Faculty** Business **Department** Strategy, Entrepreneurship & Management **Typically Offered** Either Term **Description** In partnership with the University of Alberta Innovation Fund, this course explores the dynamic world of high-growth, technology ventures. Students will learn about the changing landscape of innovation ecosystems, discover how entrepreneurs develop entrepreneurial possibilities and effective teams and learn the foundational elements of how new ventures acquire resources to grow. The course is enriched with guests from the UAlberta innovation community and key industries like artificial intelligence, health, energy and agriculture. This introductory course is ideal for students interested in high-growth businesses, including backgrounds in the humanities, business, science,

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<td>==engineering and health.==
==No prior background in business is required. This course is available to all students, not exclusively restricted to those in the Business program.==</td>
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Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date. Business Council – April 24, 2024
OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates. Department of Strategy, Entrepreneurship & Management – Feb. 13, 2024

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Faculty of Business - MBA
Contact Person:	Michael Maier (msmaier@ualberta.ca)
Level of change: (choose one only) [?]	● Undergraduate
	● Graduate
For which term will this change take effect?	Fall 2024

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

This course has been successfully piloted for several years and is consistent with the school's vision of developing an entrepreneurial mindset within students.

Course Template

Current:	Proposed: New Course
Subject & Number	**Subject & Number** SEM 620
Title	**Title** Strategic Decision-Making with Data Analytics
Course Career **Units** **Approved Hours** **Fee index** **Faculty** **Department** **Typically Offered**	**Course Career** Graduate **Units** 3 **Approved Hours** 3-0-0 **Fee index** 6 **Faculty** Business **Department** Strategy, Entrepreneurship & Management **Typically Offered** Either Term
Description	This course examines how leaders can leverage data analytics to inform strategic decision-making in organizations. Students will develop skills in using data to frame decisions, asking critical questions about data, understanding and critiquing the methods by which data has been collected and organized, and leveraging data to improve organizational outcomes. The course is organized around two parallel modules: a decision-making module and a data analysis module. Through interactive lectures, case studies, and real-world projects, students will learn to use data to formulate strategies, facilitate change, and create value. The focus is on using data analytics for strategic management rather than intensively analyzing quantitative data.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.   Business Council - April 24, 2024
OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Faculty of Business - MBA
Contact Person:	Michael Maier (msmaier@ualberta.ca)
Level of change: (choose one only) [?]	● Undergraduate
	● Graduate
For which term will this change take effect?	Fall 2024

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

This class was moved over from the MBEL department in Winter 2023. The SEM department is further refining the course description and course name to better reflect the content of the course.

Course Template

Current: Removed language	**Proposed:** New language
Subject & Number SEM 678	**Subject & Number** SEM 678
Title Managing Business-Government Relations in Canada	**Title** Public-Private partnerships for Economic Development
Course Career Graduate **Units** 3 **Approved Hours** 3-0-0 **Fee index** 6 **Faculty** Business **Department** Strategy, Entrepreneurship & Management **Typically Offered** Either Term	**Course Career** Graduate **Units** 3 **Approved Hours** 3-0-0 **Fee index** 6 **Faculty** Business **Department** Strategy, Entrepreneurship & Management **Typically Offered** Either Term
Description	**Description**
The role of business in the public policy process: How business organizations influence public policy and its administration, and how public policies affect business. Processes of change are of particular interest. Attention is placed on the motivation, behavior patterns, and the dynamics of the interaction of different stakeholder groups, policy makers, and managers responsible for the implementation of public policies. Develops a framework for analysis of the effectiveness and efficiency of different fiscal, regulatory, and promotional policies; consideration is given to the impact of technological, economic, and social change on policy choice in the long run.	Learn how to navigate the intricate web of relationships between businesses and government, a critical skill for professionals in various fields. In this course, we delve into the profound impact that government decisions wield on both the economy and businesses. We will draw from the practical experiences shared by seasoned government and business executives, providing firsthand accounts of their government relations experiences and successes. We will especially focus on exploring how individuals and organizations shape government policies and programs in the realms of economic development, entrepreneurship, and innovation. Our focus extends

Office of the Registrar Code: CCRFC

	beyond theory to equip participants with a practical understanding of the dynamic interactions between business and government. Whether you're destined for a career in business, government, or the not-for-profit sector, this course promises to enhance your comprehension of these intricate dynamics. By learning from both the successes and failures in the economic landscape, you will gain valuable lessons that will shape your approach to navigating the ever-evolving terrain of business-government interactions.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.   Business Council - April 24, 2024
OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.   Department of Strategy, Entrepreneurship & Management – Jan. 29, 2024

Calendar Change Request Form
for Program and Regulation Changes

See the Calendar Guide for tips on how to complete this form.

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Faculté Saint-Jean/Faculty of Nursing
Contact Person:	Hassan Safouhi (Vice-Dean - hsafouhi@ualberta.ca)
Level of change: (choose one only)	☑ Undergraduate
	☐ Graduate
Type of change request: (check all that apply)	☑ Program
	☐ Regulation
For which term is this intended to take effect?	Fall 2025
Does this proposal have corresponding course changes? (Should be submitted at the same time)	

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The proposed changes are to align with those previously approved by the Faculty of Nursing (Undergraduate Curriculum Committee on March 6, 2024 and Faculty Caucus on March 26, 2024).

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Les changements proposés sont pour s'aligner avec ceux précédemment approuvés par la Faculty of Nursing (Undergraduate Curriculum Committee and our Faculty Caucus).

Calendar Copy

Current Copy	Proposed Copy

Baccalauréat ès sciences infirmières (bilingue)
Séquence des cours
À partir de Septembre 2022 (voir Faculty of Nursing - Maintaining Registration)

Année 1
Automne
- ANATE 140 - Anatomie
- FRANC 224 - Maîtrise du français pour les sciences infirmières
- MICRE 133 - Microbiologie Médicale pour Infirmières
- SC INF 110 - Fondements du succès en soins infirmiers
- SOCIE 100 - Introduction à la sociologie

Automne/Hiver
- PHYSE 152 - Physiologie

Hiver
- ANGL 127 - Exploring Writing Studies for Nursing
- NURS 125 - Nursing Practice - Health Assessment
- PSYCE 106 - Principes psychologiques pour les infirmières
- STATQ 151 - Introduction à la statistique appliquée I

Printemps/Été
- FRANC 233 - Techniques de rédaction pour les sciences infirmières OU
- ANGL (3 crédits) OU
- Option libre (3 crédits) (voir Notes 1)

Année 2 (voir Notes 2 et 3)
Automne
- SC INF 205 - L'innovation, le leadership, les politiques et les organisations de soins de santé
- SC INF 221 - Introduction à la pratique infirmière
- SC INF 223 - Les fondations des sciences infirmières I/II

Deux trimestres
- NURS 216 - Pathophysiology and Pharmacology II

<mark>Winter Term</mark>
- NURS 224 - Foundations of Nursing III
- NURS 225 - Introduction to Acute Care Nursing Practice
- SC INF 301 - Recherche en sciences infirmières

Baccalauréat ès sciences infirmières (bilingue)
Séquence des cours
À partir de Septembre 2022 (voir Faculty of Nursing - Maintaining Registration)

Année 1
Automne
- ANATE 140 - Anatomie
- FRANC 224 - Maîtrise du français pour les sciences infirmières
- MICRE 133 - Microbiologie Médicale pour Infirmières
- SC INF 110 - Fondements du succès en soins infirmiers
- SOCIE 100 - Introduction à la sociologie

Automne/Hiver
- PHYSE 152 - Physiologie

Hiver
- ANGL 127 - Exploring Writing Studies for Nursing
- NURS 125 - Nursing Practice - Health Assessment
- PSYCE 106 - Principes psychologiques pour les infirmières
- STATQ 151 - Introduction à la statistique appliquée I

Printemps/Été
- FRANC 233 - Techniques de rédaction pour les sciences infirmières OU
- ANGL (3 crédits) OU
- Option libre (3 crédits) (voir Notes 1)

Année 2 (voir Notes 2 et 3)
Automne
- SC INF 205 - L'innovation, le leadership, les politiques et les organisations de soins de santé
- SC INF 221 - Introduction à la pratique infirmière
- SC INF 223 - Les fondations des sciences infirmières I/II

Deux trimestres
- NURS 216 - Pathophysiology and Pharmacology II

<mark>Hiver</mark>
- NURS 224 - Foundations of Nursing III
- NURS 225 - Introduction to Acute Care Nursing Practice
- SC INF 301 - Recherche en sciences infirmières

Left column:

~~**Spring/Summer**~~
- SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre (voir note ~~10)~~

Année 3 (voir Notes 3, 4 et 5)
Automne
- NURS 321 - Advanced Acute Care Nursing Practice I
- NURS 323 - Community Nursing through the Lifespan
- SC PO 320 - La politique du système de santé au Canada (voir Note ~~6~~)

Hiver
- NURS 325 - Advanced Acute Care Nursing Practice II
- ~~NURS 400 - Leadership in Nursing and Interprofessional Practice~~

- NURS 327 - Mental Health and Wellness in Nursing **~~OR~~**
- SC INF 327 - Santé mentale et bien-être en soins infirmiers (voir Note ~~7~~)

Année 4 (voir Notes 3, 4 et ~~8~~)
Automne
- NURS 485 - Nursing Practice in a Focused Area (voir Note ~~9~~)

Hiver
- INT D 420 - Perspectives on Inclusive and Global Health
- PHILE 386 - La bioéthique (voir Note ~~6~~)
- SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique

Notes :

1. La langue d'enseignement des cours optionnels est le français et l'étudiant doit choisir normalement cette option libre parmi les cours offerts en français à la Faculté Saint-Jean.
2. L'étudiant doit réussir tous les cours de l'année 1 avant de pouvoir s'inscrire dans l'année 2.
3. La langue d'enseignement des cours avec le sigle SC INF est le français.
4. La séquence de ces cours peut varier dépendant de la disponibilité des stages cliniques.
5. L'étudiant doit réussir tous les cours de l'année 2 avant de pouvoir s'inscrire dans l'année 3.

Right column:

Printemps/Été
- SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre (voir note 6)

Année 3 (voir Notes 3, 4 et 5 et 11)
Automne
- NURS 321 - Advanced Acute Care Nursing Practice I
- NURS 322 - Maternal/Child Nursing Practice
- NURS 323 - Community Nursing through the Lifespan
- SC PO 320 - La politique du système de santé au Canada (voir Note 7)

Hiver
- NURS 325 - Advanced Acute Care Nursing Practice II

- NURS 327 - Mental Health and Wellness in Nursing **OU**
- SC INF 327 - Santé mentale et bien-être en soins infirmiers (voir Note 8)

- 1 crédit en Initiatives interprofessionnelles (voir Note 10)

Année 4 (voir Notes 3, 4 et 9)
Automne
- NURS 485 - Nursing Practice in a Focused Area (voir Note 10)

Hiver
- INT D 420 - Perspectives on Inclusive and Global Health
- PHILE 386 - La bioéthique (voir Note 7)
- SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique
- 1 crédit en Initiatives interprofessionnelles (voir Note 10)

Notes :

1. La langue d'enseignement des cours optionnels est le français et l'étudiant doit choisir normalement cette option libre parmi les cours offerts en français à la Faculté Saint-Jean.
2. L'étudiant doit réussir tous les cours de l'année 1 avant de pouvoir s'inscrire dans l'année 2.
3. La langue d'enseignement des cours avec le sigle SC INF est le français.
4. La séquence de ces cours peut varier dépendant de la disponibilité des stages cliniques.

6. La Faculty of Nursing déterminera quel cours les étudiants prendront.	5. L'étudiant doit réussir tous les cours de l'année 2 avant de pouvoir s'inscrire dans l'année 3.
7. Dans la mesure du possible, ce cours sera offert par la Faculty of Nursing en français. Quand il est offert en français, les étudiants inscrits dans le programme bilingue en sciences infirmières doivent suivre le cours en français.	6. SCSOC 222 doit être complété après l'année 2
8. L'étudiant doit réussir tous les cours de l'année 2 et 3 avant de pouvoir s'inscrire dans l'année 4.	7. La Faculty of Nursing déterminera quel cours les étudiants prendront.
9. Dépendant de la performance académique et clinique et la disponibilité des stages, l'étudiant peut choisir de compléter le stage pratique avancé dans un milieu bilingue ou francophone à l'extérieur d'Edmonton.	8. Dans la mesure du possible, ce cours sera offert par la Faculty of Nursing en français. Quand il est offert en français, les étudiants inscrits dans le programme bilingue en sciences infirmières doivent suivre le cours en français.
~~10. SCSOC 222 doit être complété après l'année 2.~~	9. L'étudiant doit réussir tous les cours de l'année 2 et 3 avant de pouvoir s'inscrire dans l'année 4.
	10. Dépendant de la performance académique et clinique et la disponibilité des stages, l'étudiant peut choisir de compléter le stage pratique avancé dans un milieu bilingue ou francophone à l'extérieur d'Edmonton.
	11. Les Initiatives interprofessionnelles consistent en deux cours interdisciplinaires d'un crédit (INT D). Contactez le bureau de la Faculté des Sciences infirmières pour plus d'informations.

URL in current Calendar (or "New page")
https://calendar.ualberta.ca/content.php?catoid=39&navoid=12292#language-test

Current Copy	**Proposed Copy**
Bachelor of Science in Nursing (Bilingual) [Faculté Saint-Jean]	**Bachelor of Science in Nursing (Bilingual) [Faculté Saint-Jean]**
Course sequence As of September 2022 (see Faculty of Nursing - Maintaining Registration)	**Course sequence** As of September 2022 (see Faculty of Nursing - Maintaining Registration)
Year 1 **Fall Term**	**Year 1** **Fall Term**
● ANATE 140 - Anatomie	● ANATE 140 - Anatomie
● FRANC 224 - Maîtrise du français pour les sciences infirmières	● FRANC 224 - Maîtrise du français pour les sciences infirmières
● MICRE 133 - Microbiologie Médicale pour Infirmières	● MICRE 133 - Microbiologie Médicale pour Infirmières
● SC INF 110 - Fondements du succès en soins infirmiers	● SC INF 110 - Fondements du succès en soins infirmiers
● SOCIE 100 - Introduction à la sociologie	● SOCIE 100 - Introduction à la sociologie
Fall/Winter	**Fall/Winter**
● PHYSE 152 - Physiologie	● PHYSE 152 - Physiologie
Winter Term	**Winter Term**
● ANGL 127 - Exploring Writing Studies For Nursing	● ANGL 127 - Exploring Writing Studies For Nursing
● NURS 125 - Nursing Practice - Health Assessment	● NURS 125 - Nursing Practice - Health Assessment
● PSYCE 106 - Principes psychologiques pour les infirmières	● PSYCE 106 - Principes psychologiques pour les infirmières

- STATQ 151 - Introduction à la statistique appliquée I

Spring/Summer
- FRANC 233 - Techniques de rédaction pour les sciences infirmières OR
- ANGL (3 units) OR
- Elective (3 units) (see Note 1)

Year 2 (see Notes 2 and 3)
Fall Term
- SC INF 205 - L'innovation, le leadership, les politiques et les organisations de soins de santé
- SC INF 221 - Introduction à la pratique infirmière
- SC INF 223 - Les fondations des sciences infirmières I/II

Two Term
- NURS 216 - Pathophysiology and Pharmacology II

Winter Term
- NURS 224 - Foundations of Nursing III
- NURS 225 - Introduction to Acute Care Nursing Practice
- SC INF 301 - Recherche en sciences infirmières

Spring/Summer
- SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre (voir note 10)

Year 3 (see Notes 3, 4 and 5)
Fall Term
- NURS 321 - Advanced Acute Care Nursing Practice I
- NURS 323 - Community Nursing through the Lifespan
- SC PO 320 - La politique du système de santé au Canada (see Note 6)

Winter Term
- NURS 325 - Advanced Acute Care Nursing Practice II
- NURS 327 - Mental Health and Wellness in Nursing (see Note 7) **OR**
- SC INF 327 - Santé mentale et bien-être en soins infirmiers
- NURS 400 - Leadership in Nursing and Interprofessional Practice

Year 4 (see Notes 3, 4 and 8)
Fall Term
- NURS 485 - Nursing Practice in a Focused Area (see Note 9)

Winter Term
- INT D 420 - Perspectives on Inclusive and Global Health

- STATQ 151 - Introduction à la statistique appliquée I

Spring/Summer
- FRANC 233 - Techniques de rédaction pour les sciences infirmières OR
- ANGL (3 units) OR
- Elective (3 units) (see Note 1)

Year 2 (see Notes 2 and 3)
Fall Term
- SC INF 205 - L'innovation, le leadership, les politiques et les organisations de soins de santé
- SC INF 221 - Introduction à la pratique infirmière
- SC INF 223 - Les fondations des sciences infirmières I/II

Two Term
- NURS 216 - Pathophysiology and Pharmacology II

Winter Term
- NURS 224 - Foundations of Nursing III
- NURS 225 - Introduction to Acute Care Nursing Practice
- SC INF 301 - Recherche en sciences infirmières

Spring/Summer
- SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre (voir note 6)

Year 3 (see Notes 3, 4, 5 and 11)
Fall Term
- NURS 321 - Advanced Acute Care Nursing Practice I
- NURS 322 - Maternal/Child Nursing Practice
- NURS 323 - Community Nursing through the Lifespan
- SC PO 320 - La politique du système de santé au Canada (see Note 7)

Winter Term
- NURS 325 - Advanced Acute Care Nursing Practice II
- NURS 327 - Mental Health and Wellness in Nursing (see Note 8) **OR**
- SC INF 327 - Santé mentale et bien-être en soins infirmiers
- 1 unit in Interprofessional Initiatives (see Note 10)

Year 4 (see Notes 3, 4 and 9)
Fall Term
- NURS 485 - Nursing Practice in a Focused Area (see Note 10)

Winter Term
- INT D 420 - Perspectives on Inclusive and Global Health

Left column:

- PHILE 386 - La bioéthique (see Note 6)
- SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique

Notes:
1. The language of instruction of all electives must be French and electives are normally taken at Faculté Saint-Jean.
2. To proceed to Year 2 students must have passed all Year 1 courses.
3. "SC INF" denotes nursing courses where French is the primary language of instruction.
4. Courses may be configured differently depending on clinical placement availability.
5. To proceed to Year 3 students must have passed all Year 2 courses.
6. The Faculty of Nursing will determine which course students will take.
7. The Faculty of Nursing will offer this course in French whenever possible. When offered, students in the Bilingual Nursing Program must take this course in French.
8. To proceed to Year 4, students must have passed all Year 2 and 3 courses
9. Based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.
10. ~~SCSOC 222 must be completed after Year 2.~~

Right column:

- PHILE 386 - La bioéthique (see Note 7)
- SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique

- 1 unit in Interprofessional Initiatives (See Note 10)

Notes:
1. The language of instruction of all electives must be French and electives are normally taken at Faculté Saint-Jean.
2. To proceed to Year 2 students must have passed all Year 1 courses.
3. "SC INF" denotes nursing courses where French is the primary language of instruction.
4. Courses may be configured differently depending on clinical placement availability.
5. To proceed to Year 3 students must have passed all Year 2 courses.
6. Students must have completed Year 2 courses before taking SCSOC 222.
7. The Faculty of Nursing will determine which course students will take.
8. The Faculty of Nursing will offer this course in French whenever possible. When offered, students in the Bilingual Nursing Program must take this course in French.
9. To proceed to Year 4, students must have passed all Year 2 and 3 courses
10. Based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.
11. Interprofessional Initiatives will be two 1-unit Interdisciplinary (INT D) courses. Contact the Nursing Faculty office for more information.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.
FSJ Executive Committee - May 16, 2024
FSJ Faculté Council- May 24, 2024

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

The Faculty of Nursing has been informed of this proposal and supports it (emails exchanges).
Faculty of Nursing: Undergraduate Curriculum Committee - March 6, 2024 and Faculty Caucus - March 26, 2024

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Decision ☑ **Discussion** ☐ **Information** ☐

ITEM OBJECTIVE: The proposal is before the committee to introduce a new course designator, DET (Doctorat en Études Transdisciplinaires), as an identifier for courses related to the new Doctorat en études transdisciplinaires

DATE	June 20, 2024
TO	GFC Programs Committee
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION:THAT the Faculty of Graduate & Postdoctoral Studies Council approve a new course designator DET (Doctorat en Études Transdisciplinaires), as an identifier for courses related to the new Doctorat en études transdisciplinaires as set forth in attachment 1, as submitted by the Faculté Saint-Jean.

EXECUTIVE SUMMARY:

The GFC Programs Committee's approval of the *Doctorat en études transdisciplinaires* programs on March 16, 2023, marked a significant milestone for the Faculté Saint-Jean. This approval was also confirmed by the Ministry of Advanced Education.

The original proposals inadvertently omitted the inclusion of a proposal (GO) for a course designator DET (Doctorat en Études Transdisciplinaires), intended for courses within these programs. This current proposal aims to rectify this by seeking approval for DET to categorize relevant courses.

Supporting Materials:
Attachments
　　1. Calendar Change Request Form for Course Changes (Faculté Saint-Jean) 2. Calendar change Request Form for Program and Regulation Changes (Faculté Saint-Jean)

SCHEDULE A:

Engagement and Routing
Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <*Governance Resources Section Student Participation Protocol*>

*Those who are actively **participating***:

- ●

GOVERNANCE OUTLINE

Those who have been **consulted**:
- FSJ Executive Committee on behalf of FSJ Council - March 14, 2024
- Conseil de la Faculté Saint-Jean (online voting, February 21, 2024)
- FSJ Executive Committee - February 15, 2024
- FSJ Academic Planning - February 8, 2024
- Office of the Registrar (Jesse Luyendyk) - January 29, 2024
- Calendar Editor (Rebecca Liaw)

Those who have been **informed**:
- FSJ Arts/Sciences group, Feb 2, 2024 (for information)

**Approval Route:**

Graduate Program Support Team - April 29, 2024
GPS Council - May 15, 2024 (Anticipated)
GFC Program Committee

Supplementary Notes / Context:

GOVERNANCE OUTLINE

Calendar Change Request Form
for Course Changes

UNIVERSITY OF ALBERTA See the Calendar Guide for tips on how to complete this form.

Faculty (& Department or Academic Unit): Faculté Saint-Jean
Contact Person: Sadok El Ghoul (elghoul@ualberta.ca)
Level of change: (choose one only) [?] Undergraduate Graduate
For which term will this change take effect? <mark>Fall 2024 (Early implementation)</mark>

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The *Doctorat en Études Transdisciplinaires* program was approved on March 16, 2023, by the GFC Program Committee. The Ministry of Education has formally validated their launch for the fall of 2024. We must now create a new course designator DET (Doctorate in Transdisciplinary Studies), and the corresponding courses: DET 600, DET 605, DET 609. _____ Le programme de Doctorat en Études Transdisciplinaires a été approuvé le 16 mars 2023 par GFC Program Committee. Le Ministère de l'Éducation a formellement validé leur lancement pour l'automne 2024. Nous devons à présent créer un nouveau sigle de cour DET (Doctorat en Études Transdisciplinaires), et les cours correspondants : DET 600, DET 605, DET 609.

Course Template

CURRENT Current: <mark>Removed language</mark>	PROPOSED Proposed: <mark>New language</mark>

<mark>New</mark>	**DET 600: Séminaire de recherche transdisciplinaire** **Course Career** Graduate **Units** 3 **Approved Hour**s 3-0-0 **Fee inde**x 6 **Faculty** Faculté Saint-Jean **Department** Saint-Jean **Typically Offered** Variable **Description** Aperçu des différentes approches, considérations et défis dans la recherche. Les étudiants exploreront les outils et développeront les compétences nécessaires pour

	comprendre le jargon de la recherche, évaluer les recherches publiées, identifier les types de méthodes les mieux adaptées pour étudier différents types de problèmes et de questions, développer des questions de recherche basées sur une évaluation critique de la recherche existante, et concevoir une proposition de recherche et commencer les préparatifs initiaux d'un projet de recherche.
<mark>New</mark>	**DET 605: Sujets avancés en études transdisciplinaires** **Course Career** Graduate **Units** 3 **Approved Hour**s 3-0-0 **Fee inde**x 6 **Faculty** Faculté Saint-Jean **Department** Saint-Jean **Typically Offered** Variable **Description** Études approfondies sur les différentes approches méthodologiques en recherche empirique dans les sciences fondamentales, humaines et sociales. Les étudiants seront exposés aux fondements théoriques de l'interdisciplinarité et de la transdisciplinarité comme méthodes d'analyse et de recherche. Les grands thèmes et concepts théoriques abordés seront l'occasion d'approfondir les discussions et de préparer les étudiants à définir leur propre problématique de recherche. Les étudiants seront invités à définir dans ce séminaire leur problématique de recherche et à illustrer leur choix par des exemples tirés de la société en fonction d'une approche inter ou transdisciplinaire.

<mark>New</mark>	**DET 609: recherche guidée/ étude guidée-dirigée** **Course Career** Graduate **Units** 3 **Approved Hours** 3-0-0 **Fee index** 6 **Faculty** Faculté Saint-Jean **Department** Saint-Jean **Typically Offered** Variable **Description** Études dirigées se terminant avec un examen de synthèse écrit et une proposition de projet.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

1

Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

Faculty (& Department or Academic Unit): Faculté Saint-Jean
Contact Person: Sadok El Ghoul (elghoul@ualberta.ca)
Level of change: (choose one only) Undergraduate Graduate
Type of change request: (check all that apply) Program Regulation
For which term is this intended to take effect? <mark>Fall 2024 (Early implementation)</mark>

Does this proposal have corresponding course changes? (Should be submitted at the same time)

Rationale

yes

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The following proposed changes aim to improve the clarity and coherence of the new *Doctorat en études transdisciplinaires* program:

- Some editorial adjustments are suggested aimed at enhancing clarity, coherence, and accuracy - Reformulate the section outlining the program's requirements to enhance clarity. The current wording has the potential to cause confusion or be misunderstood by students. Hence, it is crucial to define these criteria clearly to ensure they are instantly and unmistakably understood by everyone involved in the program. - Change the initially proposed designator from ESFSJ (Études Supérieures FSJ) to DET (Doctorate in Transdisciplinary Studies).

_____

Par les changements proposés suivants, nous visons à améliorer la clarté et la cohérence du nouveau programme de doctorat :

- Quelques ajustements éditoriaux sont suggérés dans le but d'améliorer la clarté, la cohérence et la précision - Reformuler la section décrivant les exigences du programme afin d'améliorer sa clarté. Les formulations actuelles risquent de semer la confusion ou d'être mal interprétées par les étudiants. Ainsi, il est important de préciser ces critères de manière à garantir leur compréhension immédiate et univoque par toutes les parties impliquées dans le programme.
- changer le désignateur initialement proposé ESFSJ (Études Supérieures FSJ) en DET (Doctorat en Études Transdisciplinaires)

Calendar Copy

URL in current Calendar (or "New page")
https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=75120

Current Copy	Proposed Copy

Current Copy

Doctorat en études transdisciplinaires (Faculté Saint-Jean)

Le programme de doctorat au Campus Saint-Jean offre, en français, une éducation universitaire au troisième cycle de haut niveau dans plusieurs domaines des sciences, santé, sciences sociales et humaines, organisés sous ces trois grands axes de recherche. Établi pour répondre aux besoins professionnels du 21eme siècle, dans un monde de contact linguistique étroit et en situation linguistique (francophonie) minoritaire, ce programme constitue un milieu incontournable pour la recherche transdisciplinaire qui offre une occasion unique aux étudiants d'approfondir leurs connaissances et compétences dans la recherche au sein de la dualité linguistique du Canada.

Conditions d'admission

Les conditions minimales d'admission au programme du doctorat interdisciplinaire sont les suivantes :

- Diplôme de maîtrise ou l'équivalent reconnu par l'Université de l'Alberta ;
- Moyenne d'admission minimale de 3,0 sur l'échelle de 4 points de l'Université de l'Alberta, ou l'équivalent, dans les 60 crédits derniers crédits des cours universitaires, ou sur l'équivalent des deux dernières années de cours à temps plein ;
- Les candidats doivent posséder une compétence langagière adéquate en français; démontrée par :
  - un diplôme universitaire ou équivalent d'un établissement reconnu par l'Université de l'Alberta, et où la langue d'enseignement est le français. La preuve que l'instruction pour le diplôme était en français est requise,
    OU
  - un résultat satisfaisant à un test de compétence en français approuvé (la liste des tests de compétence linguistique approuvés par la

Proposed Copy

Doctorat en études transdisciplinaires (Faculté Saint-Jean)

Conditions d'admission

Les conditions minimales d'admission au programme du doctorat transdisciplinaire sont les suivantes :

- Diplôme de maîtrise ou l'équivalent reconnu par l'Université de l'Alberta ;
- Moyenne d'admission minimale de 3,0 sur l'échelle de 4 points de l'Université de l'Alberta, ou l'équivalent, dans les 60 derniers crédits des cours universitaires, ou sur l'équivalent des deux dernières années de cours à temps plein ;
- Les candidats doivent posséder une compétence langagière adéquate en français; démontrée par :
  - un diplôme universitaire ou équivalent d'un établissement reconnu par l'Université de l'Alberta, ayant le français comme langue d'enseignement. La preuve que l'instruction pour le diplôme était en français est requise,
    OU
  - un résultat satisfaisant à un test de compétence en français approuvé (la liste des tests de compétence linguistique approuvés par la Faculté Saint-Jean est disponible

Faculté Saint-Jean est disponible

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au bureau des études supérieures de la Faculté Saint-Jean).

Note : s'il y a lieu, satisfaire aux exigences minimales en matière de langue anglaise. Voir English Language Requirement.

Les candidats doivent également soumettre les documents suivants :

- Un curriculum Vitae ;
- Lettre d'intention (deux pages maximum) faisant état des objectifs de recherche du candidat ;
- Un échantillon de travail écrit (entre 5 et 15 pages) ;
- Deux lettres de recommandation adressées directement à la Faculté Saint-Jean ;
- Une lettre d'appui d'au moins un professeur dont le domaine de recherche/spécialisation correspond au projet soumis.

Note : Tous les documents doivent être soumis en français.

Exigences du programme

Les étudiants doivent compléter un minimum de 18 crédits, dont un minimum de 6 crédits dans les cours de niveau supérieur, et la soutenance d'une thèse.

Cours
- ESFSJ 600 : Séminaire de recherche interdisciplinaire
- ESFSJ 605 : recherche approfondie (Research Design)
- Six cours optionnel de niveau supérieur de trois crédits

Le programme est structuré autour d'études auto dirigées et dirigées par un superviseur. Le comité de supervision, en consultation avec l'étudiant, peut décider de cours formels supplémentaires à suivre dans le cadre du programme, si nécessaire.

Thèse

Inscription au cours THES de niveau 900. Les étudiants doivent soutenir avec succès leur thèse.

Examen compréhensif

Les étudiants doivent passer avec succès un examen compréhensif dans la discipline ciblée généralement en début de la deuxième année du programme de doctorat.

Exigences du programme

Les étudiants doivent compléter 2 cours obligatoires et rédiger une thèse. En plus, ils peuvent choisir jusqu'à 4 cours d'option qui seront décidés par le comité et le superviseur, selon leur parcours et leur thématique de recherche.

Cours
- DET 600 : Séminaire de recherche transdisciplinaire
- DET 605 : Sujets avancés en études transdisciplinaires
- Cours optionnels : Jusqu'à quatre cours d'option de niveau supérieur de trois crédits

Le programme est structuré autour d'études auto dirigées et dirigées par un superviseur. Le comité de supervision, en consultation avec l'étudiant, peut décider de cours supplémentaires à suivre dans le cadre du programme, si nécessaire.

Thèse

Inscription au cours THES de niveau 900. Les étudiants doivent soutenir avec succès leur thèse.

Examen compréhensif

Les étudiants doivent passer avec succès un examen compréhensif dans la discipline ciblée généralement en début de la deuxième année du programme de doctorat.

Examen de candidature
A la fin de la deuxième années, les étudiants doivent présenter une proposition de recherche suivie d'un examen de candidature/de synthèse orale.

En raison de la nature interdisciplinaire du programme, le processus de synthèse peut prendre différentes formes. Il peut comprendre, par exemple, des examens écrits sur différents aspects de la discipline, une série de prises de position ou une longue proposition de thèse.

Exigences du développement professionnel et la formation dans l'éthique de la recherche
Les étudiants doivent aussi répondre aux exigences du développement professionnel, et la formation dans l'éthique de la recherche.

Pour plus d'information, veuillez consulter le site web de La Faculty of Graduate & Postdoctoral
Studies : GPS Academic Integrity and Ethics Training Requirement and the GPS Professional Development Requirement.

Niveau académique
Les étudiants du programme de doctorat sont tenus de maintenir une moyenne cumulative minimale de 3,0 tout au long du programme.

Résidence
La résidence n'est pas requise dans ce programme. Cependant, les étudiants sont encouragés à assister à cette première réunion. Les professeurs qui financent les étudiants par le biais de leurs propres subventions de recherche peuvent exiger que l'étudiant soit présent.

Durée limite du programme
La durée maximale du programme de doctorat, telle que fixée par la Faculty of Graduate & Postdoctoral Studies et de la recherche, est de six ans.

Examen de candidature
A la fin de la deuxième année, les étudiants doivent présenter une proposition de recherche suivie d'un examen de candidature/de synthèse orale.

En raison de la nature transdisciplinaire du programme, le processus de synthèse peut prendre différentes formes.

Exigences de développement professionnel et la formation dans l'éthique de la recherche
Les étudiants doivent aussi satisfaire aux exigences du développement professionnel et suivre une formation en éthique de la recherche.

Pour plus d'information, veuillez consulter le site web de La Faculty of Graduate & Postdoctoral
Studies : GPS Academic Integrity and Ethics Training Requirement and the GPS Professional Development Requirement.

Niveau académique
Les étudiants du programme de doctorat sont tenus de maintenir une moyenne cumulative minimale de 3,0 tout au long du programme.

Résidence
La résidence n'est pas requise dans ce programme. Cependant, les étudiants sont encouragés à assister à la réunion d'orientation au début du programme. Les professeurs qui financent les étudiants par le biais de leurs propres subventions de recherche peuvent exiger que l'étudiant soit présent.

Durée limite du programme
La durée maximale du programme de doctorat, telle que fixée par la Faculty of Graduate & Postdoctoral Studies et de la recherche, est de six ans.

URL in current Calendar (or "New page")

https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=75121

Current Copy [English]	Proposed Copy [English]

Doctorate in Transdisciplinary Studies (Faculty Saint-Jean)
 	
The *Doctorat transdisciplinaire* program at Campus Saint-Jean offers, in French, a high level, post-graduate education in several fields organized under the major axes of science, health, social sciences, and humanities. Established to meet the professional needs of the 21st century, in a world of close linguistic contact, and in a bilingual minority (Francophone) situation, this program constitutes a unique environment for interdisciplinary scientific research that provides an important opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality.
 	
Entrance Requirements
The minimum requirements for admission to the *Doctorat* program are as follows:
 	
● Master's degree or equivalent recognized by the University of Alberta
● 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 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework
● Applicants must have adequate French language proficiency, as demonstrated by:
  ○ a degree or its university-level equivalent from an institution recognized by the University of Alberta, and where the language of instruction is French. Proof that instruction for the degree was in French is required;
    OR
  ○ a satisfactory score on an approved French proficiency test (the list of language proficiency tests approved by the Faculté Saint-Jean is available at the Faculté Saint-Jean Graduate Studies Office).
Note: Where applicable, applicants must meet the minimum English Language Requirement.
 	
Applicants are also required to submit the
 	
following: ● A curriculum vitae
	Doctorate in Transdisciplinary Studies (Faculty Saint-Jean)
	
	Entrance Requirements
	The minimum requirements for admission to the *Doctorat transdisciplinaire* program are as follows:
	
	● Master's degree or equivalent recognized by the University of Alberta
	● 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 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework
	● Applicants must have adequate French language proficiency, as demonstrated by:
	  ○ a degree or its university-level equivalent from an institution recognized by the University of Alberta, with French as the language of instruction. Proof that instruction for the degree was in French is required;
	    OR
	  ○ a satisfactory score on an approved French proficiency test (the list of language proficiency tests approved by the Faculté Saint-Jean is available at the Faculté Saint-Jean Graduate Studies Office).
	Note: Where applicable, applicants must meet the minimum English Language Requirement.
	
	Applicants are also required to submit the following:
	
	● A curriculum vitae
	● A letter of intent (maximum two pages) outlining the applicant's research objectives

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- A letter of intent (maximum two pages) outlining the applicant's research objectives
- One sample of written work (between 5 and 15 pages)
- Two letters of reference addressed directly to the Faculté Saint-Jean
- A letter of support from at least one professor whose area of research/specialization corresponds to the pre-project submitted

Note: all documentation must be submitted in French.

Program Requirements
Students must complete a minimum of 18 units, including a minimum of 6 units in graduate level courses, and write a thesis.

Coursework
- ESFSJ 600 : Séminaire de recherche interdisciplinaire
- ESFSJ 605 : recherche approfondie (Research Design)
- Six 3-unit graduate-level courses optional
  The program is based on self- and supervisor-directed studies. The supervisory committee, in consultation with the student, can decide on additional formal courses to be taken in the program if necessary.

Thesis
Registration in 900-level THES. Students are required to successfully defend a thesis.

Comprehensive Exam
Students must successfully complete a comprehensive exam in the targeted discipline, usually at the beginning of the second year of the doctoral program.

Candidacy Exam
At the end of the second year, students are required to submit a research proposal, which is followed by an oral candidacy/synthesis exam.

Due to the interdisciplinary nature of the program, the path to candidacy may take different forms. It may include, for example, written examinations on different aspects of the discipline, a series of position papers, or a long thesis proposal.

Ethics and Professional Development Requirements
Students are required to meet the GPS Academic Integrity and Ethics Training and the GPS Professional Development Requirement.

- One sample of written work (between 5 and 15 pages)
- Two letters of reference addressed directly to the Faculté Saint-Jean
- A letter of support from a potential supervisor

Note: all documentation must be submitted in

French.

Program Requirements
Students are required to complete 2 mandatory courses and write a thesis. Additionally, they can choose up to 4 elective courses, which will be decided by the committee
and the supervisor, based on their pathway and research theme.

Coursework
- DET 600 : Séminaire de recherche transdisciplinaire
- DET 605 : Sujets avancés en études transdisciplinaires
- Elective Courses: Up to four graduate-level elective courses of three credits each
  The program is based on self- and supervisor-directed studies. The supervisory committee, in consultation with the student, can decide on additional courses to be taken in the program if necessary.

Thesis
Registration in 900-level THES. Students are required to successfully defend a thesis.

Comprehensive Exam
Students must successfully complete a comprehensive exam in the targeted discipline, usually at the beginning of the second year of the doctoral program.

Candidacy Exam
At the end of the second year, students are required to submit a research proposal, which is followed by an oral candidacy/synthesis exam.

Due to the transdisciplinary nature of the program, the path to candidacy may take different forms.

Ethics and Professional Development Requirements
Students are required to meet the GPS Academic Integrity and Ethics Training and the GPS Professional Development Requirement.

Academic Standing Requirement
Students in the PhD program are required to maintain a minimum cumulative grade point average of 3.0 in their courses for the program.

Residence Requirement
Residency is not required in this program. However, we encourage students to attend their ==first== meeting with their supervisors. University professors who fund students through their own research grants may require the student to attend.

Length of Program
The maximum time to complete the PhD program is six years, as set by the Faculty of Graduate & Postdoctoral Studies.

Reviewed/Approved by:

Academic Standing Requirement
Students in the PhD program are required to maintain a minimum cumulative grade point average of 3.0 in their courses for the program.

Residence Requirement
Residency is not required in this program. However, we encourage students to attend their ==orientation== meeting ==at the beginning of the program==. University professors who fund students through their own research grants may require the student to attend.

Length of Program
The maximum time to complete the PhD program is six years, as set by the Faculty of Graduate & Postdoctoral Studies.

REQUIRED: Faculty Council (or delegate) and approval date.
FSJ Executive committee on behalf of FSJ council: March 14, 2024
Faculty Council (Evote): February 21, 2024
FSJ Executive committee : February 15 2024

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

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UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Education
Contact Person:	Jennifer Branch-Mueller
Level of change: (choose one only) [?]	☑ Undergraduate
	☐ Graduate
For which term will this change take effect?	

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

EDEL 451 is sometimes offered in spring session and students who have not completed their EDFX 425 (which is offered in Fall term) are then unable to register for the course. Removing the EDFX 425 requirement allows students to register more easily. We also no longer have departments in the Faculty of Education so there is no Associate Chair to provide permission. We feel that students who have completed EDEL 305 and EDFX 325 are well positioned to be successful in this course.

Course Template

Current: Removed language	Proposed: New language
Subject & Number EDEL 451	**Subject & Number EDEL 451**
Title Methods in the Teaching of English to Multilingual Students	**Title** Methods in the Teaching of English to Multilingual Students
Course Career **Units 3** **Approved Hours 3-0-0** **Fee index 6** **Faculty Education** **Department** **Typically Offered Winter/Spring**	**Course Career** **Units 3** **Approved Hours 3-0-0** **Fee index 6** **Faculty Education** **Department** **Typically Offered Winter/Spring**
Description This course is designed for those interested in teaching English to multilingual students at the K-6 levels. Course focuses include orientation and assessment, program planning, teaching methods and techniques for second language education, integrating language and content, and multilingual materials and resources. Prerequisite: successful completion of EDFX 425; or consent of the Associate Chair.	**Description** This course is designed for those interested in teaching English to multilingual students at the K-6 levels. Course focuses include orientation and assessment, program planning, teaching methods and techniques for second language education, integrating language and content, and multilingual materials and resources. Prerequisite: successful completion of EDEL 305 and EDFX 325.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date. Faculty of Education, Undergraduate Academic Affairs Council (UAAC) Approved - March 21, 2023

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

UNIVERSITY OF ALBERTA

Calendar Change Request Form
for Course Changes

See the Calendar Guide for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Education
Contact Person:	Jennifer Branch-Mueller
Level of change: (choose one only) [?]	☑ Undergraduate
	☐ Graduate
For which term will this change take effect?	Fall 2025

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

This change will make the course easier to schedule as the lecture and seminar are not separate and are taught by the same instructor. It is also easier for students to understand and plan their schedule.

Course Template

Current: Removed language	Proposed: New language
Subject & Number EDPY 301	**Subject & Number EDPY 301**
Title Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs	**Title** Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs
Course Career	**Course Career**
Units 3	**Units 3**
Approved Hours 1.5-1.5-0	**Approved Hours 3-0-0**
Fee index 6	**Fee index 6**
Faculty Education	**Faculty Education**
Department	**Department**
Typically Offered Fall Winter Spring	**Typically Offered Fall Winter Spring**
Description This course provides an introduction to teaching students with diverse learning support needs within the inclusive education context. Course content focuses on adapting classroom instruction and classroom environments to enhance learning for all students.	**Description** This course provides an introduction to teaching students with diverse learning support needs within the inclusive education context. Course content focuses on adapting classroom instruction and classroom environments to enhance learning for all students.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.
OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

UNIVERSITY OF ALBERTA

Calendar Change Request Form
for Course Changes

See the Calendar Guide for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Education
Contact Person:	Jennifer Branch-Mueller
Level of change: (choose one only) [?]	☑ Undergraduate
	☐ Graduate
For which term will this change take effect?	Fall 2025

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

This change will make the course easier to schedule as the lecture and seminar are not separate and are taught by the same instructor. It is easier for students to understand and plan their schedule.

Course Template

Current: Removed language	**Proposed:** New language
Subject & Number EDPY 302	**Subject & Number EDPY 302**
Title Learning and Development in Childhood	**Title** Learning and Development in Childhood
Course Career **Units 3** **Approved Hours** ~~1.5-1.5-0~~ **Fee index 6** **Faculty Education** **Department** **Typically Offered Fall Winter Spring**	**Course Career** **Units 3** **Approved Hours** 3-0-0 **Fee index 6** **Faculty Education** **Department** **Typically Offered Fall Winter Spring**
Description This course will include theoretical and practical aspects of physical, cognitive, social and emotional development and learning during the period from infancy to middle childhood (0-12 years). Prerequisite EDU 100 or pre/corequisite EDU 300 (After Degree students). Students may not receive credit for both EDPY 302 and EDPY 402. This course may not be taken for credit if credit for PSYCH 323 or PSYCH 223 is already awarded.	**Description** This course will include theoretical and practical aspects of physical, cognitive, social and emotional development and learning during the period from infancy to middle childhood (0-12 years). Prerequisite EDU 100 or pre/corequisite EDU 300 (After Degree students). Students may not receive credit for both EDPY 302 and EDPY 402. This course may not be taken for credit if credit for PSYCH 323 or PSYCH 223 is already awarded.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.
OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

Calendar Change Request Form
for Course Changes

See the Calendar Guide for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Education
Contact Person:	Jennifer Branch-Mueller
Level of change: (choose one only) [?]	☑ Undergraduate
	☐ Graduate
For which term will this change take effect?	Fall 2025

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

This change will make the course easier to schedule as the lecture and seminar are not separate and are taught by the same instructor. It is easier for students to understand and plan their schedule.

Course Template

Current: Removed language	Proposed: New language
Subject & Number EDPY 304 **Title** Adolescent Development and Learning **Course Career** **Units 3** **Approved Hours** 1.5-1.5-0 **Fee index 6** **Faculty Education** **Department** **Typically Offered Fall Winter Spring** **Description** This course will include theories of development and learning, sociocultural influences on development and learning, and contexts of identity and health of adolescents. Prerequisite EDU 100 or pre/corequisite EDU 300 (After Degree students). Students may not receive credit for both EDPY 304 and EDPY 404. This course may not be taken for credit if credit for PSYCH 327 or PSYCH 223 is already awarded.	**Subject & Number EDPY 304** **Title** Adolescent Development and Learning **Course Career** **Units 3** **Approved Hours** 3-0-0 **Fee index 6** **Faculty Education** **Department** **Typically Offered Fall Winter Spring** **Description** This course will include theories of development and learning, sociocultural influences on development and learning, and contexts of identity and health of adolescents. Prerequisite EDU 100 or pre/corequisite EDU 300 (After Degree students). Students may not receive credit for both EDPY 304 and EDPY 404. This course may not be taken for credit if credit for PSYCH 327 or PSYCH 223 is already awarded.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Faculty of Engineering
Contact Person:	Pierre Mertiny
Level of change: (choose one only)	• **Undergraduate**
	• Graduate
Type of change request: (check all that apply)	• **Program**
	• Regulation
For which term is this intended to take effect?	Fall 2025
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

SEM 331 is the integrative, interdisciplinary capstone projects course for the innovation and entrepreneurship certificate. Students will develop, individually or in a team, an innovation and/or an entrepreneurial organization or venture that addresses an economic, social or cultural issue or problem. The course will integrate learnings across each student's innovation and entrepreneurship journey and will be supported by the University innovation and entrepreneurship centers (e.g., eHUB, ICE, the SIC). The course will include experienced innovators and entrepreneurs as guest speakers.

We are proposing that SEM 331 be added to the list of Complementary Studies Electives for Engineering programs. Adding SEM 331 to this list will give students more flexibility in their studies.

Calendar Copy

URL in current Calendar (or "New page")
https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=54588

Current Copy: Removed language	Proposed Copy: New language

Complementary Studies Electives To better understand the role of Engineering within a broader social context, all programs require an element of complementary studies consisting of the humanities, social sciences, arts, languages, management, engineering economics and communications. Aspects of these topics are covered in mandatory courses, but each program contains complementary studies electives so that students may explore areas of particular interest. [...]	**Complementary Studies Electives** To better understand the role of Engineering within a broader social context, all programs require an element of complementary studies consisting of the humanities, social sciences, arts, languages, management, engineering economics and communications. Aspects of these topics are covered in mandatory courses, but each program contains complementary studies electives so that students may explore areas of particular interest. [...]

PSYCH 329 - Adult Development and Aging PSYCH 377 - Human Neuropsychology
PSYCH 381 - Principles of Learning
R SOC 355 - Rural Communities and Global Economies
R SOC 365 - Sociology of Environment and Development
R SOC 375 - Public Participation and Conflict Resolution
SEM 200 - Introduction to Management for Non Business Students
SEM 301 - Behavior in Organizations
SEM 330 - Exploring Innovation and Entrepreneurship
SOC 100 - Introductory Sociology
SOC 212 - Classical Social Theory
SOC 224 - Sociology of Deviance and Conformity SOC 225 - Criminology
SOC 241 - Social Psychology
SOC 242 - Biologically Coordinated Social Psychology
SOC 251 - Population and Society

[...]

PSYCH 329 - Adult Development and Aging PSYCH 377 - Human Neuropsychology
PSYCH 381 - Principles of Learning
R SOC 355 - Rural Communities and Global Economies
R SOC 365 - Sociology of Environment and Development
R SOC 375 - Public Participation and Conflict Resolution
SEM 200 - Introduction to Management for Non Business Students
SEM 301 - Behavior in Organizations
SEM 330 - Exploring Innovation and Entrepreneurship
SEM 331 - Integrative Capstone in Innovation and Entrepreneurship
SOC 100 - Introductory Sociology
SOC 212 - Classical Social Theory
SOC 224 - Sociology of Deviance and Conformity SOC 225 - Criminology
SOC 241 - Social Psychology
SOC 242 - Biologically Coordinated Social Psychology
SOC 251 - Population and Society

[...]

Reviewed/Approved by:

REQUIRED: Faculty of Engineering Executive Coordinating Committee (ECC) - May 14, 2024

OPTIONAL: Approval Faculty Academic Planning Committee: March 14, 2024

Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Faculty of Engineering/ Chemical and Material Engineering	
Contact Person:	Dr. Anthony Yeung (tony.yeung@ualberta.ca) Associate Dean (Undergraduate)	
Level of change: (choose one only)	• **Undergraduate**	
	• Graduate	
Type of change request: (check all that apply)	• **Program**	
	• Regulation	
For which term is this intended to take effect?	Fall 2025	
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No	

Rationale
Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

This sequence offers a work-term (WKEXP 901) immediately after Term 3. Students and employers, both, feel it too early for a work-experience. In addition, employers prefer 8-months work term, whereas this sequence offers only 4-month work terms.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=55141&returnto=13670 (Bachelor of Science in Chemical Engineering Co-op - Plan II)	
Current Copy: Removed language	**Proposed Copy:** New language
Year 2 **Fall Term 3** CH E 243 - Engineering Thermodynamics CHEM 261 - Organic Chemistry I CME 200 - Introduction to Chemical and Materials Engineering CME 265 - Process Analysis ENGG 299 - Orientation to Cooperative Education MATH 209 - Calculus for Engineering III Complementary Studies Elective (3-0-0)	

Complementary Studies Elective (3-0-0)

Winter
WKEXP 901 - Engineering Work Experience I

Summer Term 4
CH E 312 - Fluid Mechanics
ECE 209 - Fundamentals of Electrical Engineering
MAT E 202 - Materials Science II
MATH 201 - Differential Equations
ENG M 310 - Engineering Economy OR
ENG M 401 - Financial Management for Engineers
STAT 235 - Introductory Statistics for Engineering

Year 3
Fall Term 5
CH E 314 - Heat Transfer
CH E 343 - Chemical Engineering Thermodynamics
CH E 351 - Chemical Engineering Laboratory
CH E 374 - Computational Methods in Engineering
Program and Technical Elective (3-0-0)

Winter
WKEXP 902 - Engineering Work Experience II

Summer
WKEXP 903 - Engineering Work Experience III

Year 4
Fall Term 6
CH E 316 - Separation Process
CH E 318 - Mass Transfer
CH E 345 - Chemical Reactor Analysis I
CH E 358 - Process Data Analytics and Machine Learning
ITS Elective (3-0-0)
ENGG 404 - Engineering Safety and Risk Management-Leadership in Risk Management

Winter Term 7
CH E 445 - Chemical Reactor Analysis II
CH E 446 - Process Dynamics and Control
CH E 464 - Chemical Engineering Design I
CME 481 - Colloquium I
Program and Technical Elective (3-1s-0)
Complementary Studies Elective (3-0-0)

Summer
WKEXP 904 - Engineering Work Experience IV

~~Year 5~~ **~~Fall~~** ~~WKEXP 905 - Engineering Work Experience V~~ **~~Winter Term 8~~** ~~CH E 454 - Chemical Engineering Project Laboratory~~ ~~CH E 465 - Chemical Engineering Design II~~ ~~ENGG 400 - The Practice of the Engineering Profession~~ ~~Program and Technical Elective (3-1s-0)~~ ~~Program and Technical Elective (3-1s-0)~~	

Reviewed/Approved by:

REQUIRED: Faculty of Engineering Executive Coordinating Committee (ECC) - **May 14, 2024**

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.   Approved by Department Council: **April 18, 2024**   Approved by Faculty APC: **April 25, 2024**

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	FOMD – Department of Laboratory Medicine and Pathology
Contact Person:	Jelena Holovati jlecak@ualberta.ca
Level of change: (choose one only) [?]	☒ **Undergraduate**
	● Graduate
For which term will this change take effect?	Fall 2024 *(request for change to be applied to Campus Solutions upon GFC approval)*

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

LABMP400/500 curriculum had not been substantively renewed in quite some time despite rapid evolution of new knowledge and technologies in Laboratory Diagnostics. Challenges with continuity in course coordination hampered previous efforts to update the curriculum and objectives for this course. New faculty leadership has initiated a thorough assessment, providing an opportunity to develop new course content that more accurately reflects technological and theoretical advancement in Laboratory Medicine & Pathology (LMP). This curriculum renewal supports the continued evolution of the LMP graduate program and the need to provide content relevant to students from various backgrounds (health, sciences, engineering) and future researchers and clinical graduate trainees interested in diagnostic innovation and its impact on patient care.

LABMP 500 title and description change is being submitted separately.

Course Template

Current: Removed language	**Proposed:** New language
LABMP 400 - ~~Introduction to Human Disease~~ **Course Career** Undergraduate **Units** 3 **Approved Hours** 3-0-0 **Fee index** 6 **Faculty** Medicine and Dentistry **Department** Lab Medicine and Pathology **Typically Offered** either term **Description** ~~Lecture sessions on the study of human disease are presented. The causes and general~~ mechanisms of disease ~~with selected specific examples from various organ systems are discussed. Disease related structural and functional changes at the molecular, cellular and tissue level are presented, and how these changes can be appreciated by various laboratory methods. The discipline bridges basic science and clinical medicine.~~ Prerequisites: 6 units in PHYSL, 3 units in BIOCH. Credit can be obtained in only 1 of LABMP 400 or LABMP 500.	**LABMP 400 -** Bench to Bedside Impact **Course Career** Undergraduate **Units** 3 **Approved Hours** 3-0-0 **Fee index** 6 **Faculty** Medicine and Dentistry **Department** Lab Medicine and Pathology **Typically Offered** either term **Description** This course offers a comprehensive exploration of clinical laboratory medicine and pathology, emphasizing the role of translational research in advancing patient care. The course examines basic mechanisms of disease, equipping learners with an understanding of how the clinical laboratory plays a vital role in healthcare by aiding in the identification and management of health conditions, as well as how scientific discoveries are integrated into real-world clinical practice. This engaging course covers key areas of laboratory medicine and pathology, such as hematopathology, molecular pathology, infectious disease diagnostics, genetics, and

	==clinical toxicology==. Prerequisites: 6 units in PHYSL, 3 units in BIOCH ==or consent of the department.== Credit can be obtained in only 1 of LABMP 400 or LABMP 500.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date. FoMD Faculty Learning Committee (Faculty Council-delegated approver) – April 4, 2024
OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates. LMP GSC - June 12, 2023

Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Faculty of Medicine and Dentistry, Department of Surgery
Contact Person:	Fred Berry (fberry@ualberta.ca) Tracey Zawaluski (surggrad@ualberta.ca)
Level of change: (choose one only)	• Undergraduate
	☒ Graduate
Type of change request: (check all that apply)	☒ Program
	☒ Regulation
For which term is this intended to take effect?	Fall 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

- To provide different options that allow students to meet their educational needs in fulfillment of this requirement.
- Editorial change to General Info section.

Calendar Copy

URL in current Calendar (or "New page")
https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=54716

Current Copy: ~~Removed language~~	**Proposed Copy:** New language
General Information	General Information
The Department offers research facilities in the Ray Rajotte Surgical-Medical Research Institute (SMRI), the Alberta Diabetes Institute, the Heritage Medical Research Centre ~~[HMRC Li Ka Shing Centre for Health Research Innovation (LKS)]~~, Medical Sciences Building (MSB), Katz Building, and the Cross Cancer Institute for graduate students who wish to register for the degree of MSc or PhD in Surgery.	The Department offers research facilities in the Ray Rajotte Surgical-Medical Research Institute (SMRI), the Alberta Diabetes Institute, the Heritage Medical Research Centre (HMRC), Li Ka Shing Centre for Health Research Innovation (LKS), Medical Sciences Building (MSB), Katz Building, and the Cross Cancer Institute for graduate students who wish to register for the degree of MSc or PhD in Surgery.

The Department has several core facilities including surgical suites, simulation facilities, an electron microscopy unit, clinical biochemistry and histology laboratory, and computer graphics and photography with technical staff in these laboratories who are able to assist graduate students who wish to carry out research projects. These facilities are well equipped to meet all the requirements of both the basic and clinical investigators from the Department of Surgery.

Facilities are available for the following projects which are presently being carried out: islet transplantation, the immunology of diabetes, perinatal physiology, burns/wound healing, xenotransplantation, stem cells and regenerative medicine, tolerance induction and immunoregulation, virology, neurological oncology, orthopedics, surgical education, urological oncology, ischemia-reperfusion and organ preservation/transplantation, surgical simulation and surgical education.

Inquiries should be directed to the department prior to admission into the MSc or PhD program.
Entrance Requirements

See Faculty of Medicine and Dentistry Graduate Program Entrance Requirements.

See How to Apply on the Department website for further information.
Academic Standing Requirements

See Faculty of Medicine and Dentistry Academic Standing.
Financial Assistance

Students enrolled in the graduate program may receive financial assistance typically from supervisors' operating grants. Candidates are encouraged and fully supported in applying to major granting agencies for financial assistance.

Graduate Program Requirements

Master's Programs

- Master of Science (Surgery)

Master of Science (Surgery)

Program Core Competencies

The following are the program-specific requirements to satisfy the FoMD's Program Core Competencies (See Faculty of Medicine and Dentistry Program Core Competencies).

Specific courses required for the MSc degree that have been taken to satisfy the requirements of a previous degree can be substituted with another course at the same level, subject to recommendation by the supervisor (in consultation with the supervisory committee, where appropriate), and approval of the Department's Director of Graduate Studies.

1. Professional Development and Ethics

See GPS Ethics and Academic Citizenship Requirement and Professional Development Requirement.

Students in Clinician Investigator Program (CIP) must take MED 650 - Fundamentals for Clinical Investigators.

2. Communication

- SURG 530 - Directed Reading in Biology and Medicine
- SURG 600 - Research Seminar

3. Critical Reading/Thinking

Supervisors/Supervisory Committees may require students to complete additional courses to enhance competency in critical reading/thinking.

4. Background Knowledge

Students are required to take one 3 unit graduate level course in statistics or a course relevant to their field of study. Please contact the Department for a list of approved courses. The supervisor or supervisory

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committee may require the student to take additional courses to enhance knowledge competencies.

Thesis

Registration in 900-level THES. Students are required to prepare and defend a thesis on a topic approved by their supervisor and supervisory committee.

Transferring from an MSc to PhD

See FoMD Students Transferring from an MSc to PhD.

Length of Program

See FoMD Minimum Length of Time in Program.

See GPS Time Limit for Completion of Graduate Programs.

- Master of Science in Surgery with a specialization in Surgical Education (Surgery)

Master of Science in Surgery with a specialization in Surgical Education (Surgery)

The purpose of this degree is to provide graduate students in advanced training in surgical education, with a specific focus on how surgeons are trained for their roles as expert practitioners.

Program Core Competencies

The following are the program-specific requirements to satisfy the FoMD's Program Core Competencies (See Faculty of Medicine and Dentistry Program Core Competencies).

Additional courses that are deemed relevant to the research project may be approved on an individual basis.

Specific courses required for the MSc degree that have been taken to satisfy the requirements of a previous degree can be substituted with another course at the same level, subject to recommendation by the supervisor (in consultation with the supervisory committee, where appropriate), and approval of the Department's Director of Graduate Studies.

1. Professional Development and Ethics

See GPS Ethics and Academic Citizenship Requirement and Professional Development Requirement.

Students in Clinician Investigator Program (CIP) must take MED 650 - Fundamentals for Clinical Investigators.

2. Communication

- SURG 530 - Directed Reading in Biology and Medicine
- SURG 600 - Research Seminar

3. Critical Reading/Thinking

Students are required to take ONE 3 unit grad level course. Please contact the Department for a list of approved courses.

4. Background Knowledge

One 3-unit graduate level statistics course (or equivalent):

- EDPY 500 - Introduction to Data Analysis in Educational Research
- SPH 519 - Biostatistics I
- SPH 531 - Statistical Methods in Health Research

One 3-unit graduate level course in research methodology, chosen from the following:

- EDEL 665 - Qualitative Research Methods in Education
- EDPY 501 - Introduction to Methods of Educational Research
- EDPY 505 - Quantitative Methods I

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1. Professional Development and Ethics

See GPS Ethics and Academic Citizenship Requirement and Professional Development Requirement.

Students in Clinician Investigator Program (CIP) must take MED 650 - Fundamentals for Clinical Investigators.

2. Communication

- SURG 530 - Directed Reading in Biology and Medicine
- SURG 600 - Research Seminar, or from participation in equivalent research seminars with approval of the supervisory committee and the Department's Director of Graduate Studies.

3. Critical Reading/Thinking

Students are required to take ONE 3 unit grad level course. Please contact the Department for a list of approved courses.

4. Background Knowledge

One 3-unit graduate level statistics course (or equivalent):

- EDPY 500 - Introduction to Data Analysis in Educational Research
- SPH 519 - Biostatistics I
- SPH 531 - Statistical Methods in Health Research

One 3-unit graduate level course in research methodology, chosen from the following:

- EDEL 665 - Qualitative Research Methods in Education
- EDPY 501 - Introduction to Methods of Educational Research
- EDPY 505 - Quantitative Methods I

- EDPY 604 - Mixed Methods Approaches to Educational Research
- EDPY 605 - Quantitative Methods II

Two 3-unit graduate level courses relevant to the field of study, chosen from the following:

- EDPS 521 - Adult Learning and Development
- EDPY 524 - The Psychology of Technology-based Learning
- EDPY 597 - Special Seminars (Assessment and Evaluation in the Health Sciences)
- EDPY 597 - Special Seminars (Integrating Technology Across the Curriculum)
- EDPY 597 - Special Seminars (Philosophy of Teaching)
- EDPY 597 - Special Seminars (Curriculum Studies in the Health Sciences)
- EDPY 615 - Program Evaluation

Thesis

Registration in 900-level THES. Students are required to prepare and defend a thesis on a topic approved by their supervisor and supervisory committee.

Transferring from an MSc to PhD

See FoMD Students Transferring from an MSc to PhD.

Length of Program

See FoMD Minimum Length of Time in Program.
See GPS Time Limit for Completion of Graduate Programs.

Doctoral Programs	Doctoral Programs
• Doctor of Philosophy (Surgery)	• Doctor of Philosophy (Surgery)
Doctor of Philosophy (Surgery)	**Doctor of Philosophy (Surgery)**
Program Core Competencies	**Program Core Competencies**
The following are the program-specific requirements to satisfy the FoMD's Program Core Competencies (See Faculty of Medicine and Dentistry Program Core Competencies).	The following are the program-specific requirements to satisfy the FoMD's Program Core Competencies (See Faculty of Medicine and Dentistry Program Core Competencies).
Specific courses required for the PhD degree that have been taken to satisfy the requirements of a previous degree can be substituted with another course at the same level, subject to recommendation by the supervisor (in consultation with the supervisory committee, where appropriate), and approval of the Department's Director of Graduate Studies.	Specific courses required for the PhD degree that have been taken to satisfy the requirements of a previous degree can be substituted with another course at the same level, subject to recommendation by the supervisor (in consultation with the supervisory committee, where appropriate), and approval of the Department's Director of Graduate Studies.
1. Professional Development and Ethics	**1. Professional Development and Ethics**
See GPS Ethics and Academic Citizenship Requirement and Professional Development Requirement.	See GPS Ethics and Academic Citizenship Requirement and Professional Development Requirement.
Students in Clinician Investigator Program (CIP) must take MED 650 - Fundamentals for Clinical Investigators.	Students in Clinician Investigator Program (CIP) must take MED 650 - Fundamentals for Clinical Investigators.
2. Communication	**2. Communication**
• SURG 530 - Directed Reading in Biology and Medicine • SURG 600 - Research Seminar	• SURG 530 - Directed Reading in Biology and Medicine • SURG 600 - Research Seminar, or from completion of equivalent research seminars with approval of the supervisory committee and the Department's Director of Graduate Studies.
3. Critical Reading/Thinking	**3. Critical Reading/Thinking**
Students are required to take one 3 unit grad level course to fulfill competency in critical reading/thinking. Please contact the Department for a list of approved courses.	Students are required to take one 3 unit grad level course to fulfill competency in critical reading/thinking. Please contact the Department for a list of approved courses.
4. Background Knowledge	**4. Background Knowledge**

Students are required to take one 3 unit grad level course in statistics or a course relevant to their field of study. Please contact the Department for a list of approved courses. The supervisor or supervisory committee may require the student to take additional courses to enhance knowledge competencies.	Students are required to take one 3 unit grad level course in statistics or a course relevant to their field of study. Please contact the Department for a list of approved courses. The supervisor or supervisory committee may require the student to take additional courses to enhance knowledge competencies.

PhD Thesis Proposal (left and right columns)

See FoMD PhD Thesis Proposal and Thesis Proposal Meeting.

Candidacy Exam

See FoMD Doctoral Candidacy Examination.

Thesis

Registration in 900-level THES. Students are required to prepare and defend a thesis on a topic approved by their supervisor and supervisory committee.

Length of Program

See FoMD Minimum Length of Time in Program. See GPS Time Limit for Completion of Graduate Programs.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date. FoMD Faculty Learning Committee (Faculty Council-delegated approver) – April 4, 2024
OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

Calendar Change Request Form
for Course Changes

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	FOMD – Department of Laboratory Medicine and Pathology
Contact Person:	Jelena Holovati jlecak@ualberta.ca
Level of change: (choose one only) [?]	● Undergraduate
	● Graduate
For which term will this change take effect?	Fall 2024

Commented [1]: is this correct?

Commented [2R1]: Yes, they are requesting quick turn around. This is likely okay since it's a current course, but the calendar team will make the final call.

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

LABMP400/500 curriculum had not been substantively renewed in quite some time despite rapid evolution of new knowledge and technologies in Laboratory Diagnostics. Challenges with continuity in course coordination hampered previous efforts to up-date the curriculum and objectives for this course. New faculty leadership has initiated a thorough assessment, providing an opportunity to develop new course content that more accurately reflects technological and theoretical advancement in Laboratory Medicine & Pathology (LMP). This curriculum renewal supports the continued evolution of the LMP graduate program and the need to provide content relevant to students from various backgrounds (health, sciences, engineering) and future researchers and clinical graduate trainees interested in diagnostic innovation and its impact on patient care.

Course Template

Current: Removed language	Proposed: New language
LABMP 500 - Introduction to Human Disease Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Medicine and Dentistry Department Lab Medicine and Pathology Typically Offered either term Description Lecture sessions on the study of human disease are presented (LABMP 400). The causes and general mechanisms of disease with selected specific examples from various organ systems are discussed. Disease related structural and functional changes at the molecular, cellular and tissue level are presented, and how these changes can be appreciated by various laboratory methods. A written review of scientific literature on a specific topic in Pathology will be required. Prerequisites: Credit may only be obtained in one of LABMP 400 or LABMP 500.	LABMP 500 - Bench to Bedside Impact Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Medicine and Dentistry Department Laboratory Medicine and Pathology Typically Offered either term Description: This course offers a comprehensive exploration of clinical laboratory medicine and pathology, emphasizing the role of translational research in advancing patient care. The course examines basic mechanisms of disease, equipping learners with an understanding of how the clinical laboratory plays a vital role in healthcare by aiding in the identification and management of health conditions, as well as how scientific discoveries are integrated into real-world clinical practice. This engaging course covers key areas of laboratory medicine and pathology, such as hematopathology, molecular pathology, infectious disease diagnostics, genetics, and clinical toxicology. A written

	review of scientific literature on a specific topic in Pathology will be required. <mark>Open to graduate students in Laboratory Medicine and Pathology. Other graduate students and clinical residents may register with the consent of the department.</mark> Credit <mark>can</mark> be obtained in <mark>only 1</mark> of LABMP 400 or LABMP 500.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date. FoMD Faculty Learning Committee (Faculty Council-delegated approver) – April 5, 2024
OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates. LMP GSC - June 12, 2023 FoMD Graduate Programs Committee – March 28, 2024

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Rehabilitation Medicine, Occupational Therapy
Contact Person:	Amy Peters/Cori Schmitz
Level of change: (choose one only) [?]	● Undergraduate
	● Graduate
For which term will this change take effect?	Fall 2025

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The proposed calendar changes align our occupational therapy program with the latest Canadian Competencies for Occupational Therapists (2021) and our newly designed curriculum educational framework, "Education for Capabilities". These changes ensure our students receive an up-to-date, evidence-based education, preparing them to meet current and future demands in the field.

OCCTH 508: Credits were derived from removal of OCCTH 558 (3 credits) in the previous curriculum plan.

OCCTH 571, 572, 573: Creation of Lifespan Course Groupings from pediatric to older adults which requires redistribution of content that warranted new courses. Content and credits from OCCTH 555, 556, & 559 from previous curriculum plan have been integrated into new lifespan grouping.

Course Template

Current: Removed language	Proposed: New language
N/A	**Subject & Number** OCCTH 508 **Title** Social Transformation Through Occupation **Course Career** Graduate **Units** 3 **Approved Hours** 3-0-0 **Fee index** 6 **Faculty** Rehabilitation Medicine **Department** Occupational Therapy **Typically Offered** either term **Description** Focusing on occupational therapy in community contexts, students will learn approaches focused on using occupation to transform social inequities and pursue occupational justice. Students will develop capabilities for participatory, action-oriented inquiry and social innovation, addressing

	community-identified and population-level needs and priorities.
N/A	**OCCTH 571** **Title** Occupation Across the Lifespan: Children **Course Career** Graduate **Units** 3 **Approved Hours** 3-0-2 **Fee index** 6 **Faculty** Rehabilitation Medicine **Department** Occupational Therapy **Typically Offered** either term **Description** Students explore occupational participation for children and how it is influenced by developmental trajectories, life events and opportunities, family contexts, and broader environments. The occupational therapist's role in supporting children, families and communities is explored through family-centered and strengths-based perspectives.
N/A	**OCCTH 572** **Title** Occupation Across the Lifespan: Adults **Course Career** Graduate **Units** 4 **Approved Hours** 3-1-0 **Fee index** 8 **Faculty** Rehabilitation Medicine **Department** Occupational Therapy **Typically Offered** either term **Description** Students examine occupational participation for adults and how life events and opportunities, transitions and trajectories influence this. Occupational therapy practices in supporting adults to engage in roles and relationships, including in their workplaces, homes and communities with an emphasis on productivity and caregiving.

N/A	OCCTH 573
	Title Occupation Across the Lifespan: Older Adult
	Course Career Graduate **Units** 3 **Approved Hours** 3-0-0 **Fee index** 6 **Faculty** Rehabilitation Medicine **Department** Occupational Therapy **Typically Offered** either term
	Description Students explore occupational participation for older adults and how this is influenced by life events and opportunities, living environment, transitions and family/social contexts. Occupational therapy practices in supporting older adults to engage in roles and relationships in their homes and communities are explored.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date. ● FRM Faculty Council (May 14, 2024)
OPTIONAL: ● Occupational Therapy Department Committee (February 6, 2024) ● FRM Executive Committee (February 14, 2024)

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Rehabilitation Medicine, Occupational Therapy
Contact Person:	Amy Peters/Cori Schmitz
Level of change: (choose one only) [?]	● Undergraduate
	● Graduate
For which term will this change take effect?	Fall 2025

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The proposed calendar changes align our occupational therapy program with the latest Canadian Competencies for Occupational Therapists (2021) and our newly designed curriculum educational framework, "Education for Capabilities". These changes ensure our students receive an up-to-date, evidence-based education, preparing them to meet current and future demands in the field.

OCCTH 585: The reduction in credits in course allowed for redistribution of credits into the lifespan grouping, courses OCCTH 571, 572 and 573.

Course Template

Current: Removed language	Proposed: New language
OCCTH 519 **Enabling Occupation: Advanced Practices in Mental Health** **Course Career** Graduate **Units** 3 **Approved Hours** 0-3S-1 **Fee index** 6 **Faculty** Rehabilitation Medicine **Department** Occupational Therapy **Typically Offered** either term A discussion and analysis of selected topics of current interest in psychiatry as related to occupational therapy practice. Selected complex cases and special populations are addressed.	**OCCTH 519** **Title** Advancing Psychosocial and Mental Health Practices in Occupational Therapy **Course Career** Graduate **Units** 3 **Approved Hours** 0-3S-1 **Fee index** 6 **Faculty** Rehabilitation Medicine **Department** Occupational Therapy **Typically Offered** either term **Description** Students explore therapeutic approaches, emerging trends, and the diverse needs of complex, specialized populations. This course emphasizes advancing occupational therapy mental health capabilities in diverse practice contexts.

OCCTH 530

Occupational Therapy Process and Practice: Synthesis

Course Career Graduate
Units 2
Approved Hours 0-2S-0
Fee index 4
Faculty Rehabilitation Medicine
Department Occupational Therapy
Typically Offered either term

~~The use and design of interventions for physical and mental health, functioning, participation, and activities supported by the analysis and synthesis of occupational therapy principles.~~

OCCTH 530

Title Occupational Therapy Process and Practice: Synthesis

Course Career Graduate
Units 2
Approved Hours 0-2S-0
Fee index 4
Faculty Rehabilitation Medicine
Department Occupational Therapy
Typically Offered either term

Description
Integration and synthesis of the occupational therapy practice process in a family-centred context. Develop ability to demonstrate practice reasoning within micro, meso and macro level contexts to support occupational participation.

OCCTH 585

~~**Influences on Occupational Performance: Human Systems III: Theory and Practice in Neurology**~~

Course Career Graduate
Units ~~6~~
Approved Hours ~~6~~-0-1
Fee index ~~12~~
Faculty Rehabilitation Medicine
Department Occupational Therapy
Typically Offered either term

~~Application of occupational therapy principles, supported by current principles of neuroscience, for neurological conditions encountered in practice~~.

OCCTH 585

Title Human Capacity for Occupational Participation: Neuroscience

Course Career Graduate
Units 4
Approved Hours 4-0-1
Fee index 8
Faculty Rehabilitation Medicine
Department Occupational Therapy
Typically Offered either term

Description
Current neuroscience theory is integrated with occupational therapy principles in support of occupational participation. Students will gain an enhanced theoretical understanding and gain practical capabilities for delivering occupational therapy services/intervention. The course emphasizes contextualized assessments and treatment techniques, and emerging technologies.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.   ● FRM Faculty Council (May 14, 2024)

OPTIONAL:
    ● Occupational Therapy Department Committee (February 6, 2024)
    ● FRM Executive Committee (February 14, 2024)

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Rehabilitation Medicine, Occupational Therapy
Contact Person:	Amy Peters/Cori Schmitz
Level of change: (choose one only) [?]	● Undergraduate
	● Graduate
For which term will this change take effect?	Fall 2025

Rationale
Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The proposed calendar changes align our occupational therapy program with the latest Canadian Competencies for Occupational Therapists (2021) and our newly designed curriculum educational framework, "Education for Capabilities". These changes ensure our students receive an up-to-date, evidence-based education, preparing them to meet current and future demands in the field.

OCCTH 528 Fieldwork: The proposed course description changes are being made to better reflect (1) the scaffolded placement expectations as students advance through the x3 levels of fieldwork and (2) the language used in the national OT accreditation document re: requirement of 'diverse' practice experience within the 1000 requisite hours.

OCCTH 903 Capstone: OCCTH 903 replaces OCCTH 906 from the previous curriculum plan. The increase in credit for OCCTH 566 and OCCTH 568 will allow for a redistribution of content and add program evaluation content within this course groupings.

Course Template

Current: Removed language	Proposed: New language
Occth 528	**Occth 528**
Title Fieldwork-Learning in a Practice Context	**Title** Fieldwork-Learning in a Practice Context
Course Career Graduate **Units** 4 **Approved Hours** **Fee index** 8 **Faculty** Rehabilitation Medicine **Department** Occupational Therapy **Typically Offered** either term	**Course Career** Graduate **Units** 4 **Approved Hours** **Fee index** 8 **Faculty** Rehabilitation Medicine **Department** Occupational Therapy **Typically Offered** either term
~~Practical experience in approved facilities and community agencies to apply and integrate the core knowledge and skills of occupational therapy.~~	**Description** Practical experience providing service within diverse practice contexts to promote occupational participation through the application and integration of

	the core knowledge and skills of occupational therapy. Level 3b: Advanced/Entry to Practice.
OCCTH 903 ~~**Directed Final Study**~~ **Course Career** Graduate **Units** 3 **Approved Hours** UNASSIGNED **Fee index** 6 **Faculty** Rehabilitation Medicine **Department** Occupational Therapy **Typically Offered** variable ~~The synthesis of academic knowledge, with fieldwork experiences and directed to the exploration of a specific topic, relevant to occupational therapy. Students will demonstrate inquiry, reflection and critical thinking through required participation in seminars, a written report and a conference style presentation.~~	**OCCTH 903** **Title** Occupational Therapy Capstone Project **Course Career** Graduate **Units** 3 **Approved Hours** UNASSIGNED **Fee index** 6 **Faculty** Rehabilitation Medicine **Department** Occupational Therapy **Typically Offered** variable **Description** Students complete a capstone project synthesizing academic and experiential learning.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.   ● FRM Faculty Council (May 14, 2024)

OPTIONAL:
  ● Occupational Therapy Department Committee (February 6, 2024)
  ● FRM Executive Committee (February 14, 2024)

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Rehabilitation Medicine, Occupational Therapy
Contact Person:	Amy Peters/Cori Schmitz
Level of change: (choose one only) [?]	● Undergraduate
	● Graduate
For which term will this change take effect?	Winter 2026

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The proposed calendar changes align our occupational therapy program with the latest Canadian Competencies for Occupational Therapists (2021) and our newly designed curriculum educational framework, "Education for Capabilities". These changes ensure our students receive an up-to-date, evidence-based education, preparing them to meet current and future demands in the field.

OCCTH 522: Decrease of one credit where content of basic technology has been integrated in OCCTH 583 year 1 term 1 and throughout the curriculum.

OCCTH 526 Fieldwork: The proposed course description changes are being made to better reflect (1) the scaffolded placement expectations as students advance through the x3 levels of fieldwork and (2) the language used in the national OT accreditation document re: requirement of 'diverse' practice experience within the 1000 requisite hours.

OCCTH 540: The increase by one credit for OCCTH 540 will allow for application of advanced topics related to evaluation of clinical practice.

Course Template

Current: Removed language	Proposed: New language
OCCTH 522	**OCCTH 522**
Enabling Occupation Through the Use of Assistive Technology	Title Occupation and Assistive Technology
Course Career Graduate	**Course Career** Graduate
Units 3	Units 2
Approved Hours 3-0-1	Approved Hours 2-0-1
Fee index	**Fee index** 4
Faculty Rehabilitation Medicine	**Faculty** Rehabilitation Medicine
Department Occupational Therapy	**Department** Occupational Therapy
Typically Offered either term	**Typically Offered** either term
Theory and practice skills to ensure the correct interface between clients' needs;	Description

~~assistive technology, occupation, and context.~~	Students use evidence-informed and inquiry-driven methods to analyze how technology impacts occupational performance, well-being, and functioning. Students will enhance their theoretical knowledge and practical skills of assistive, environmental and advanced technologies used in professional practice. Additionally, students will critically examine the ethics, inequities and barriers to access to technology
OCCTH 526 Fieldwork-Learning in a Practice Context **Course Career** Graduate **Units 4** **Approved Hours** **Fee index** 8 **Faculty** Rehabilitation Medicine **Department** Occupational Therapy **Typically Offered** either term ~~Practical experience in approved facilities and community agencies to apply and integrate the core knowledge and skills of occupational therapy.~~	**OCCTH 526** **Title** Fieldwork-Learning in a Practice Context **Course Career** Graduate **Units 4** **Approved Hours** **Fee index** 8 **Faculty** Rehabilitation Medicine **Department** Occupational Therapy **Typically Offered** either term **Description** Practical experience providing service within diverse practice contexts to promote occupational participation through the application and integration of the core knowledge and skills of occupational therapy. Level 2/Intermediate.
OCCTH 540 **Occupational Therapy Process and Practice: Evaluation** **Course Career** Graduate **Units** ~~1~~ **Approved Hours** 0-~~1S~~-0 **Fee index** 2 **Faculty** Rehabilitation Medicine **Department** Occupational Therapy **Typically Offered** either term ~~Analyze and evaluate occupational therapy intervention media and modalities for physical and mental health functioning, participation, and activities.~~	**OCCTH 540** **Title** Occupational Therapy Process and Practice: Evaluation **Course Career** Graduate **Units** 2 **Approved Hours** 0-2S-0 **Fee index** 4 **Faculty** Rehabilitation Medicine **Department** Occupational Therapy **Typically Offered** either term **Description** Integrate, analyze and evaluate the occupational therapy practice process in complex practice-based scenarios. Demonstration of flexible, responsive and

	==creative practice reasoning for comprehensive complex case scenarios.==

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date. ● FRM Faculty Council (May 14, 2024)
OPTIONAL: ● Occupational Therapy Department Committee (February 6, 2024) ● FRM Executive Committee (February 14, 2024)

Calendar Change Request Form

for Course Changes

See the Calendar Guide for tips on how to complete this form.

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Rehabilitation Medicine, Occupational Therapy
Contact Person:	Amy Peters/Cori Schmitz
Level of change: (choose one only) [?]	● Undergraduate
	● Graduate
For which term will this change take effect?	Fall 2025

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The proposed calendar changes align our occupational therapy program with the latest Canadian Competencies for Occupational Therapists (2021) and our newly designed curriculum educational framework, "Education for Capabilities". These changes ensure our students receive an up-to-date, evidence-based education, preparing them to meet current and future demands in the field.

OCCTH 527 Fieldwork: The proposed course description changes are being made to better reflect (1) the scaffolded placement expectations as students advance through the x3 levels of fieldwork and (2) the language used in the national OT accreditation document re: requirement of 'diverse' practice experience within the 1000 requisite hours.

OCCTH 550: The increase by one credit for OCCTH 550 will allow for application of advanced topics related to ethics and transition to clinical practice.

Course Template

Current: Removed language	Proposed: New language
OCCTH 527	**OCCTH 527**
Title Fieldwork-Learning in a Practice Context	**Title** Fieldwork-Learning in a Practice Context
CCourse Career Graduate **Units** 4 **Approved Hours** **Fee index** 8 **Faculty** Rehabilitation Medicine **Department** Occupational Therapy **Typically Offered** either term	**Course Career** Graduate **Units** 4 **Approved Hours** **Fee index** 8 **Faculty** Rehabilitation Medicine **Department** Occupational Therapy **Typically Offered** either term
Practical experience in approved facilities and community agencies to apply and integrate the core knowledge and skills of occupational therapy.	**Description** Practical experience providing service within diverse practice contexts to promote occupational

	participation through the application and integration of the core knowledge and skills of occupational therapy. Level 3a: Advanced.
OCCTH 550 **Occupational Therapy Process and Practice: Transition** **Course Career** Graduate **Units** ~~1~~ **Approved Hours** ~~0-1S-0~~ **Fee index** ~~2~~ **Faculty** Rehabilitation Medicine **Department** Occupational Therapy **Typically Offered** either term ~~Transitioning to clinical practice. Application of occupational therapy services within the context of the practice environment~~	**OCCTH 550** **Title** Occupational Therapy Process and Practice: Transition **Course Career** Graduate **Units** 2 **Approved Hours** 0-2S-0 **Fee index** 4 **Faculty** Rehabilitation Medicine **Department** Occupational Therapy **Typically Offered** either term **Description** Practice principles of occupational therapy services in relation to the broader practice environment. Develop readiness for transition to the workforce.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date. ● FRM Faculty Council (May 14, 2024)
OPTIONAL: ● Occupational Therapy Department Committee (February 6, 2024) ● FRM Executive Committee (February 14, 2024)

UNIVERSITY OF ALBERTA

Calendar Change Request Form
for Program and Regulation Changes

See the Calendar Guide for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Faculté Saint-Jean/Faculty of Nursing
Contact Person:	Hassan Safouhi (Vice-Dean - hsafouhi@ualberta.ca)
Level of change: (choose one only)	☑ Undergraduate
	☐ Graduate
Type of change request: (check all that apply)	☑ Program
	☐ Regulation
For which term is this intended to take effect?	Fall 2025
Does this proposal have corresponding course changes? (Should be submitted at the same time)	

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The proposed changes are to align with those previously approved by the Faculty of Nursing (Undergraduate Curriculum Committee on March 6, 2024 and Faculty Caucus on March 26, 2024).

_____

Les changements proposés sont pour s'aligner avec ceux précédemment approuvés par la Faculty of Nursing (Undergraduate Curriculum Committee and our Faculty Caucus).

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/preview_program.php?catoid=39&poid=47967	

Current Copy	**Proposed Copy**
Baccalauréat ès sciences infirmières (bilingue) **Séquence des cours** À partir de Septembre 2022 (voir Faculty of Nursing - Maintaining Registration) **Année 1** **Automne** ● ANATE 140 - Anatomie ● FRANC 224 - Maîtrise du français pour les sciences infirmières ● MICRE 133 - Microbiologie Médicale pour Infirmières ● SC INF 110 - Fondements du succès en soins infirmiers ● SOCIE 100 - Introduction à la sociologie **Automne/Hiver** ● PHYSE 152 - Physiologie **Hiver** ● ANGL 127 - Exploring Writing Studies for Nursing ● NURS 125 - Nursing Practice - Health Assessment ● PSYCE 106 - Principes psychologiques pour les infirmières ● STATQ 151 - Introduction à la statistique appliquée I **Printemps/Été** ● FRANC 233 - Techniques de rédaction pour les sciences infirmières OU ● ANGL (3 crédits) OU ● Option libre (3 crédits) (voir Notes 1) **Année 2 (voir Notes 2 et 3)** **Automne** ● SC INF 205 - L'innovation, le leadership, les politiques et les organisations de soins de santé ● SC INF 221 - Introduction à la pratique infirmière ● SC INF 223 - Les fondations des sciences infirmières I/II **Deux trimestres** ● NURS 216 - Pathophysiology and Pharmacology II **<mark>Winter Term</mark>** ● NURS 224 - Foundations of Nursing III ● NURS 225 - Introduction to Acute Care Nursing Practice ● SC INF 301 - Recherche en sciences infirmières	**Baccalauréat ès sciences infirmières (bilingue)** **Séquence des cours** À partir de Septembre 2022 (voir Faculty of Nursing - Maintaining Registration) **Année 1** **Automne** ● ANATE 140 - Anatomie ● FRANC 224 - Maîtrise du français pour les sciences infirmières ● MICRE 133 - Microbiologie Médicale pour Infirmières ● SC INF 110 - Fondements du succès en soins infirmiers ● SOCIE 100 - Introduction à la sociologie **Automne/Hiver** ● PHYSE 152 - Physiologie **Hiver** ● ANGL 127 - Exploring Writing Studies for Nursing ● NURS 125 - Nursing Practice - Health Assessment ● PSYCE 106 - Principes psychologiques pour les infirmières ● STATQ 151 - Introduction à la statistique appliquée I **Printemps/Été** ● FRANC 233 - Techniques de rédaction pour les sciences infirmières OU ● ANGL (3 crédits) OU ● Option libre (3 crédits) (voir Notes 1) **Année 2 (voir Notes 2 et 3)** **Automne** ● SC INF 205 - L'innovation, le leadership, les politiques et les organisations de soins de santé ● SC INF 221 - Introduction à la pratique infirmière ● SC INF 223 - Les fondations des sciences infirmières I/II **Deux trimestres** ● NURS 216 - Pathophysiology and Pharmacology II **<mark>Hiver</mark>** ● NURS 224 - Foundations of Nursing III ● NURS 225 - Introduction to Acute Care Nursing Practice ● SC INF 301 - Recherche en sciences infirmières

~~Spring/Summer~~

- SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre (voir note ~~10)~~

Année 3 (voir Notes 3, 4 et 5)
Automne

- NURS 321 - Advanced Acute Care Nursing Practice I
- NURS 323 - Community Nursing through the Lifespan
- SC PO 320 - La politique du système de santé au Canada (voir Note ~~6)~~

Hiver

- NURS 325 - Advanced Acute Care Nursing Practice II
- ~~NURS 400 - Leadership in Nursing and Interprofessional Practice~~

- NURS 327 - Mental Health and Wellness in Nursing **~~OR~~**
- SC INF 327 - Santé mentale et bien-être en soins infirmiers (voir Note ~~7)~~

Année 4 (voir Notes 3, 4 et ~~8)~~
Automne

- NURS 485 - Nursing Practice in a Focused Area (voir Note ~~9)~~

Hiver

- INT D 420 - Perspectives on Inclusive and Global Health
- PHILE 386 - La bioéthique (voir Note ~~6)~~
- SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique

Notes :

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1. La langue d'enseignement des cours optionnels est le français et l'étudiant doit choisir normalement cette option libre parmi les cours offerts en français à la Faculté Saint-Jean.
2. L'étudiant doit réussir tous les cours de l'année 1 avant de pouvoir s'inscrire dans l'année 2.
3. La langue d'enseignement des cours avec le sigle SC INF est le français.
4. La séquence de ces cours peut varier dépendant de la disponibilité des stages cliniques.
5. L'étudiant doit réussir tous les cours de l'année 2 avant de pouvoir s'inscrire dans l'année 3.

Printemps/Été

- SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre (voir note 6)

Année 3 (voir Notes 3, 4 et 5 et 11)
Automne

- NURS 321 - Advanced Acute Care Nursing Practice I
- NURS 322 - Maternal/Child Nursing Practice
- NURS 323 - Community Nursing through the Lifespan
- SC PO 320 - La politique du système de santé au Canada (voir Note 7)

Hiver

- NURS 325 - Advanced Acute Care Nursing Practice II

- NURS 327 - Mental Health and Wellness in Nursing **OU**
- SC INF 327 - Santé mentale et bien-être en soins infirmiers (voir Note 8)

- 1 crédit en Initiatives interprofessionnelles (voir Note 10)

Année 4 (voir Notes 3, 4 et 9)
Automne

- NURS 485 - Nursing Practice in a Focused Area (voir Note 10)

Hiver

- INT D 420 - Perspectives on Inclusive and Global Health
- PHILE 386 - La bioéthique (voir Note 7)
- SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique
- 1 crédit en Initiatives interprofessionnelles (voir Note 10)

Notes :

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1. La langue d'enseignement des cours optionnels est le français et l'étudiant doit choisir normalement cette option libre parmi les cours offerts en français à la Faculté Saint-Jean.
2. L'étudiant doit réussir tous les cours de l'année 1 avant de pouvoir s'inscrire dans l'année 2.
3. La langue d'enseignement des cours avec le sigle SC INF est le français.
4. La séquence de ces cours peut varier dépendant de la disponibilité des stages cliniques.

6. La Faculty of Nursing déterminera quel cours les étudiants prendront.
7. Dans la mesure du possible, ce cours sera offert par la Faculty of Nursing en français. Quand il est offert en français, les étudiants inscrits dans le programme bilingue en sciences infirmières doivent suivre le cours en français.
8. L'étudiant doit réussir tous les cours de l'année 2 et 3 avant de pouvoir s'inscrire dans l'année 4.
9. Dépendant de la performance académique et clinique et la disponibilité des stages, l'étudiant peut choisir de compléter le stage pratique avancé dans un milieu bilingue ou francophone à l'extérieur d'Edmonton.
10. ~~SCSOC 222 doit être complété après l'année 2.~~

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5. L'étudiant doit réussir tous les cours de l'année 2 avant de pouvoir s'inscrire dans l'année 3.
6. SCSOC 222 doit être complété après l'année 2
7. La Faculty of Nursing déterminera quel cours les étudiants prendront.
8. Dans la mesure du possible, ce cours sera offert par la Faculty of Nursing en français. Quand il est offert en français, les étudiants inscrits dans le programme bilingue en sciences infirmières doivent suivre le cours en français.
9. L'étudiant doit réussir tous les cours de l'année 2 et 3 avant de pouvoir s'inscrire dans l'année 4.
10. Dépendant de la performance académique et clinique et la disponibilité des stages, l'étudiant peut choisir de compléter le stage pratique avancé dans un milieu bilingue ou francophone à l'extérieur d'Edmonton.
11. Les Initiatives interprofessionnelles consistent en deux cours interdisciplinaires d'un crédit (INT D). Contactez le bureau de la Faculté des Sciences infirmières pour plus d'informations.

URL in current Calendar (or "New page")
https://calendar.ualberta.ca/content.php?catoid=39&navoid=12292#language-test

Current Copy	Proposed Copy
Bachelor of Science in Nursing (Bilingual) [Faculté Saint-Jean] **Course sequence** As of September 2022 (see Faculty of Nursing - Maintaining Registration) **Year 1** **Fall Term** - ANATE 140 - Anatomie - FRANC 224 - Maîtrise du français pour les sciences infirmières - MICRE 133 - Microbiologie Médicale pour Infirmières - SC INF 110 - Fondements du succès en soins infirmiers - SOCIE 100 - Introduction à la sociologie **Fall/Winter** - PHYSE 152 - Physiologie **Winter Term** - ANGL 127 - Exploring Writing Studies For Nursing - NURS 125 - Nursing Practice - Health Assessment - PSYCE 106 - Principes psychologiques pour les infirmières	**Bachelor of Science in Nursing (Bilingual) [Faculté Saint-Jean]** **Course sequence** As of September 2022 (see Faculty of Nursing - Maintaining Registration) **Year 1** **Fall Term** - ANATE 140 - Anatomie - FRANC 224 - Maîtrise du français pour les sciences infirmières - MICRE 133 - Microbiologie Médicale pour Infirmières - SC INF 110 - Fondements du succès en soins infirmiers - SOCIE 100 - Introduction à la sociologie **Fall/Winter** - PHYSE 152 - Physiologie **Winter Term** - ANGL 127 - Exploring Writing Studies For Nursing - NURS 125 - Nursing Practice - Health Assessment - PSYCE 106 - Principes psychologiques pour les infirmières

Left column:

- STATQ 151 - Introduction à la statistique appliquée I

Spring/Summer
- FRANC 233 - Techniques de rédaction pour les sciences infirmières OR
- ANGL (3 units) OR
- Elective (3 units) (see Note 1)

Year 2 (see Notes 2 and 3)
Fall Term
- SC INF 205 - L'innovation, le leadership, les politiques et les organisations de soins de santé
- SC INF 221 - Introduction à la pratique infirmière
- SC INF 223 - Les fondations des sciences infirmières I/II

Two Term
- NURS 216 - Pathophysiology and Pharmacology II

Winter Term
- NURS 224 - Foundations of Nursing III
- NURS 225 - Introduction to Acute Care Nursing Practice
- SC INF 301 - Recherche en sciences infirmières

Spring/Summer
- SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre (voir note 10)

Year 3 (see Notes 3, 4 and 5)
Fall Term
- NURS 321 - Advanced Acute Care Nursing Practice I
- NURS 323 - Community Nursing through the Lifespan
- SC PO 320 - La politique du système de santé au Canada (see Note 6)

Winter Term
- NURS 325 - Advanced Acute Care Nursing Practice II
- NURS 327 - Mental Health and Wellness in Nursing (see Note 7) **OR**
- SC INF 327 - Santé mentale et bien-être en soins infirmiers
- NURS 400 - Leadership in Nursing and Interprofessional Practice

Year 4 (see Notes 3, 4 and 8)
Fall Term
- NURS 485 - Nursing Practice in a Focused Area (see Note 9)
Winter Term
- INT D 420 - Perspectives on Inclusive and Global Health

Right column:

- STATQ 151 - Introduction à la statistique appliquée I

Spring/Summer
- FRANC 233 - Techniques de rédaction pour les sciences infirmières OR
- ANGL (3 units) OR
- Elective (3 units) (see Note 1)

Year 2 (see Notes 2 and 3)
Fall Term
- SC INF 205 - L'innovation, le leadership, les politiques et les organisations de soins de santé
- SC INF 221 - Introduction à la pratique infirmière
- SC INF 223 - Les fondations des sciences infirmières I/II

Two Term
- NURS 216 - Pathophysiology and Pharmacology II

Winter Term
- NURS 224 - Foundations of Nursing III
- NURS 225 - Introduction to Acute Care Nursing Practice
- SC INF 301 - Recherche en sciences infirmières

Spring/Summer
- SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre (voir note 6)

Year 3 (see Notes 3, 4, 5 and 11)
Fall Term
- NURS 321 - Advanced Acute Care Nursing Practice I
- NURS 322 - Maternal/Child Nursing Practice
- NURS 323 - Community Nursing through the Lifespan
- SC PO 320 - La politique du système de santé au Canada (see Note 7)

Winter Term
- NURS 325 - Advanced Acute Care Nursing Practice II
- NURS 327 - Mental Health and Wellness in Nursing (see Note 8) **OR**
- SC INF 327 - Santé mentale et bien-être en soins infirmiers
- 1 unit in Interprofessional Initiatives (see Note 10)

Year 4 (see Notes 3, 4 and 9)
Fall Term
- NURS 485 - Nursing Practice in a Focused Area (see Note 10)
Winter Term
- INT D 420 - Perspectives on Inclusive and Global Health

- PHILE 386 - La bioéthique (see Note 6)
- SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique

Notes:
1. The language of instruction of all electives must be French and electives are normally taken at Faculté Saint-Jean.
2. To proceed to Year 2 students must have passed all Year 1 courses.
3. "SC INF" denotes nursing courses where French is the primary language of instruction.
4. Courses may be configured differently depending on clinical placement availability.
5. To proceed to Year 3 students must have passed all Year 2 courses.
6. The Faculty of Nursing will determine which course students will take.
7. The Faculty of Nursing will offer this course in French whenever possible. When offered, students in the Bilingual Nursing Program must take this course in French.
8. To proceed to Year 4, students must have passed all Year 2 and 3 courses
9. Based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.
10. ~~SCSOC 222 must be completed after Year 2.~~

- PHILE 386 - La bioéthique (see Note 7)
- SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique

- 1 unit in Interprofessional Initiatives (See Note 10)

Notes:
1. The language of instruction of all electives must be French and electives are normally taken at Faculté Saint-Jean.
2. To proceed to Year 2 students must have passed all Year 1 courses.
3. "SC INF" denotes nursing courses where French is the primary language of instruction.
4. Courses may be configured differently depending on clinical placement availability.
5. To proceed to Year 3 students must have passed all Year 2 courses.
6. Students must have completed Year 2 courses before taking SCSOC 222.
7. The Faculty of Nursing will determine which course students will take.
8. The Faculty of Nursing will offer this course in French whenever possible. When offered, students in the Bilingual Nursing Program must take this course in French.
9. To proceed to Year 4, students must have passed all Year 2 and 3 courses
10. Based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.
11. Interprofessional Initiatives will be two 1-unit Interdisciplinary (INT D) courses. Contact the Nursing Faculty office for more information.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.
FSJ Executive Committee - May 16, 2024
FSJ Faculté Council- May 24, 2024

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

The Faculty of Nursing has been informed of this proposal and supports it (emails exchanges).
Faculty of Nursing: Undergraduate Curriculum Committee - March 6, 2024 and Faculty Caucus - March 26, 2024

Decision ☑ **Discussion** ☐ **Information** ☐

ITEM OBJECTIVE: The proposal is before the committee to introduce a new course designator, DET (Doctorat en Études Transdisciplinaires), as an identifier for courses related to the new Doctorat en études transdisciplinaires

DATE	June 20, 2024
TO	GFC Programs Committee
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION:THAT the Faculty of Graduate & Postdoctoral Studies Council approve a new course designator DET (Doctorat en Études Transdisciplinaires), as an identifier for courses related to the new Doctorat en études transdisciplinaires as set forth in attachment 1, as submitted by the Faculté Saint-Jean.

EXECUTIVE SUMMARY:

The GFC Programs Committee's approval of the *Doctorat en études transdisciplinaires* programs on March 16, 2023, marked a significant milestone for the Faculté Saint-Jean. This approval was also confirmed by the Ministry of Advanced Education.

The original proposals inadvertently omitted the inclusion of a proposal (GO) for a course designator DET (Doctorat en Études Transdisciplinaires), intended for courses within these programs. This current proposal aims to rectify this by seeking approval for DET to categorize relevant courses.

Supporting Materials:
Attachments
   1. Calendar Change Request Form for Course Changes (Faculté Saint-Jean) 2. Calendar change Request Form for Program and Regulation Changes (Faculté Saint-Jean)

SCHEDULE A:

Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <*Governance Resources Section Student Participation Protocol*>

> *Those who are actively **participating**:*
>
>   ●

GOVERNANCE OUTLINE

UNIVERSITY OF ALBERTA

*Those who have been **consulted**:*
- FSJ Executive Committee on behalf of FSJ Council - March 14, 2024
- Conseil de la Faculté Saint-Jean (online voting, February 21, 2024)
- FSJ Executive Committee - February 15, 2024
- FSJ Academic Planning - February 8, 2024
- Office of the Registrar (Jesse Luyendyk) - January 29, 2024
- Calendar Editor (Rebecca Liaw)

*Those who have been **informed**:*
- FSJ Arts/Sciences group, Feb 2, 2024 (for information)

Approval Route:
Graduate Program Support Team - April 29, 2024
GPS Council - May 15, 2024 (Anticipated)
GFC Program Committee

Supplementary Notes / Context:

GOVERNANCE OUTLINE

UNIVERSITY OF ALBERTA See the Calendar Guide for tips on how to complete this form.

Faculty (& Department or Academic Unit): Faculté Saint-Jean
Contact Person: Sadok El Ghoul (elghoul@ualberta.ca)
Level of change: (choose one only) [?] Undergraduate Graduate
For which term will this change take effect? <mark>Fall 2024 (Early implementation)</mark>

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The *Doctorat en Études Transdisciplinaires* program was approved on March 16, 2023, by the GFC Program Committee. The Ministry of Education has formally validated their launch for the fall of 2024. We must now create a new course designator DET (Doctorate in Transdisciplinary Studies), and the corresponding courses: DET 600, DET 605, DET 609. _____ Le programme de Doctorat en Études Transdisciplinaires a été approuvé le 16 mars 2023 par GFC Program Committee. Le Ministère de l'Éducation a formellement validé leur lancement pour l'automne 2024. Nous devons à présent créer un nouveau sigle de cour DET (Doctorat en Études Transdisciplinaires), et les cours correspondants : DET 600, DET 605, DET 609.

Course Template

CURRENT Current: <mark>Removed language</mark>	PROPOSED Proposed: <mark>New language</mark>

<mark>New</mark>	**DET 600: Séminaire de recherche transdisciplinaire** **Course Career** Graduate **Units** 3 **Approved Hour**s 3-0-0 **Fee inde**x 6 **Faculty** Faculté Saint-Jean **Department** Saint-Jean **Typically Offered** Variable **Description** Aperçu des différentes approches, considérations et défis dans la recherche. Les étudiants exploreront les outils et développeront les compétences nécessaires pour

	comprendre le jargon de la recherche, évaluer les recherches publiées, identifier les types de méthodes les mieux adaptées pour étudier différents types de problèmes et de questions, développer des questions de recherche basées sur une évaluation critique de la recherche existante, et concevoir une proposition de recherche et commencer les préparatifs initiaux d'un projet de recherche.
<mark>New</mark>	**DET 605: Sujets avancés en études transdisciplinaires** **Course Career** Graduate **Units** 3 **Approved Hour**s 3-0-0 **Fee inde**x 6 **Faculty** Faculté Saint-Jean **Department** Saint-Jean **Typically Offered** Variable **Description** Études approfondies sur les différentes approches méthodologiques en recherche empirique dans les sciences fondamentales, humaines et sociales. Les étudiants seront exposés aux fondements théoriques de l'interdisciplinarité et de la transdisciplinarité comme méthodes d'analyse et de recherche. Les grands thèmes et concepts théoriques abordés seront l'occasion d'approfondir les discussions et de préparer les étudiants à définir leur propre problématique de recherche. Les étudiants seront invités à définir dans ce séminaire leur problématique de recherche et à illustrer leur choix par des exemples tirés de la société en fonction d'une approche inter ou transdisciplinaire.

New	**DET 609: recherche guidée/ étude guidée-dirigée** **Course Career** Graduate **Units** 3 **Approved Hour**s 3-0-0 **Fee inde**x 6 **Faculty** Faculté Saint-Jean **Department** Saint-Jean **Typically Offered** Variable **Description** Études dirigées se terminant avec un examen de synthèse écrit et une proposition de projet.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

1

Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

Faculty (& Department or Academic Unit): Faculté Saint-Jean
Contact Person: Sadok El Ghoul (elghoul@ualberta.ca)
Level of change: (choose one only) Undergraduate Graduate
Type of change request: (check all that apply) Program Regulation
For which term is this intended to take effect? <mark>Fall 2024 (Early implementation)</mark>

Does this proposal have corresponding course changes? (Should be submitted at the same time)

Rationale

yes

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The following proposed changes aim to improve the clarity and coherence of the new *Doctorat en études transdisciplinaires* program:

- Some editorial adjustments are suggested aimed at enhancing clarity, coherence, and accuracy - Reformulate the section outlining the program's requirements to enhance clarity. The current wording has the potential to cause confusion or be misunderstood by students. Hence, it is crucial to define these criteria clearly to ensure they are instantly and unmistakably understood by everyone involved in the program. - Change the initially proposed designator from ESFSJ (Études Supérieures FSJ) to DET (Doctorate in Transdisciplinary Studies).

_____

Par les changements proposés suivants, nous visons à améliorer la clarté et la cohérence du nouveau programme de doctorat :
- Quelques ajustements éditoriaux sont suggérés dans le but d'améliorer la clarté, la cohérence et la précision - Reformuler la section décrivant les exigences du programme afin d'améliorer sa clarté. Les formulations actuelles risquent de semer la confusion ou d'être mal interprétées par les étudiants. Ainsi, il est important de préciser ces critères de manière à garantir leur compréhension immédiate et univoque par toutes les parties impliquées dans le programme.
- changer le désignateur initialement proposé ESFSJ (Études Supérieures FSJ) en DET (Doctorat en Études Transdisciplinaires)

Calendar Copy

URL in current Calendar (or "New page")
https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=75120

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Doctorat en études transdisciplinaires (Faculté Saint-Jean)

Le programme de doctorat au Campus Saint-Jean offre, en français, une éducation universitaire au troisième cycle de haut niveau dans plusieurs domaines des sciences, santé, sciences sociales et humaines, organisés sous ces trois grands axes de recherche. Établi pour répondre aux besoins professionnels du 21eme siècle, dans un monde de contact linguistique étroit et en situation linguistique (francophonie) minoritaire, ce programme constitue un milieu incontournable pour la recherche transdisciplinaire qui offre une occasion unique aux étudiants d'approfondir leurs connaissances et compétences dans la recherche au sein de la dualité linguistique du Canada.

Conditions d'admission

Les conditions minimales d'admission au programme du doctorat interdisciplinaire sont les suivantes:

- Diplôme de maîtrise ou l'équivalent reconnu par l'Université de l'Alberta ;
- Moyenne d'admission minimale de 3,0 sur l'échelle de 4 points de l'Université de l'Alberta, ou l'équivalent, dans les 60 crédits derniers crédits des cours universitaires, ou sur l'équivalent des deux dernières années de cours à temps plein ;
- Les candidats doivent posséder une compétence langagière adéquate en français; démontrée par :
  - un diplôme universitaire ou équivalent d'un établissement reconnu par l'Université de l'Alberta, et où la langue d'enseignement est le français. La preuve que l'instruction pour le diplôme était en français est requise,
    OU
  - un résultat satisfaisant à un test de compétence en français approuvé (la liste des tests de compétence linguistique approuvés par la

Proposed Copy

Doctorat en études transdisciplinaires (Faculté Saint-Jean)

Conditions d'admission

Les conditions minimales d'admission au programme du doctorat transdisciplinaire sont les suivantes:

- Diplôme de maîtrise ou l'équivalent reconnu par l'Université de l'Alberta ;
- Moyenne d'admission minimale de 3,0 sur l'échelle de 4 points de l'Université de l'Alberta, ou l'équivalent, dans les 60 derniers crédits des cours universitaires, ou sur l'équivalent des deux dernières années de cours à temps plein ;
- Les candidats doivent posséder une compétence langagière adéquate en français; démontrée par :
  - un diplôme universitaire ou équivalent d'un établissement reconnu par l'Université de l'Alberta, ayant le français comme langue d'enseignement. La preuve que l'instruction pour le diplôme était en français est requise,
    OU
  - un résultat satisfaisant à un test de compétence en français approuvé (la liste des tests de compétence linguistique approuvés par la Faculté Saint-Jean est disponible

Faculté Saint-Jean est disponible

au bureau des études supérieures de la Faculté Saint-Jean).

Note : s'il y a lieu, satisfaire aux exigences minimales en matière de langue anglaise. Voir English Language Requirement.

Les candidats doivent également soumettre les documents suivants :

- Un curriculum Vitae ;
- Lettre d'intention (deux pages maximum) faisant état des objectifs de recherche du candidat ;
- Un échantillon de travail écrit (entre 5 et 15 pages) ;
- Deux lettres de recommandation adressées directement à la Faculté Saint-Jean ;
- Une lettre d'appui d'au moins un professeur dont le domaine de recherche/spécialisation correspond au projet soumis.

Note : Tous les documents doivent être soumis en français.

Exigences du programme

Les étudiants doivent compléter un minimum de 18 crédits, dont un minimum de 6 crédits dans les cours de niveau supérieur, et la soutenance d'une thèse.

Cours
- ESFSJ 600 : Séminaire de recherche interdisciplinaire
- ESFSJ 605 : recherche approfondie (Research Design)
- Six cours optionnel de niveau supérieur de trois crédits

Le programme est structuré autour d'études auto dirigées et dirigées par un superviseur. Le comité de supervision, en consultation avec l'étudiant, peut décider de cours formels supplémentaires à suivre dans le cadre du programme, si nécessaire.

Thèse

Inscription au cours THES de niveau 900. Les étudiants doivent soutenir avec succès leur thèse.

Examen compréhensif

Les étudiants doivent passer avec succès un examen compréhensif dans la discipline ciblée généralement en début de la deuxième année du programme de doctorat.

Exigences du programme

Les étudiants doivent compléter 2 cours obligatoires et rédiger une thèse. En plus, ils peuvent choisir jusqu'à 4 cours d'option qui seront décidés par le comité et le superviseur, selon leur parcours et leur thématique de recherche.

Cours
- DET 600 : Séminaire de recherche transdisciplinaire
- DET 605 : Sujets avancés en études transdisciplinaires
- Cours optionnels : Jusqu'à quatre cours d'option de niveau supérieur de trois crédits

Le programme est structuré autour d'études auto dirigées et dirigées par un superviseur. Le comité de supervision, en consultation avec l'étudiant, peut décider de cours supplémentaires à suivre dans le cadre du programme, si nécessaire.

Thèse

Inscription au cours THES de niveau 900. Les étudiants doivent soutenir avec succès leur thèse.

Examen compréhensif

Les étudiants doivent passer avec succès un examen compréhensif dans la discipline ciblée généralement en début de la deuxième année du programme de doctorat.

Examen de candidature

A la fin de la deuxième année<mark>s</mark>, les étudiants doivent présenter une proposition de recherche suivie d'un examen de candidature/de synthèse orale.

En raison de la nature <mark>inter</mark>disciplinaire du programme, le processus de synthèse peut prendre différentes formes. <mark>Il peut comprendre, par</mark> exemple, des examens écrits sur différents <mark>aspects</mark> de la discipline, une série de prises de <mark>position ou</mark> une longue proposition de thèse.

Exigences <mark>du</mark> développement professionnel et la formation dans l'éthique de la recherche

Les étudiants doivent aussi <mark>répondre</mark> aux exigences du développement professionnel<mark>, et la</mark> formation <mark>dans l</mark>'éthique de la recherche.

Pour plus d'information, veuillez consulter le site web de La Faculty of Graduate & Postdoctoral
Studies : GPS Academic Integrity and Ethics Training Requirement and the GPS Professional Development Requirement.

Niveau académique

Les étudiants du programme de doctorat sont tenus de maintenir une moyenne cumulative minimale de 3,0 tout au long du programme.

Résidence

La résidence n'est pas requise dans ce programme. Cependant, les étudiants sont encouragés à assister à <mark>cette première</mark> réunion. Les professeurs qui financent les étudiants par le biais de leurs propres subventions de recherche peuvent exiger que l'étudiant soit présent.

Durée limite du programme

La durée maximale du programme de doctorat, telle que fixée par la Faculty of Graduate & Postdoctoral Studies et de la recherche, est de six ans.

Examen de candidature

A la fin de la deuxième année, les étudiants doivent présenter une proposition de recherche suivie d'un examen de candidature/de synthèse orale.

En raison de la nature <mark>trans</mark>disciplinaire du programme, le processus de synthèse peut prendre différentes formes.

Exigences <mark>de</mark> développement professionnel et la formation dans l'éthique de la recherche

Les étudiants doivent aussi <mark>satisfaire</mark> aux exigences du développement professionnel et <mark>suivre une</mark> formation <mark>en</mark> éthique de la recherche.

Pour plus d'information, veuillez consulter le site web de La Faculty of Graduate & Postdoctoral
Studies : GPS Academic Integrity and Ethics Training Requirement and the GPS Professional Development Requirement.

Niveau académique

Les étudiants du programme de doctorat sont tenus de maintenir une moyenne cumulative minimale de 3,0 tout au long du programme.

Résidence

La résidence n'est pas requise dans ce programme. Cependant, les étudiants sont encouragés à assister à la réunion <mark>d'orientation au début du programme</mark>. Les professeurs qui financent les étudiants par le biais de leurs propres subventions de recherche peuvent exiger que l'étudiant soit présent.

Durée limite du programme

La durée maximale du programme de doctorat, telle que fixée par la Faculty of Graduate & Postdoctoral Studies et de la recherche, est de six ans.

URL in current Calendar (or "New page")

https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=75121

Current Copy [English]	Proposed Copy [English]
Doctorate in Transdisciplinary Studies (Faculty Saint-Jean) The *Doctorat transdisciplinaire* program at Campus Saint-Jean offers, in French, a high level, post-graduate education in several fields organized under the major axes of science, health, social sciences, and humanities. Established to meet the professional needs of the 21st century, in a world of close linguistic contact, and in a bilingual minority (Francophone) situation, this program constitutes a unique environment for interdisciplinary scientific research that provides an important opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality. **Entrance Requirements** The minimum requirements for admission to the *Doctorat* program are as follows: ● Master's degree or equivalent recognized by the University of Alberta ● 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 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework ● Applicants must have adequate French language proficiency, as demonstrated by: ○ a degree or its university-level equivalent from an institution recognized by the University of Alberta, and where the language of instruction is French. Proof that instruction for the degree was in French is required; OR ○ a satisfactory score on an approved French proficiency test (the list of language proficiency tests approved by the Faculté Saint-Jean is available at the Faculté Saint-Jean Graduate Studies Office). **Note:** Where applicable, applicants must meet the minimum English Language Requirement. Applicants are also required to submit the following: ● A curriculum vitae	**Doctorate in Transdisciplinary Studies (Faculty Saint-Jean)** **Entrance Requirements** The minimum requirements for admission to the *Doctorat transdisciplinaire* program are as follows: ● Master's degree or equivalent recognized by the University of Alberta ● 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 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework ● Applicants must have adequate French language proficiency, as demonstrated by: ○ a degree or its university-level equivalent from an institution recognized by the University of Alberta, with French as the language of instruction. Proof that instruction for the degree was in French is required; OR ○ a satisfactory score on an approved French proficiency test (the list of language proficiency tests approved by the Faculté Saint-Jean is available at the Faculté Saint-Jean Graduate Studies Office). **Note:** Where applicable, applicants must meet the minimum English Language Requirement. Applicants are also required to submit the following: ● A curriculum vitae ● A letter of intent (maximum two pages) outlining the applicant's research objectives

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- A letter of intent (maximum two pages) outlining the applicant's research objectives
- One sample of written work (between 5 and 15 pages)
- Two letters of reference addressed directly to the Faculté Saint-Jean
- A letter of support from at least one professor whose area of research/specialization corresponds to the pre-project submitted

Note: all documentation must be submitted in French.

Program Requirements
Students must complete a minimum of 18 units, including a minimum of 6 units in graduate level courses, and write a thesis.

Coursework
- ESFSJ 600 : Séminaire de recherche interdisciplinaire
- ESFSJ 605 : recherche approfondie (Research Design)
- Six 3-unit graduate-level courses optional
  The program is based on self- and supervisor-directed studies. The supervisory committee, in consultation with the student, can decide on additional formal courses to be taken in the program if necessary.

Thesis
Registration in 900-level THES. Students are required to successfully defend a thesis.

Comprehensive Exam
Students must successfully complete a comprehensive exam in the targeted discipline, usually at the beginning of the second year of the doctoral program.

Candidacy Exam
At the end of the second year, students are required to submit a research proposal, which is followed by an oral candidacy/synthesis exam.

Due to the interdisciplinary nature of the program, the path to candidacy may take different forms. It may include, for example, written examinations on different aspects of the discipline, a series of position papers, or a long thesis proposal.

Ethics and Professional Development Requirements
Students are required to meet the GPS Academic Integrity and Ethics Training and the GPS Professional Development Requirement.

- One sample of written work (between 5 and 15 pages)
- Two letters of reference addressed directly to the Faculté Saint-Jean
- A letter of support from a potential supervisor

Note: all documentation must be submitted in

French.

Program Requirements
Students are required to complete 2 mandatory courses and write a thesis. Additionally, they can choose up to 4 elective courses, which will be decided by the committee and the supervisor, based on their pathway and research theme.

Coursework
- DET 600 : Séminaire de recherche transdisciplinaire
- DET 605 : Sujets avancés en études transdisciplinaires
- Elective Courses: Up to four graduate-level elective courses of three credits each
  The program is based on self- and supervisor-directed studies. The supervisory committee, in consultation with the student, can decide on additional courses to be taken in the program if necessary.

Thesis
Registration in 900-level THES. Students are required to successfully defend a thesis.

Comprehensive Exam
Students must successfully complete a comprehensive exam in the targeted discipline, usually at the beginning of the second year of the doctoral program.

Candidacy Exam
At the end of the second year, students are required to submit a research proposal, which is followed by an oral candidacy/synthesis exam.

Due to the transdisciplinary nature of the program, the path to candidacy may take different forms.

Ethics and Professional Development Requirements
Students are required to meet the GPS Academic Integrity and Ethics Training and the GPS Professional Development Requirement.

Academic Standing Requirement
Students in the PhD program are required to maintain a minimum cumulative grade point average of 3.0 in their courses for the program.

Residence Requirement
Residency is not required in this program. However, we encourage students to attend their ==first== meeting with their supervisors. University professors who fund students through their own research grants may require the student to attend.

Length of Program
The maximum time to complete the PhD program is six years, as set by the Faculty of Graduate & Postdoctoral Studies.

REQUIRED: Faculty Council (or delegate) and approval date.
FSJ Executive committee on behalf of FSJ council: March 14, 2024
Faculty Council (Evote): February 21, 2024
FSJ Executive committee : February 15 2024

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

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Calendar Change Request Form
for Course Changes
See the Calendar Guide for tips on how to complete this form.

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Faculty of Pharmacy
Contact Person:	Dr Jill Hall, Director PharmD Program
Level of change: (choose one only) [?]	● Undergraduate
	● Graduate
For which term will this change take effect?	Fall 2024

Rationale
Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=55340
The CHS is streamlining the registration process for Interprofessional courses. The courses will be timetabled with a consistent course title (IntD 403 for undergraduate programs, IntD503 for graduate programs). Using the proposed process is more efficient and ideally improves clarity for students and faculty members, when referring to the foundational IPE courses.

Course Template

Current: Removed language	Proposed: New language
Year 2 (32 Units) ● PHARM 201 - Principles of Medicinal Chemistry ● PHARM 202 - Pharmaceutics 1 ● PHARM 203 - Introduction to Pharmacology 1 ● PHARM 204 - Anatomy and Physiology for Pharmacy ● PHARM 210 - Foundations of Collaborative Practice ● PHARM 212 - Behavioural, Administrative, Social and Evidence-based Pharmacy 1 ● PHARM 213 - Behavioural, Administrative, Social and Evidence-based Pharmacy 2 ● PHARM 215 - Pharmaceutical Calculations ● PHARM 220 - Patient Care Skills 1 ● PHARM 223 - Patient Care Skills 2 ● PHARM 233 - Introduction to Pharmacology 2 ● PHARM 243 - Pharmacotherapy 1	Year 2 (32 Units) ● PHARM 201 - Principles of Medicinal Chemistry ● PHARM 202 - Pharmaceutics 1 ● PHARM 203 - Introduction to Pharmacology 1 ● PHARM 204 - Anatomy and Physiology for Pharmacy ● PHARM 210 - Foundations of Collaborative Practice or equivalent (see list provided by Faculty) ● PHARM 212 - Behavioural, Administrative, Social and Evidence-based Pharmacy 1 ● PHARM 213 - Behavioural, Administrative, Social and Evidence-based Pharmacy 2 ● PHARM 215 - Pharmaceutical Calculations ● PHARM 220 - Patient Care Skills 1 ● PHARM 223 - Patient Care Skills 2 ● PHARM 233 - Introduction to Pharmacology 2 ● PHARM 243 - Pharmacotherapy 1

Reviewed/Approved by:

REQUIRED: Faculty Council Approval: May 21, 2024
OPTIONAL: Curriculum Committee - March 28, 2024

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Faculty of Pharmacy and Pharmaceutical Sciences
Contact Person:	Dr Jill Hall, Director, PharmD Program
Level of change: (choose one only) [?]	● Undergraduate
	● Graduate
For which term will this change take effect?	Winter 2025

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

This is a new elective for the Doctor of Pharmacy program; students are required to take one 3-unit elective during the program.

Course Template

Current: Removed language	Proposed: New language
NEW COURSE	**Pharm 415 - Advanced Clinical Pharmacokinetics and Pharmacogenomics** **Course Career** Undergraduate **Units** 3 **Approved Hours** VARIABLE **Fee index** 6 **Faculty** Pharmacy & Pharmaceutical Sci **Department** Pharmacy & Pharmaceutical Sc **Typically Offered** variable **Description** This course will provide students with applied knowledge and skills, through integrated patient care scenarios, on the clinical pharmacokinetics and pharmacogenomics of select therapeutic agents (e.g., antibiotics, mental health, antiseizure medications, cardiovascular agents, antineoplastics, immunosuppressants). Emphasis will be placed on the incorporation of clinical pharmacokinetic monitoring and genomic principles into the therapeutic decision making process for the optimization of patient outcomes. Prerequisite: PHARM 303 or equivalent, or consent of the Faculty.

Reviewed/Approved by:

REQUIRED: Faculty Council Approval: May 21, 2024
OPTIONAL: Curriculum Committee March 28, 2024

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Faculty of Pharmacy and Pharmaceutical Sciences
Contact Person:	Dr Jill Hall, Director, PharmD Program
Level of change: (choose one only) [?]	● Undergraduate
	● Graduate
For which term will this change take effect?	Winter 2025

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

Students will apply knowledge and develop skills needed by a pharmacist to provide care to people experiencing substance use disorders. Topics covered will include drug policy history, health system approaches to substance use disorders, harm reduction modalities, existing and emerging clinical treatments, and patient advocacy.

Course Template

Current: Removed language	Proposed: New language
New course	**PHARM 435 Advanced Pharmacy Practice - Substance Use Disorders** **Course Career** Undergraduate **Units** 3 **Approved Hours** VARIABLE **Fee index** 6 **Faculty** Pharmacy & Pharmaceutical Sci **Department** Pharmacy & Pharmaceutical Sc **Typically Offered** variable **Description** This elective will dive into specialty topics related to the management of substance use disorders to equip learners for clinical practice (e.g. acute pain management in the context of opioid use disorder, pregnancy, etc.). Clinical learning is situated in a systems level thinking approach to understanding substance use disorder as a wicked public health issue. Restricted to Pharmacy students or with consent of the Faculty.Prerequisite: PHARM 445 or equivalent, or consent of the Faculty

Reviewed/Approved by:

REQUIRED: Faculty Council Approval: May 21, 2024
OPTIONAL: Curriculum Committee March 28, 2024

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Faculty of Pharmacy
Contact Person:	Dr Jill Hall, Director PharmD Program
Level of change: (choose one only) [?]	● Undergraduate
	● Graduate
For which term will this change take effect?	Fall 2024

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=55340
The CHS is streamlining the registration process for Interprofessional courses. The courses will be timetabled with a consistent course title (IntD 403 for undergraduate programs, IntD503 for graduate programs). Using the proposed process is more efficient and ideally improves clarity for students and faculty members, when referring to the foundational IPE courses.

Course Template

Current: Removed language	Proposed: New language
PHARM 410 - Interprofessional Education Elective	**PHARM 410 - Interprofessional Education Elective**
Course Career Undergraduate **Units** 1 **Approved Hours** VARIABLE **Fee index** 2 **Faculty** Pharmacy & Pharmaceutical Sci **Department** Pharmacy & Pharmaceutical Sc **Typically Offered** variable	**Course Career** Undergraduate **Units** 1 **Approved Hours** VARIABLE **Fee index** 2 **Faculty** Pharmacy & Pharmaceutical Sci **Department** Pharmacy & Pharmaceutical Sc **Typically Offered** variable
Description Application of interprofessional competencies within a specific healthcare context. Note: content topics vary from year to year; course title is variable. Prerequisite: Pharm 210. Restricted to Pharmacy students or with consent of the Faculty.	**Description** Application of interprofessional competencies within a specific healthcare context. Note: content topics vary from year to year; course title is variable. Prerequisite: IntD 403 or Pharm 210. Restricted to Pharmacy students or with consent of the Faculty.

Reviewed/Approved by:

REQUIRED: Faculty Council Approval: May 21, 2024

OPTIONAL: Curriculum Committee - March 28, 2024

![University of Alberta logo] **UNIVERSITY OF ALBERTA**

Calendar Change Request Form
for Course Changes
See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Faculty of Pharmacy and Pharmaceutical Sciences
Contact Person:	Dr Jill Hall, Director, PharmD Program
Level of change: (choose one only) [?]	● **Undergraduate**
	● Graduate
For which term will this change take effect?	Spring 2024

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The course title and description are updated to better reflect the content of the course, which has evolved since it was initially approved.

Course Template

Current: ~~Removed language~~	Proposed: New language
PHARM 495 - Leadership in ~~Healthcare Decision Making~~ **Course Career** Undergraduate **Units** 3 **Approved Hours** VARIABLE **Fee index** 6 **Faculty** Pharmacy & Pharmaceutical Sci **Department** Pharmacy & Pharmaceutical Sci **Typically Offered** either term or Spring/Summer **Description** This course aims to enhance students' professional and personal leadership ~~capacity through participating in real-world activities and team work and learning from invited pharmacy/healthcare leaders of different styles and various settings.~~ Prerequisite: Consent of the Faculty.	**PHARM 495 - Leadership in Pharmacy** **Course Career** Undergraduate **Units** 3 **Approved Hours** VARIABLE **Fee index** 6 **Faculty** Pharmacy & Pharmaceutical Sci **Department** Pharmacy & Pharmaceutical Sci **Typically Offered** either term or Spring/Summer **Description** This course aims to enhance students' professional and personal leadership development through interactive sessions and case studies. Applying principles of adaptive leadership, coaching, and improvisation, students will explore current issues facing leaders. Students will also have the opportunity to engage with diverse pharmacy and healthcare leaders. Prerequisite: PHARM 413 or Consent of the Faculty.

Reviewed/Approved by:

REQUIRED: Faculty Council Approval: May 21, 2024

OPTIONAL: Curriculum Committee - April 17, 2024

UNIVERSITY OF ALBERTA

Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Pharmacy and Pharmaceutical Sciences	
Contact Person:	Sherif Mahmoud	
Level of change: (choose one only)	● Undergraduate	
	● Graduate	
Type of change request: (check all that apply)	● Program	
	● Regulation	
For which term is this intended to take effect?	Fall, 2024	
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No	

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The following changes to Section 3 of Academic Standing for the Doctor of Pharmacy (PharmD) for Practicing Pharmacists are based on the program's evolution from a full-time, in-person program completed over 14 months to a part-time, online hybrid program that is completed over 2-5 years. The program includes 4 courses (3 credit) typically completed prior to experiential learning courses and 3 seminar courses (1 credit) completed in conjunction with experiential learning courses. There are 6 (6 credit) experiential learning courses in the program. Most changes are to ensure clarity. In the Required to Withdraw (RTW) section 3.e.iii, the number of failed experiential learning courses for RTW is clarified to state "two courses", rather than "more than two courses". A new section 3.e.ii., was added to address online courses similar to section 3.e.iii.

Calendar Copy

https://calendar.ualberta.ca/content.php?catoid=39&navoid=12274#academic-standing

Current	Proposed
~~Removed language~~	New language
Academic Standing	**Academic Standing**
Doctor of Pharmacy (PharmD) for Practicing Pharmacists	Doctor of Pharmacy (PharmD) for Practicing Pharmacists
…	…
3. Promotion and/or Continuation	**3. Promotion and/or Continuation**

a. Academic standing is assessed on the basis of:
  i. Performance in individual courses,
	a. Academic standing is assessed on the basis of:
	  i. Performance in individual courses,

ii. CR in credit/no credit courses,

iii. A minimum letter grade of B- in all courses in which a letter grade is assigned, and

iv. Students must take a minimum of one course in each term unless prior approval is granted by the Director of the PharmD for Practicing Pharmacists program or the Associate Dean Academic ~~and Student Services~~.

b. Proof of current licensure as a pharmacist in the jurisdiction(s) where direct patient care experiential placements will be completed (and authorization to administer drugs by injection where legislated) must be provided prior to commencing the first placement and annually.

c. **Satisfactory Standing**: Students are in satisfactory standing when they have completed each required course with a minimum letter grade of B- or assigned a grade of CR in credit/no credit courses.

d. **Conditional Standing**: Students are placed in this category and placed on Academic Warning when upon a first attempt at a course, the student has not achieved a minimum grade of B- or a grade of CR in credit/non-credit courses. In such cases the student must retake the course involved the next time it is offered. Such students will clear their Academic Warning upon achieving a grade of B- or CR on the second attempt in order to be placed in Satisfactory Standing.

e. **Required to Withdraw:**
i. Students who fail to achieve a minimum grade of B- or a grade of CR in credit/non-credit courses ~~a second time~~ will be Required to Withdraw from the program.

~~ii~~. Any student who fails to achieve a grade of CR in ~~more than~~ two of the ~~required~~ experiential courses on the first attempt will be Required to Withdraw from the PharmD program.
~~iii~~. Students who are Required to Withdraw are not normally readmitted to the program.
~~iv~~. Failure to provide documentation of current licensure as a pharmacist in the jurisdiction(s) where direct patient care experiential placements will be completed (and authorization to administer drugs by injection where legislated) will necessitate withdrawal from the program.

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ii. CR in credit/no credit courses, and

iii. A minimum letter grade of B- in all courses in which a letter grade is assigned, and

iv. Students must take a minimum of one course in each term unless prior approval is granted by the Director of the PharmD for Practicing Pharmacists program or the Associate Dean Academic.

b. Proof of current licensure as a pharmacist in the jurisdiction(s) where direct patient care experiential placements will be completed (and authorization to administer drugs by injection where legislated) must be provided prior to commencing the first placement and annually.

c. **Satisfactory Standing**: Students are in satisfactory standing when they have completed each required course with a minimum letter grade of B- or assigned a grade of CR in credit/no credit courses.

d. **Conditional Standing**: Students are placed in this category and placed on Academic Warning when upon a first attempt at a course, the student has not achieved a minimum grade of B- or a grade of CR in credit/non-credit courses. In such cases the student must normally retake the course involved the next time it is offered. Such students will clear their Academic Warning upon achieving a grade of B- or CR on the second attempt in order to be placed in Satisfactory Standing.

e. **Required to Withdraw:**
i. Students who fail to achieve a minimum grade of B- or a grade of CR in credit/non-credit courses on the second attempt will be Required to Withdraw from the program.
ii. Any student who fails to achieve a grade of B- or CR in two online courses on the first attempt will normally be Required to Withdraw from the PharmD program.
iii. Any student who fails to achieve a grade of CR in two of the experiential courses on the first attempt will normally be Required to Withdraw from the PharmD program.
iv. Students who are Required to Withdraw are not normally readmitted to the program.
v. Failure to provide documentation of current licensure as a pharmacist in the jurisdiction(s) where direct patient care experiential placements will be completed (and authorization to administer drugs by injection where legislated) will necessitate withdrawal from the program.

Reviewed/Approved by:

REQUIRED: Faculty Council Approval: May 21, 2024

OPTIONAL: PharmD for Practicing Pharmacists Instructors (12 February 2024, 29 April 2024), Director of Experiential Education (x April 2024); Academic Staff Meeting (15 April 2024)

Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Pharmacy and Pharmaceutical Sciences
Contact Person:	Terri Schindel
Level of change: (choose one only)	● <mark>Undergraduate</mark>
	● Graduate
Type of change request: (check all that apply)	● <mark>Program</mark>
	● Regulation
For which term is this intended to take effect?	Fall, 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

PHARM 523, PHARM 533
These changes reintroduce PHARM 522 as a pre or corequisite to support student learning in the PharmD for Practicing Pharmacist program. Skills and knowledge learned in PHARM 522 - Advanced Patient Care Skills and Health Assessment are integral to success in the two Advanced Pharmacotherapy courses, PHARM 523 - Advanced Pharmacotherapy - Part 1 and PHARM 523 - Advanced Pharmacotherapy - Part 2. Historically, PHARM 522 was a pre or corequisite for these courses. However, it was removed in 2022 along with other changes to create part-time pathways for students to complete the program. Since the change, instructors observed that some students who had not completed PHARM 522 required additional instruction and support, particularly with assessment skills. Requirement for these pre or corequisites may be assessed on an individual basis for students who possess advanced patient care and assessment skills. Instructors in the program were consulted.

Calendar Copy

https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=39&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=pharm+523&filter%5Bexact_match%5D=1

Current	**Proposed**
<mark>~~Removed language~~</mark>	<mark>New language</mark>
PHARM 523	**PHARM 523**
Title Advanced Pharmacotherapy - Part 1	**Title** Advanced Pharmacotherapy - Part 1
Course Career Undergraduate	**Course Career** Undergraduate
Units 3	**Units** 3
Approved Hours VARIABLE	**Approved Hours** VARIABLE
Fee index 6	**Fee index** 6
Faculty Pharmacy & Pharmaceutical Sci	**Faculty** Pharmacy & Pharmaceutical Sci
Department Pharmacy & Pharmaceutical Sc	**Department** Pharmacy & Pharmaceutical Sc

Office of the Registrar Code: CCRFP

Typically Offered variable Explores selected pharmacotherapy topics and provides an opportunity for students to integrate knowledge and skills. Topics will be explored using the primary literature to critically evaluate emerging controversies and therapeutic dilemmas and addresses advanced skills and knowledge required for monitoring outcomes of drug therapy including interpreting drug levels and adjusting therapy. This distance learning course is offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar. (Restricted to PharmD students or with Faculty consent.) Prerequisites: PHARM 521 or consent of the Faculty.	**Typically Offered** variable Explores selected pharmacotherapy topics and provides an opportunity for students to integrate knowledge and skills. Topics will be explored using the primary literature to critically evaluate emerging controversies and therapeutic dilemmas and addresses advanced skills and knowledge required for monitoring outcomes of drug therapy including interpreting drug levels and adjusting therapy. This distance learning course is offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar. (Restricted to PharmD students or with Faculty consent.) Prerequisites ==or corequisites==: PHARM 521 ==and 522,== or consent of the Faculty.

https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=39&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=pharm+533&filter%5Bexact_match%5D=1

PHARM 533 **Title** Advanced Pharmacotherapy - Part 2 **Course Career** Undergraduate **Units** 3 **Approved Hours** VARIABLE **Fee index** 6 **Faculty** Pharmacy & Pharmaceutical Sci **Department** Pharmacy & Pharmaceutical Sc **Typically Offered** variable Explores selected pharmacotherapy topics and provides an opportunity for students to integrate knowledge and skills. Topics will be explored using the primary literature to critically evaluate emerging controversies and therapeutic dilemmas and addresses advanced skills and knowledge required for monitoring outcomes of drug therapy including interpreting drug levels and adjusting therapy. This distance learning course is offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar. (Restricted to PharmD students or with Faculty consent.) Prerequisites: PHARM 521 or consent of the Faculty.	**PHARM 533** **Title** Advanced Pharmacotherapy - Part 2 **Course Career** Undergraduate **Units** 3 **Approved Hours** VARIABLE **Fee index** 6 **Faculty** Pharmacy & Pharmaceutical Sci **Department** Pharmacy & Pharmaceutical Sc **Typically Offered** variable Explores selected pharmacotherapy topics and provides an opportunity for students to integrate knowledge and skills. Topics will be explored using the primary literature to critically evaluate emerging controversies and therapeutic dilemmas and addresses advanced skills and knowledge required for monitoring outcomes of drug therapy including interpreting drug levels and adjusting therapy. This distance learning course is offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar. (Restricted to PharmD students or with Faculty consent.) Prerequisites ==or corequisites==: PHARM 521 ==and 522,== or consent of the Faculty.

Reviewed/Approved by:

REQUIRED: Faculty CouncilApproval May 21, 2024
OPTIONAL: PharmD for Practicing Pharmacists Instructors (08 January 2024), Curriculum Committee (07 January 2024).

ITEM NO. 5

Decision X **Discussion** ☐ **Information** ☐

ITEM OBJECTIVE: Propose Changes to Graduate Conditional Admissions

DATE	June 20, 2024
TO	GFC Programs Committee
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION: That GFC Programs Committee approves the policy and calendar changes regarding Conditional Admissions for graduate students, as included, for implementation upon final approval.

EXECUTIVE SUMMARY:

The proposed changes to Calendar policy regarding graduate student conditional admissions are intended to eliminate duplication of the academic standing requirements that already apply to all students. They will improve equity/fairness and reduce paperwork.

Current policy allows marginally qualified applicants to be admitted subject to certain conditions. These conditions can include requirements like the provision of an official transcript in cases where one was not received with the application or the achievement of a higher score on a test of English proficiency. These kinds of conditional admissions remain unchanged in this proposal. Under current policy, conditions imposed at the time of admission can also include meeting certain performance requirements in the graduate program: taking certain classes in a particular time-frame and achieving specific grades. We propose specifically excluding these kinds of performance-based conditions from policy and using conditional admission only in cases where documentation is missing or a program that was in progress at the time of application needs to be completed before the start of the new program.

The rationale for this change is that all students are already subject to the university's academic standing requirements as well as any that may be in place at the program level. If conditions imposed at the time of admission mirror the requirements of good academic standing, this is redundant. And if admission conditions exceed the requirement for good academic standing (2.7 GPA), this poses a fairness/equity concern, as some students would be held to a higher standard of performance than others. If the proposed changes are adopted, marginally admissible students who do not maintain good academic standing will still be subject to the normal remedies at our disposal: the annual progress report, plans of remediation on the basis of low GPA, and eventually the requirement to withdraw.

Allowing institution-wide academic standing requirements to take the place of duplicative case-by-case admissions conditions may also result in a substantial reduction in paperwork for some programs.

GOVERNANCE OUTLINE

ITEM NO. 5

Supporting Materials:

1. Calendar Change Request Form - Graduate Conditional Admission

SCHEDULE A:

Engagement and Routing

> **_Approval Route:_**
>
> ● GPST - April 29, 2024
> ● GPS Council - May 15, 2024
> ● GFC Programs Committee - June 20, 2024 (Anticipated)

Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Faculty of Graduate & Postdoctoral Studies
Contact Person:	Micah True
Level of change: (choose one only)	☐ Undergraduate
	☑ Graduate
Type of change request: (check all that apply)	☐ Program
	☑ Regulation
For which term is this intended to take effect?	Fall 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The proposal changes the name of "Special Graduate Students" to "Non-Degree Program Graduate Students," which is more descriptive and therefore better matches the names of the other categories of graduate students. It also changes the admission pathway for such students, eliminating the requirement that they submit a full application every year. Non-Degree Program Graduate Students will instead be admitted on the recommendation of a graduate program. The proposed changes also provide a clearer pathway for admission to a degree program for this type of student. These changes enhance the flexibility and ease of use of this category of student.

Calendar Copy

URL in current Calendar (or "New page")

- Application for Admission:
  https://calendar.ualberta.ca/content.php?catoid=44&navoid=13735#application-for-admission

- Classification of Graduate Students:
  https://calendar.ualberta.ca/content.php?catoid=44&navoid=13568#classification-of-graduate-students

Current Copy: ~~Removed language~~	**Proposed Copy:** New language

Application for Admission

~~Graduate~~ applications are submitted to the departments offering the program via the online portal.

Application deadlines specific to particular degree programs are found under the appropriate program heading in Graduate Programs.

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.

[...]

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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 units of course weight). 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. See Criteria for Transfer Credit.

Application for Admission

Applications to graduate degree programs are submitted to the departments offering the program via the online portal. Prospective non-degree program graduate students should contact the department directly (see Classification of Graduate Students below for more information on this category of student).

Application deadlines specific to particular degree programs are found under the appropriate program heading in Graduate Programs.

Applicants to degree programs 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.

[...]

_____

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 & Postdoctoral Studies and as such are subject to the regulations of the Faculty of Graduate & Postdoctoral Studies; however, qualifying students are not considered to be candidates for a degree. Normally, a qualifying period will not exceed five full course equivalents (30 units of course weight). Courses taken during a qualifying period will normally be restricted to undergraduate courses, must not be required for the graduate program, and 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 & Postdoctoral Studies 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

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, 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.

6. Postgraduate medical education **(PGME) students** have the option of paying fees to the Graduate Students'

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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 & Postdoctoral Studies. These can normally be completed in one academic year of full-time study.

4. **Non-degree program graduate students** are those who take graduate level courses for credit without being in a program leading to a graduate diploma or certificate or an advanced degree at the University of Alberta. Such students are admitted upon the recommendation of an academic department and are not required to meet the general admission requirements of the Faculty of Graduate & Postdoctoral Studies. Non-degree program graduate students will not receive any residence or fee credit toward a subsequent degree program for the work completed as a non-degree program graduate student. Non-degree program graduate students may apply for admission to a diploma, certificate, or degree program through the normal admission process outlined above. In this case, the normal limits on the number of courses allowable for transfer credit apply (see Transfer Credit, Course Exemption, and Credit by Special Assessment). Admission as a non-degree program graduate student does not imply eligibility for admission to a degree program in any department.

   Non-degree program graduate students are not permitted to take courses for audit. Only graduate level courses may be taken by non-degree program graduate students. Registration in courses outside the admitting department will require the permission of the department concerned.

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.

6. Postgraduate medical education **(PGME) students** have the option of paying fees to the Graduate Students'

Association (see <u>Graduate Instructional and Non-Instructional Fees</u>).	Association (see <u>Graduate Instructional and Non-Instructional Fees</u>).

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date. GPST - April 29, 2024 GPS Council - May 15, 2024 (Anticipated) GFC Programs Committee GFC
OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Faculty of Graduate & Postdoctoral Studies
Contact Person:	Micah True
Level of change: (choose one only)	• Undergraduate
	• Graduate
Type of change request: (check all that apply)	• Program
	• Regulation
For which term is this intended to take effect?	Fall 2025
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The proposed changes eliminate performance-based conditions (i.e. the requirement that some newly admitted students take particular courses and achieve a certain GPA) from the policy concerning conditional admission, in the interest of simplicity. All students will still be subject to the performance standards already in place in the policy on academic standing. This change also brings policy more closely into alignment with current practice, in which GPS no longer monitors such conditions imposed by departments. Allowing institution-wide academic standing requirements to take the place of case-by-case admissions conditions may also result in a substantial reduction in paperwork for some programs.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/content.php?catoid=44&navoid=13735#admission-with-conditions

Current Copy: Removed language	Proposed Copy: New language
Graduate Admission **Admission with Conditions** 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	**Graduate Admission** **Admission with Conditions** In certain circumstances, the Faculty of Graduate & Postdoctoral Studies or the academic unit may impose conditions on an applicant's admission. Such circumstances include academic qualifications that are missing from the

qualifications that are difficult to assess or below the minimum standards required by the program.

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.

Examples of admission conditions include:

- 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.

If an applicant whose admission at the U of A is conditional based on completing another degree program, or another degree program is a prerequisite of their admission to the new program, and the applicant has not yet completed their previous degree program at the time they submit their application or accept their offer of admission, they must have done so by the time they first register in their new program at this university (see Conditional Admission to a Concurrent Graduate Program). If they have not, their application will be subject to a reassessment.

An applicant who has met some or all of their admission 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.

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student's application, difficult to assess, or below the minimum standards required by the program.

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.

Examples of admission conditions include:

- receipt of official documents from all accredited postsecondary institutions.
- successful completion of a specific English Language Proficiency test.
- completion of another degree program that was in progress at the time of application.

Admission conditions will normally not include meeting particular performance standards in the student's U of A program in addition to the normal program or university wide academic standing requirements. <ADD LINK TO ACADEMIC STANDING>

If an applicant whose admission at the U of A is conditional based on completing another degree program, or another degree program is a prerequisite of their admission to the new program, and the applicant has not yet completed their previous degree program at the time they submit their application or accept their offer of admission, they must have done so by the time they first register in their new program at this university (see Conditional Admission to a Concurrent Graduate Program). If they have not, their application will be subject to a reassessment.

An applicant who has met some or all of their admission conditions prior to arrival at the University of Alberta may request confirmation of the fact from the GPS.

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~~:

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.~~

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, GPS:

1. That the deadline for meeting the unfulfilled condition(s) be extended, with no new conditions being imposed. In no case will the deadline for meeting conditions of admission be extended beyond one year from the date of admission. Any student who does not meet the conditions of admission by this date will be required to withdraw.

2. That the student not be permitted further registrations in the program. This written recommendation to the Faculty of Graduate & Postdoctoral Studies must include a rationale for this decision.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.

GPST - April 29, 2024
GPS Council - May 15, 2024
GFC Programs Committee
GFC

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

ITEM NO. 6

Decision ☒ **Discussion** ☐ **Information** ☐

<u>**ITEM OBJECTIVE**</u>: To approve proposed changes to the PharmD admissions process.

<u>**DATE**</u>	June 20, 2024
<u>**TO**</u>	GFC Programs Committee
<u>**RESPONSIBLE**</u> <u>**PORTFOLIO**</u>	Provost and Vice-President (Academic)

<u>**MOTION**</u>: THAT the GFC Programs Committee approve the attached calendar changes from the Faculty of Pharmacy and Pharmaceutical Sciences pertaining to the PharmD admissions process and requirements for implementation in the 2025-2026 *University Calendar*.

<u>**EXECUTIVE SUMMARY**</u>:

The Faculty of Pharmacy and Pharmaceutical Sciences is undertaking several significant changes to the admission of candidates to the PharmD program. The changes which require implementation in the University Calendar, appended to this document, are as follows:

<u>Calendar Change 1: Selection Process</u>
The existing Calendar page makes reference to a quota of 130 students per admission cycle, but in reality the faculty does not have a quota; rather, we admit as many students as resources allow, usually between 130 and 140. Accordingly, we have removed the quota reference from this page.

We are also removing the statement that applicants are preferred to have taken 30 units of course weight in a single academic year at some point prior to their admission to the PharmD program. This is not a formal requirement for admission to the program, and removing it as a preference makes the PharmD program accessible to a wider variety of applicants.

The term "structured essay" is changed to "letter of intent" in accordance with other changes being made to the admissions process, one of which is that the two short prompts that applicants are asked to respond to are being changed to a single general letter of intent.

The section about the Pharmacist Consultation is being moved from this part of the page to a more appropriate spot. It is not being removed from the Calendar altogether.

<u>Calendar Change 2: Other Requirements</u>
Three changes are being made to this section. First, we are removing the Note about high school courses. This is merely a recommendation, not a policy or requirement, so it is out of place in the University Calendar. As a professional program which does not accept direct entry, FoPPS makes no policy pertaining to high school courses taken.

GOVERNANCE OUTLINE

Second, we are adding a requirement that all admitted students complete the University of Alberta Indigenous Canada MOOC by the end of their first semester as a condition of continuation in the program. The intent of this is to create a consistent baseline of knowledge on Canadian Indigenous issues and history. This is particularly relevant in our faculty since many of our students may have placements or accept jobs in communities where they are treating Indigenous patients. Students may complete any three-credit university-level course that pertains to Indigenous issues or history as an alternative way to meet this requirement.

Third, the Note about the Pharmacist Consultation from the first Calendar change is being moved to this section.

Calendar Change 3: Indigenous Applicants
In response to the feedback we received in the Accreditation Report, we are recommending the implementation of a partially separate admissions pathway for Indigenous applicants in order to increase Indigenous representation in the program up to a level that is proportional to the overall population of Alberta (about 7%). Other departments at the University have taken this route and seen positive results. We plan to adjust our admissions process for Indigenous applicants by increasing the number of places reserved for Indigenous students. The number of spots in the PharmD program according to the University Calendar is 130, although in practice we usually admit between 130 and 140. Currently, we have only one reserved Indigenous spot; common practice, however, is to admit all qualified Indigenous applicants. We intend to formalize this practice by reserving nine spots for Indigenous students. If all nine spots are not filled, then the remaining places will be opened to the general applicant pool and we will admit as many qualified students from all backgrounds as is feasible given faculty resources. If we receive more than nine qualified applicants, then the nine most highly ranked of the group will receive offers for the reserved spots, and the remainder will compete with the general applicant pool for unreserved spots. Indigenous applicants satisfying the minimum admission requirements will be considered for admission.

Calendar Change 4: Rural Applicants
To address the help resolve the current shortage of pharmacists in rural communities in Alberta, we will reserve ten spots within the normal number of students admitted for applicants from rural communities. This initiative is supported by the Alberta College of Pharmacy. To qualify for these spots, applicants must have lived for at least three years, either consecutively or nonconsecutively, between the ages of 12 and 18 in a community within Alberta located not less than 50 kilometres away from Edmonton and Calgary. Applicants must present the minimum requirements normally required for admission to the PharmD program. If all ten rural spots are not filled then the remaining places will be opened to the general applicant pool. In the event that an applicant qualifies for both rural and Indigenous pathways, they will be placed in the category with the greater number of available places.

We are also considering how best to ensure that as many rural students as possible intend to return to rural locations after graduation. Admitting rural students who remain in Edmonton will not help to address the shortage of rural pharmacists.

GOVERNANCE OUTLINE

ITEM NO. 6

Supporting Materials:
1. Calendar Change 1: Selection Process
2. Calendar Change 2: Other Requirements
3. Calendar Change 3: Indigenous Applicants
4. Calendar Change 4: Rural Applicants
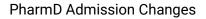
SCHEDULE A:
Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) *<Governance Resources Section Student Participation Protocol>*

*Those who are actively **participating***:   • Sherif Mahmoud – Clinical Professor and Associate Dean, Academic, FoPPS   • Trent Nabe – Manager, Academic Programs & Student Services, FoPPS   • Riley Samson – Policy and Project Specialist, FoPPS

*Those who have been **consulted***:
 	
 • FoPPS Faculty members and staff
 • FoPPS Executive Academic Council
 • FoPPS Admission Committee
 • Alberta College of Pharmacy
 • Alberta Pharmacists' Association
 • Pharm D students
 • Office of the Registrar
     o Indigenous Enrolment Management
     o University Calendar editors
     o Admission Manager
     o Enrolment Management
 • Vice-Provost Indigenous Programming & Research, Provost's Office
 • Vice-Provost Programs, Provost's Office
 • University Governance – Manager GFC Services
 • College of Health Sciences
     o Faculty of Nursing
     o Faculty of Medicine and Dentistry
 • College of Social Sciences and Humanities
 • First Peoples House
     o Assistant Dean, Indigenous, Dean of Students Administration
 • Other Pharmacy Schools across Canada

GOVERNANCE OUTLINE

o AFPC Council   o Associate Deans
*Those who have been **informed**:*   • FoPPS staff, faculty, and students • Alberta College of Pharmacy (ACP) • Alberta Pharmacists' Association (RxA)
Approval Route: Presented and discussed at Academic Staff Meeting - May 13, 2024 Unanimously approved by Faculty Council – May 21, 2024 Presented and discussed at Program Support Team – June 6, 2024

GOVERNANCE OUTLINE

Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Pharmacy - PharmD
Contact Person:	Sherif Mahmoud
Level of change: (choose one only)	☒ Undergraduate
	☐ Graduate
Type of change request: (check all that apply)	☐ Program
	☒ Regulation
For which term is this intended to take effect?	Fall 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale
Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

This Calendar change corresponds with changes we are making to our PharmD admissions process. The Faculty of Pharmacy does not in fact have an official quota and instead admits as many students as our resources allow (usually between 130 and 140), so this line has been removed. We are also deemphasizing the importance of having completed 30 credits within one academic year in order to make the program more accessible to qualified applicants.

The term "structured essay" has been changed to "letter of intent, which is mentioned already as a requirement on this page.

The line about the pharmacist consultation has been moved to the Other Requirements section of the same Calendar page.

Calendar Copy

URL in current Calendar (or "New page")
https://calendar.ualberta.ca/content.php?catoid=44&navoid=13641

Current Copy: ~~Removed language~~	**Proposed Copy:** New language

Selection Process

1. The Admissions Committee has the responsibility of selecting from among the applicants those individuals who have demonstrated promise to successfully complete the program and gain licensure as pharmacists. ~~Pharmacy has a quota of 130 places and admission is competitive. The~~ number of applicants exceeds the number of available spaces ~~and therefore~~ not all ~~qualified~~ candidates will be offered admission.

2. Applicants are ranked primarily on academic achievement including that in the prerequisite courses, overall academic achievement (emphasizing recent academic performance)and a demonstrated ability to perform well in consecutive Fall/Winter Terms of ~~full-time study (preferably 30 units of course weight)~~. Other criteria included the ~~structured essay~~ and a personal interview (see Other Requirements). ~~The Pharmacist Consultation is needed to establish direct contact with and knowledge of the profession. Further details regarding the letter of intent, the~~

Selection Process

1. The Admissions Committee has the responsibility of selecting from among the applicants those individuals who have demonstrated promise to successfully complete the program and gain licensure as pharmacists. If the number of qualified applicants exceeds the number of available spaces, not all candidates will be offered admission.

2. Applicants are ranked primarily on academic achievement including that in the prerequisite courses, overall academic achievement (emphasizing most recent academic performance) and a demonstrated ability to perform well in consecutive Fall/Winter Terms of highest credit weight. Other criteria include the letter of intent and a personal interview (see Other Requirements).

~~interview, and U of A courses that can be used to meet minimum requirements are available on the Faculty of Pharmacy Prospective Students webpage~~.	

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.

Faculty Council - May 21, 2024 (approved)
Program Support Team - June 6, 2024 (approved)
Programs Committee - June 20, 2024

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

ASM - May 13, 2024

Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Pharmacy - PharmD
Contact Person:	Sherif Mahmoud
Level of change: (choose one only)	☒ Undergraduate
	☐ Graduate
Type of change request: (check all that apply)	☐ Program
	☒ Regulation
For which term is this intended to take effect?	Fall 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

We are adding a requirement that newly admitted students must complete the Indigenous Canada MOOC, equivalent, as part of their admission to the PharmD program. This will create a baseline level of knowledge and cultural competence regarding First Nations, Métis, and Inuit issues across the program. We feel that both would promote a safer program experience for current and newly admitted First Nations, Métis, and Inuit students. Several programs within the Faculty of Medicine and Dentistry have also adopted this requirement.

The Note on this page is not particularly relevant and implies the existence of a pre-pharmacy program. We are replacing it with a note about the pharmacist consultation from the previous section.

Calendar Copy

URL in current Calendar (or "New page")
https://calendar.ualberta.ca/content.php?catoid=44&navoid=13641

Current Copy: ~~Removed language~~	Proposed Copy: New language

Other Requirements

1. Spoken English Requirement: Applicants must meet a spoken English requirement (see Spoken English Proficiency)

2. Letter of Intent: Applicants must submit a letter with their application for admission stating their career goals, related experience, and reasons for seeking admission to the Faculty of Pharmacy and Pharmaceutical Sciences.

3. Pharmacist Consultation: Applicants must submit a Pharmacist Consultation Form with their application for admission stating their knowledge of the profession.

4. Interview: An interview is required as part of the admission process.

Note: ~~Applicants who have sequential high school background courses in Chemistry, English, Mathematics, and Biology will best be prepared to succeed in the Pre-pharmacy program.~~

Other Requirements

1. Spoken English Requirement: Applicants must meet a spoken English requirement (see Spoken English Proficiency)

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4. Interview: An interview is required as part of the admission process.

5. Indigenous education (Only for admitted applicants): As a condition of continuation in the PharmD program, all newly admitted students must complete the University of Alberta's Indigenous Canada MOOC

	Proof of completion must be submitted to the faculty by Decemb 31st of their first year. This requirement may be waived if the student has completed at least 3 units of coursework from the Facul of Native Studies or which is within the field of Native Studies.
	Note: The Pharmacist Consultation is needed to establish direct contact with an knowledge of the profession. Further details regarding the letter of intent, the interview, and U of A courses that can be used to meet minimum requirements are available on the <u>Faculty of Pharmacy and Pharmaceutical Sciences Prospective Students webpage</u>.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.

Faculty Council - May 21, 2024 (approved)
Program Support Team - June 6, 2024 (approved)
Programs Committee - June 20, 2024

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

ASM - May 13, 2024

Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Pharmacy - PharmD
Contact Person:	Sherif Mahmoud
Level of change: (choose one only)	☒ Undergraduate
	☐ Graduate
Type of change request: (check all that apply)	☐ Program
	☒ Regulation
For which term is this intended to take effect?	Fall 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

There is a consistent underrepresentation of Indigenous students (1-3%) in the PharmD program. The facu[...] is expanding its Indigenous admissions process by increasing the number of reserved spots in the program[...] nine. Applicants who meet the minimum requirements will be admitted. Additional Indigenous applicants wil[...] be considered from the remaining seats in the applicant pool.

This section references a role (Coordinator, Native Health Care Careers) which evidently no longer exists, s[...] this line has been removed.

Calendar Copy

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Indigenous Applicants

The Faculty of Pharmacy and Pharmaceutical Sciences ~~may provide one position to an Indigenous applicant, over the regular quota of 130 students.~~ Students who are of Aboriginal identity within the meaning of the Constitution Act, 1982, Section 35(2) will be considered in this category (Admission of Indigenous Applicants~~-~~). Formal Documentation of Indigeneity, to be provided as part of the application for admission, is required for consideration ~~of~~ this position (Formal Documentation of Indigeneity).

Candidates ~~will be subject to admission as~~ outlined in Doctor of Pharmacy (PharmD), ~~and to approval by the~~ Faculty of Pharmacy and Pharmaceutical Sciences Admissions Committee. ~~If there are no qualified Indigenous students in any given year, this~~

Indigenous Applicants

The Faculty of Pharmacy and Pharmaceutical Sciences admits up to nir qualified First Nations, Métis, and Inuit students each year above those normally admitted through the regular process. Students who are of Aboriginal identity within the meaning of the Constitution Ac 1982, Section 35(2) will be considered in this category (Admission of Indigenous Applicants). Formal Documentation of Indigeneity, to be provided as part of the application for admission, is required for consideration for these positions (Formal Documentation of Indigeneity).

Candidates who meet the minimum requirements outlined in Doctor of Pharmacy (PharmD) will be approved by t Faculty of Pharmacy and Pharmaceutical Sciences Admissions Committee.

~~position will not be allocated to other applicants.~~ ~~Indigenous student applicants should contact the Coordinator, Native Health Care Careers, for individual counselling and career planning. See also Admission of Indigenous Applicants .~~	

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date. Faculty Council - May 21, 2024 (approved) Program Support Team - June 6, 2024 (approved) Programs Committee - June 20, 2024
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For which term is this intended to take effect?	Fall 2024
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Rationale
Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The Faculty is introducing an admission pathway for rural students which will reserve ten spots in the progr for qualified applicants from rural communities.

Rural students are defined as students from any community in Alberta not within 50 kilometres of Edmonto or Calgary. Rural students are consistently underrepresented in the PharmD program. The exact populatio of Alberta living in rural areas according to the definition above is difficult to calculate, but ~45% of the province's population lives outside Edmonton and Calgary. This number would be lower if we exclude the communities within 50 kilometres of Edmonton and Calgary, but still far greater than the percentage of rura students applying to the PharmD program, which has remained between 6% and 8% since 2020 (~5% from Athabasca and 1-3% rest of Alberta) with less than half of them are offered admission. To increase the number of rural students in the PharmD program, we will reserve ten spots within the normal number of students admitted for applicants from rural communities. To qualify for these spots, applicants must have lived for at least three years, either consecutively or nonconsecutively, between the ages of 12 and 18 in a community within Alberta located not less than 50 kilometres away from Edmonton and Calgary. Applicants must present the minimum requirements normally required for admission to the PharmD program. If all ten rural spots are not filled then the remaining places will be opened to the general applicant pool.

Calendar Copy

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Candidates will be subject to admission as outlined in Doctor of Pharmacy (PharmD), and to approval by the Faculty of Pharmacy and Pharmaceutical Sciences Admissions Committee. If there are no qualified Indigenous students in any given year, this

position will not be allocated to other applicants.

Indigenous student applicants should contact the Coordinator, Native Health Care Careers, for individual counselling and career planning. See also Admission of Indigenous Applicants .

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Rural Applicants

The Faculty of Pharmacy and Pharmaceutical Sciences may reserve up ten positions out of those normally admitted through the regular process to t PharmD program for qualified Rural applicants. Candidates who meet normal minimum admission requirements as outlined in Doctor of Pharmacy (PharmD) and who provide documentation of rural residency may be considered for admission.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.

Faculty Council - May 21, 2024 (approved)
Program Support Team - June 6, 2024 (approved)
Programs Committee - June 20, 2024

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

ASM - May 13, 2024

UNIVERSITY OF ALBERTA

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Faculty (& Department or Academic Unit):	Pharmacy - PharmD
Contact Person:	Sherif Mahmoud
Level of change: (choose one only)	☑ Undergraduate
	☐ Graduate
Type of change request: (check all that apply)	☐ Program
	☑ Regulation
For which term is this intended to take effect?	Fall 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

This Calendar change corresponds with changes we are making to our PharmD admissions process. The Faculty of Pharmacy does not in fact have an official quota and instead admits as many students as our resources allow (usually between 130 and 140), so this line has been removed. We are also deemphasizing the importance of having completed 30 credits within one academic year in order to make the program more accessible to qualified applicants.

The term "structured essay" has been changed to "letter of intent, which is mentioned already as a requirement on this page.

The line about the pharmacist consultation has been moved to the Other Requirements section of the same Calendar page.

Calendar Copy

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3. Pharmacist Consultation: Applicants must submit a Pharmacist Consultation Form with their application for admission stating their knowledge of the profession.

4. Interview: An interview is required as part of the admission process.

Selection Process

1. The Admissions Committee has the responsibility of selecting from among the applicants those individuals who have demonstrated promise to successfully complete the program and gain licensure as pharmacists. ~~Pharmacy has a quota of 130 places and admission is competitive. The~~ number of applicants exceeds the number of available spaces ~~and therefore~~ not all ~~qualified~~ candidates will be offered admission.

2. Applicants are ranked primarily on academic achievement including that

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2. Letter of Intent: Applicants must submit a letter with their application for admission stating their career goals, related experience, and reasons for seeking admission to the Faculty of Pharmacy and Pharmaceutical Sciences.

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Selection Process

1. The Admissions Committee has the responsibility of selecting from among the applicants those individuals who have demonstrated promise to successfully complete the program and gain licensure as pharmacists. If the number of qualified applicants exceeds the number of available spaces, not all candidates will be offered admission.

2. Applicants are ranked primarily on academic achievement including that in the prerequisite courses, overall academic achievement (emphasizing

in the prerequisite courses, overall academic achievement (emphasizing recent academic performance)and a demonstrated ability to perform well in consecutive Fall/Winter Terms of ~~full-time study (preferably 30 units of course weight)~~. Other criteria included the ~~structured essay~~ and a personal interview (see Other Requirements). ~~The Pharmacist Consultation is needed to establish direct contact with and knowledge of the profession. Further details regarding the letter of intent, the interview, and U of A courses that can be used to meet minimum requirements are available on the Faculty of Pharmacy Prospective Students webpage.~~

most recent academic performance) and a demonstrated ability to perform well in consecutive Fall/Winter Terms of highest credit weight. Other criteria include the letter of intent and a personal interview (see Other Requirements).

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.

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Program Support Team - June 6, 2024
Programs Committee - June 20, 2024

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ASM - May 13, 2024

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Level of change: (choose one only)	☑ Undergraduate
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Type of change request: (check all that apply)	☐ Program
	☑ Regulation
For which term is this intended to take effect?	Fall 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

We are adding a requirement that newly admitted students must complete the Indigenous Canada MOOC, or equivalent, as part of their admission to the PharmD program. This will create a baseline level of knowledge and cultural competence regarding First Nations, Métis, and Inuit issues across the program. We feel that both would promote a safer program experience for current and newly admitted First Nations, Métis, and Inuit students. Several programs within the Faculty of Medicine and Dentistry have also adopted this requirement.

The Note on this page is not particularly relevant and implies the existence of a pre-pharmacy program. We are replacing it with a note about the pharmacist consultation from the previous section.

Calendar Copy

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Other Requirements 1. Spoken English Requirement: Applicants must meet a spoken English requirement (see Spoken English Proficiency)	**Other Requirements** 1. Spoken English Requirement: Applicants must meet a spoken English requirement (see Spoken English Proficiency)

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	of Native Studies or which is within the field of Native Studies. **Note:** The Pharmacist Consultation is needed to establish direct contact with and knowledge of the profession. Further details regarding the letter of intent, the interview, and U of A courses that can be used to meet minimum requirements are available on the Faculty of Pharmacy and Pharmaceutical Sciences Prospective Students webpage.

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UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Pharmacy - PharmD
Contact Person:	Sherif Mahmoud
Level of change: (choose one only)	☑ Undergraduate
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Type of change request: (check all that apply)	☐ Program
	☑ Regulation
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Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

There is a consistent underrepresentation of Indigenous students (1-3%) in the PharmD program. The faculty is expanding its Indigenous admissions process by increasing the number of reserved spots in the program to nine. Applicants who meet the minimum requirements will be admitted. Additional Indigenous applicants will be considered from the remaining seats in the applicant pool.

This section references a role (Coordinator, Native Health Care Careers) which evidently no longer exists, so this line has been removed.

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# Indigenous Applicants The Faculty of Pharmacy and Pharmaceutical Sciences ~~may provide one position to an Indigenous applicant, over~~	# Indigenous Applicants The Faculty of Pharmacy and Pharmaceutical Sciences admits up to nine qualified First Nations, Métis, and Inuit

Left column:

~~the regular quota of 130 students.~~ Students who are of Aboriginal identity within the meaning of the Constitution Act, 1982, Section 35(2) will be considered in this category (Admission of Indigenous Applicants~~-~~). Formal Documentation of Indigeneity, to be provided as part of the application for admission, is required for consideration ~~of~~ this position (Formal Documentation of Indigeneity).

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~~Indigenous student applicants should contact the Coordinator, Native Health Care Careers, for individual counselling and career planning. See also Admission of Indigenous Applicants .~~

Right column:

~~students each year above those normally admitted through the regular process.~~ Students who are of Aboriginal identity within the meaning of the Constitution Act, 1982, Section 35(2) will be considered in this category (Admission of Indigenous Applicants). Formal Documentation of Indigeneity, to be provided as part of the application for admission, is required for consideration for these positions (Formal Documentation of Indigeneity).

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UNIVERSITY OF ALBERTA

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The Faculty is introducing an admission pathway for rural students which will reserve ten spots in the program for qualified applicants from rural communities.

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Candidates will be subject to admission as outlined in Doctor of Pharmacy (PharmD), and to approval by the Faculty of Pharmacy and Pharmaceutical Sciences Admissions Committee. If there are no qualified Indigenous students in any given year, this position will not be allocated to other applicants.

Indigenous student applicants should contact the Coordinator, Native Health Care Careers, for individual counselling and career planning. See also <u>Admission of Indigenous Applicants</u> .	Indigenous student applicants should contact the Coordinator, Native Health Care Careers, for individual counselling and career planning. See also <u>Admission of Indigenous Applicants</u> . ## Rural Applicants The Faculty of Pharmacy and Pharmaceutical Sciences may reserve up to ten positions out of those normally admitted through the regular process to the PharmD program for qualified Rural applicants. Candidates who meet normal minimum admission requirements as outlined in <u>Doctor of Pharmacy (PharmD)</u> and who provide documentation of rural residency may be considered for admission.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date. Faculty Council - May 21, 2024 (approved) Program Support Team - June 6, 2024 Programs Committee - June 20, 2024
OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates. ASM - May 13, 2024

Decision ☒ **Discussion** ☐ **Information** ☐

ITEM OBJECTIVE:
The proposal is before the committee to introduce a new course designator, AIB, as an identifier for courses related to the Bachelor of Biomedicine Program.

DATE	June 20, 2024
TO	GFC Programs Committee
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION:
THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, a new course designator (AIB), new courses and program requirements for the new Bachelor of Biomedicine Program and courses set forth in attachment 1, as submitted by the Faculty of Medicine and Dentistry.

EXECUTIVE SUMMARY:
Background

The Bachelor of Biomedicine Dual Degree Program is a collaboratively designed international medical program developed to educate a cadre of physicians who have an international perspective on health care, leadership and medicine. All students in the program will be from China as part of the Alberta Institute (AI) collaboration between the University of Alberta and Wenzhou Medical University (WMU). The Bachelor of Biomedicine Dual Degree Program was approved by the Government of Alberta Ministry of Advanced Education Jan 29, 2024.

At the time of the initial proposal being reviewed and approved at the Faculty and Governance levels, a course designator for the proposed Bachelor of Biomedicine courses had not yet been confirmed. This proposal seeks approval for the new course designator of AIB, to identify courses related to the Bachelor of Biomedicine program, as shown in Attachment 1.

An accompanying proposal item includes new calendar language for the Bachelor of Biomedicine Dual Degree Program.

Supporting Materials:
Attachments
1. Calendar Change Request form for Course Changes (Alberta Institute Biomedicine)

*See Schedule A for additional items to include if needed

SCHEDULE A:

Engagement and Routing

GOVERNANCE OUTLINE

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <*Governance Resources Section Student Participation Protocol*>

*Those who are actively **participating***:   - Deans Executive Council, Faculty of Medicine and Dentistry   - Vice-Dean Faculty Affairs, Faculty of Medicine and Dentistry   - Director Alberta Institute, Faculty of Medicine and Dentistry   - Associate Dean International, Faculty of Medicine and Dentistry
*Those who have been **consulted***:   - MD Program Curriculum and Program Committee (June 20, 2019; July 25, 2019; Sept 16, 2021) for discussion   **Faculty Council, Faculty of Medicine and Dentistry (Sept 21, 2021) Motion Carried: Faculty Council supports the creation of a new Bachelor of Biomedicine degree program for students registered in the Alberta Institute at Wenzhou Medical University.**   - University of Alberta, Program Support Team (Oct 28, 2021) for discussion   - Provost and Vice-President (Academic)
*Those who have been **informed***:   Department Chairs Committee, Faculty of Medicine and Dentistry (Jan 13, 2021; Sept 8, 2021)
Approval Route: - University of Alberta, GFC Program Committee: Mar 17, 2022   - GFC Academic Planning Committee (APC): April 13, 2022   - General Faculties Council (GFC): May 2, 2022   - Board Learning, Research and Student Experience Committee (BLRSEC): Jun 7, 2022   - Board of Governors: Jun 17, 2022

Supplementary Notes / Context:

The Bachelor of Biomedicine Dual Degree Program was approved by the Government of Alberta, Ministry of Advanced Education Jan 29, 2024

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Faculty of Medicine & Dentistry, Alberta Institute
Contact Person:	Tracey Hillier thillier@ualberta.ca
Level of change: (choose one only) [?]	● Undergraduate
	● Graduate
For which term will this change take effect?	Fall 2024

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

Course descriptors moved through GFC Programs Committee (March 17 2022) alongside the recommendation to GFC Academic Planning Committee (APC) new program proposal for implementation, approved April 13, 2022, but a designator had not yet been determined at that time.

Course Template

Current: Removed language	**Proposed:** New language
Subject & Number	**Subject & Number** Alberta Institute Biomedicine **AIB 101**
Title	**Title** Health Systems Science 1
Course Career **Units** **Approved Hours** **Fee index** **Faculty** **Department** **Typically Offered** **Description**	**Course Career** Undergraduate **Units** 3 **Approved Hours** 3 weeks **Fee index** 6 **Faculty** Medicine and Dentistry **Department Medicine and Dentistry** **Typically Offered** Variable **Description** Health systems science is a foundational platform and framework for the study and understanding of how care is delivered for patients and populations within systems of medical care, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. This course introduces core domains including health care structures and processes; health care policy, economics, and management; clinical informatics and health information technology; population and public health; artificial intelligence in medicine, value-based care; team-based care, health system design, improvement and systems thinking.

AIB 201

Title Health Systems Science 2

Course Career Undergraduate
Units 3
Approved Hours 3 weeks
Fee index 6
Faculty Medicine and Dentistry
Department Medicine and Dentistry
Typically Offered Variable

Description
Building on content from earlier Health Systems Science courses, this course is a foundational platform and framework for the study and understanding of how care is delivered for patients and populations within systems of medical care, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. This course introduces core domains including health care structures and processes; health care policy, economics, and management; clinical informatics and health information technology; population and public health; artificial intelligence in medicine, value-based care; team-based care, health system design, improvement and systems thinking.

AIB 202

Title Foundations of Health and Medicine

Course Career Undergraduate
Units 13
Approved Hours 14 weeks
Fee index 26
Faculty Medicine and Dentistry
Department Medicine and Dentistry
Typically Offered Variable

Description
The Foundations of Medicine course serves as a foundation for future learning and practice. This course will focus on integrating basic principles of medical and biological sciences as the foundation for the practice of medicine.

AIB 203

Title Health Systems Science 3

Course Career Undergraduate
Units 4
Approved Hours 4 weeks
Fee index 8
Faculty Medicine and Dentistry
Department Medicine and Dentistry
Typically Offered Variable

Description

Building on content from earlier Health Systems Science courses, this course is a foundational platform and framework for the study and understanding of how care is delivered for patients and populations within systems of medical care, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. This course introduces core domains including health care structures and processes; health care policy, economics, and management; clinical informatics and health information technology; population and public health; artificial intelligence in medicine, value-based care; team-based care, health system design, improvement and systems thinking.

AIB 301

Title Cardiovascular Medicine

Course Career Undergraduate
Units 6
Approved Hours 7 weeks
Fee index 12
Faculty Medicine and Dentistry
Department Medicine and Dentistry
Typically Offered Variable

Description

The Cardiology course will serve as a foundation for future learning and practice. The goal is to provide students with an introduction to the fundamentals of cardiology medicine. Topics to be covered include the basic structure and function of the cardiovascular system; clinical picture of ventricular or valvular diseases, electrical diseases of the heart, including an approach to ECG reading; coronary and aortic / peripheral arterial diseases; congenital heart diseases; and myocardial and pericardial disease. Students will also learn about the impact of cardiovascular disease on patients and society.

AIB 302

Title Pulmonary Medicine

Course Career Undergraduate
Units 5
Approved Hours 5 weeks
Fee index 10
Faculty Medicine and Dentistry
Department Medicine and Dentistry
Typically Offered Variable

Description
The Pulmonary course serves as a foundation for future learning and practice. The goal is to provide students with an introduction to the fundamentals of pulmonary medicine. Students will also learn about the impact of pulmonary disease on patients and society.

AIB 303

Title Renal Medicine

Course Career Undergraduate
Units 5
Approved Hours 5 weeks
Fee index 10
Faculty Medicine and Dentistry
Department Medicine and Dentistry
Typically Offered Variable

Description
The Renal course will serve as a foundation for future learning and practice. The goal is to provide students with an introduction to the fundamentals of renal medicine. Topics to be covered include: Basic anatomy, physiology, embryology and pathology of the renal system; Acute and chronic renal failure; Pharmacology of the kidney; Diseases of the glomerulus; Tubulointerstitial disease; Renovascular disease; Common Pediatric Nephrology conditions; and Hereditary and cystic renal disease. Students will also learn about the impact of renal disease on patients and society.

AIB 304

Title Endocrinology and Metabolism

Course Career Undergraduate
Units 6
Approved Hours 6 weeks
Fee index 12
Faculty Medicine and Dentistry
Department Medicine and Dentistry
Typically Offered Variable

Description
The Endocrinology and Metabolism course will serve as a foundation for future learning and practice. Students will learn how the endocrine system integrates with the rest of the body. The course covers the different endocrine glands: how the hormones have profound effects on the cells and tissues of the body; and the feedback loops that are important in hormonal regulation. Students will have a chance to learn about basic endocrine anatomy, physiology, pathology and biochemistry, as well as clinical aspects of endocrine diseases. Students will also learn about the impact of endocrine disease on patients and society.

AIB 305

Title Musculoskeletal Skeletal Medicine and Dermatology

Course Career Undergraduate
Units 6
Approved Hours 7 weeks
Fee index 12
Faculty Medicine and Dentistry
Department Medicine and Dentistry
Typically Offered Variable

Description
The Musculoskeletal System course provides students with a strong knowledge base in the fundamentals of musculoskeletal medicine and dermatology. The anatomy, embryology, histology and physiology of the musculoskeletal system and skin are studied.
An approach to common and important conditions and disorders of the musculoskeletal system and skin are covered from the perspectives of rheumatology, physical medicine and rehabilitation, orthopedics, dermatology, plastic surgery, pediatrics and family medicine. Students will also learn about the impact of musculoskeletal and dermatological disease on patients and society.
AIB 306

Title Psychiatry

Course Career Undergraduate
Units 4
Approved Hours 4 weeks
Fee index 8
Faculty Medicine and Dentistry
Department Medicine and Dentistry
Typically Offered Variable

Description
The Psychiatry course provides students with foundational knowledge regarding mental health and illness. Students will learn how to describe why mental health is important and the cost to society of mental illness. They will also learn to describe the stigma of mental illness and its impact on patients, populations and physician health.

AIB 401

Title Neurosciences and Organs of Special Senses

Course Career Undergraduate
Units 6
Approved Hours 7 weeks
Fee index 12
Faculty Medicine and Dentistry
Department Medicine and Dentistry
Typically Offered Variable

Description
The Neurosciences and Organs of Special Senses course provides students with a foundation in the areas of Neurology, Neurosurgery, Ophthalmology, ENT and Developmental Pediatrics. Throughout the course, students will learn the approach to a patient with a common symptoms or important problems; the elements of the neurological, eye, and head and neck exam, as well as perform a developmental assessment; to develop the ability to localize lesions, all while being able to recognize serious processes requiring urgent referral. Students will also learn the impact of neurological disease on patients and society.

AIB 402

Title Gastroenterology and Nutrition

Course Career Undergraduate
Units 5
Approved Hours 5 weeks
Fee index 10
Faculty Medicine and Dentistry
Department Medicine and Dentistry
Typically Offered Variable

Description
The Gastroenterology and Nutrition Course will serve as a foundation for future learning and practice. The goal is to provide students with an introduction to the fundamentals of gastroenterology. Topics to be covered include: the structure and function of the gastrointestinal tract; gastrointestinal health and nutrition; common diseases of the gastrointestinal tract; fundamentals of gastrointestinal disease management; and the impact of gastrointestinal disease on patients and society.

AIB 403
Reproductive Medicine and Urology

Course Career Undergraduate
Units 5
Approved Hours 6 weeks
Fee index 10
Faculty Medicine and Dentistry
Department Medicine and Dentistry
Typically Offered Variable

Description
The Reproductive Medicine and Urology Course provides students with a strong knowledge base in the fundamentals of reproductive medicine and urology. Topics to be covered include: an overview of the anatomy, pathophysiology, presentation, diagnosis and treatment of common gynecologic, obstetric (including genetic), urologic, and sexually transmitted illnesses. Students will also learn about the impact of reproductive health issues on patients and society.

AIB 404

Title Integration: Oncology, Emergency, Anesthesia

<table>
<tr>
<td></td>
<td>

Course Career Undergraduate
Units 4
Approved Hours 5 weeks
Fee index 8
Faculty Medicine and Dentistry
Department Medicine and Dentistry
Typically Offered Variable

Description
The Integration course is designed to help students understand the principles of oncology, emergency medicine and anesthesia, the importance of multidisciplinary approaches to care and the impact of multisystem disease on patients and society.

</td>
</tr>
</table>

Reviewed/Approved by:

REQUIRED: FoMD Faculty Learning Committee (Faculty Council-delegated Approver) – May 30, 2024 (Review of new designator)
OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

ITEM NO. 8

Decision ☐ **Discussion** ☐ **Information** ☐

ITEM OBJECTIVE: To suspend admission to the Bachelor of Science in Nursing (Registered Psychiatric Nurse to BScN program.

DATE	June 20, 2024
TO	GFC Programs Committee
RESPONSIBLE PORTFOLIO	Provost & Vice-President (Academic)

MOTION: THAT the General Faculties Council (GFC) Programs Committee approve, with delegated authority from GFC, the suspension of admissions to the Bachelor of Science in Nursing (Registered Psychiatric Nurse to BScN program) from the Faculty of Nursing, to take effect July 1, 2024.

EXECUTIVE SUMMARY:

Background The UofA RPN to BScN program is a 2 calendar year program of study and runs parallel to the After Degree Nursing Program (also 2 years in length). Students admitted to this program have first obtained a two year Diploma in Psychiatric Nursing (most come primarily from MacEwan University: Psychiatric Nursing - MacEwan University). Since 2014/2015 MacEwan University also offers a Bachelor of Psychiatric Nursing program for the same graduates of their Diploma program, with an attractive feature of online learning. Bachelor of Psychiatric Nursing - MacEwan University. This has caused a significant decrease in applications for the UofA RPN to BScN program (NU517) and this proposal will suspend admissions as of July 1, 2024.

Supporting Materials:
Suspension Template
Calendar Copy
Letter of Support

GOVERNANCE OUTLINE

Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Nursing
Contact Person:	Janeen Jorden
Level of change: (choose one only)	☑ Undergraduate
	☐ Graduate
Type of change request: (check all that apply)	☑ Program
	☐ Regulation
For which term is this intended to take effect?	Fall 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

Decreased applications for the RPN to BScN Program (NU517).

The UofA RPN to BScN program is a 2 calendar year program of study and runs parallel to the After Degree Nursing Program (also 2 years in length).

Students admitted to this program have first obtained a two year Diploma in Psychiatric Nursing (primarily from MacEwan University: Psychiatric Nursing - MacEwan University). Since 2014/2015 MacEwan University also offers a Bachelor of Psychiatric Nursing program for the same graduates of their Diploma program, with an attractive feature of online learning. Bachelor of Psychiatric Nursing - MacEwan University This has caused a significant decrease in applications for the UofA RPN to BScN program (NU517).

Refer to Internal Suspension and Termination document - Nursing RPN to BScN Program May 2024

Calendar Copy

URL in current Calendar (or "New page"): https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=43011&returnto=11339	
Current Copy: ~~Removed language~~	**Proposed Copy:** New language
~~**Registered Psychiatric Nurse to Bachelor of Science in Nursing Program**~~ ~~**General Information**~~ ~~The Registered Psychiatric Nurse (RPN) to Bachelor of Science in Nursing program is for graduates of Psychiatric Nursing Programs.~~	Program suspension

1. ~~The curriculum is designed to be taken over two calendar years. With approval, students have up to three years from the time of admission to complete the requirements for this program. Normally, students who do not complete the program within three years will be required to withdraw.~~

2. ~~Students are responsible for the completeness and accuracy of their registrations. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by re-examination results.~~

3. ~~Placements can be made anywhere in the greater Edmonton area (Devon, Fort Saskatchewan, Leduc, Morinville, St Albert, Sherwood Park, Spruce Grove and Stony Plain) or as far away as 150 kilometers. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations.~~

4. ~~Students must purchase a stethoscope, penlight and a lab coat. A uniform will be required later in the program.~~

5. ~~Clinical practice may include shift and weekend rotations.~~

~~**Course Sequence**~~

~~Year 1 (see Note 1)~~

~~Fall Term~~

~~NURS 200 - Innovation, Systems Thinking and Leadership in Healthcare~~

~~NURS 211 - Statistics and Knowledge Management (see Note 2)~~

~~NURS 311 - Evidence Informed Nursing Practice~~

~~NURS 335 - Nursing Practice - Health Assessment~~

~~**Winter Term**~~

~~NURS 222~~

NURS 344 - Foundations of Nursing II

NURS 345 - Introductory Acute Care Nursing Practice

NURS 416 - Pathophysiology and Pharmacology II

Spring/Summer

NURS 300 - Health Policy, Health Care Organizations, Change Management

NURS 431 - Advanced Acute Care Nursing Practice I

NURS 433 - Community Nursing Through the Lifespan

Year 2 (see Note 1)

Fall Term

NURS 435 - Advanced Acute Care Nursing Practice II

Winter Term (see Note 3)

NURS 485 - Nursing Practice in a Focused Area

Spring/Summer (see Note 3)

NURS 422 - Contemporary Issues in Healthcare Ethics and Law

NURS 425 - Nursing Leadership in a Focus Area

Notes

Courses may be configured differently depending on clinical placement availability.

An equivalent STAT (3 units) course may be accepted in lieu of NURS 211.

NURS 485 may be offered in Spring/Summer of Year 2. In this case, students would take NURS 422 and 425 in Winter Term.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.
Undergraduate Curriculum Committee: February 7, 2023
Faculty Caucus: February 27, 2023
Faculty Executive Committee: May 21, 2024
NEPAC: January 11, 2023
Program Support Team - June 6, 2024
GFC Programs Committee - June 24, 2024

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

- Registered Psychiatric Nurses Association of Alberta (RPNAA) – CEO/Registrar (December 2022)
- MacEwan University – Dean – Faculty of Nursing (Diploma in Psychiatric Nursing and Bachelor of Psychiatric Nursing Programs) (December 2022)
- Employers – Senior Directors – Mental Health – Alberta Health Services and Covenant Health (December 2022)
- College of Registered Nurses of Alberta (CRNA) – via NEPAC (January 2023)

Internal Suspension and Termination Template
- for-credit programs not requiring Ministry approval -

This template is to be used for proposals to suspend or terminate the following program types that do not require Ministry approval:

- Second-level specializations (e.g., minors of undergraduate programs, Honors streams of existing undergraduate programs, and second-level specializations of graduate programs)
- Embedded certificates

Faculties and Departments must consult with the Portfolio Initiatives Manager in the Office of the Provost and Vice-President (Academic) (carley.roth@ualberta.ca) on the appropriate template and process. Graduate proposers must also consult with the Faculty of Graduate Studies and Research (fgsrgov@ualberta.ca).

PROPOSAL TYPE

This proposal is for a *(select one):*
X   Suspension - Complete Section A only
☐   Termination - Complete Section B only

SECTION A: SUSPENSION

Suspension of a program means to suspend admissions, thereby allowing currently enrolled students to complete the requirements while preventing new students from enrolling. Suspensions are typically implemented for a five-year period. A period of suspension must precede the termination of a program.

1: Basics		
Specialization/Embedded Certificate Name	Bachelor of Science in Nursing (Registered Psychiatric Nurse to BScN program)	
Faculty/Department	Nursing	
Contact information	Name and Title	Dr. Bev Temple, Associate Dean/ Dr. Joanne Olson, Vice Dean
	Phone	Bev: 780-248-5769; Joanne: 780-492-6252
	Email	Bev: batemple@ualberta.ca/ Joanne: joanneo@ualberta.ca
Proposed start date of suspension	**July 1, 2024**	

Proposed end date of suspension	June 30, 2025

Attachments

☐x   Proposed Calendar changes ☐x   Letter of Support from the Dean of the Faculty

2: Rationale, Implications, and Impacts

| **Rationale for Suspension of Specialization / Embedded Certificate**
Explain the reason for the suspension with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.). | The UofA RPN to BScN program is a 2 calendar year program of study and runs parallel to the After Degree Nursing Program (also 2 years in length).

Students admitted to this program have first obtained a two year Diploma in Psychiatric Nursing (most come primarily from MacEwan University: Psychiatric Nursing - MacEwan University). Since 2014/2015 MacEwan University also offers a Bachelor of Psychiatric Nursing program for the same graduates of their Diploma program, with an attractive feature of online learning. Bachelor of Psychiatric Nursing - MacEwan University.

This has caused a significant decrease in applications for the UofA RPN to BScN program (NU517). |

Document enrolments by head count for the most recent 5-year period

Enrolment	2016	2017	2018	2019	2020	2021
Total Headcount	0	0	0	0	0	0
● Year 1	0	0	0	0	0	0
● Year 2	0	0	0	0	0	0
● Year 3	5	9	5	7	3	0
● Year 4	8	5	9	5	7	3

Rationale for End date Briefly explain the rationale for the proposed end date for the suspension.	The last students in this program graduated in June 2022. No new students have been admitted as of the 2021-22 academic year.

Current Students Describe how active students will be assisted in completing graduation requirements during the suspension period, as well as information regarding formal communication plans.	There are no current students.
Stop-Out Students Describe how stop-out students will be managed, including information regarding communication plans.	Emails were sent in December 2022 to seven students who began the program since 2012 to notify them of pending program closure and enquire about their interest in completing the program. None indicated interest in completing the program. (Specifically, 6 did not reply and 1 requested her transcript but was not eligible to return, given an earlier voluntary withdrawal.)
Consultation Briefly describe the consultation process that occurred with students and other relevant stakeholders, and the feedback received.	Consultation with: - Registered Psychiatric Nurses Association of Alberta (RPNAA) – CEO/Registrar (December 2022) - MacEwan University – Dean – Faculty of Nursing (Diploma in Psychiatric Nursing and Bachelor of Psychiatric Nursing Programs) (December 2022) - Employers – Senior Directors – Mental Health – Alberta Health Services and Covenant Health (December 2022) - CRNA – via NEPAC (January 2023)
Resource Implications Identify relevant financial impact, including reallocation of internal resources.	RPN to BScN students were included in course groupings along with After Degree Nursing students. Given small numbers there was not a requirement to create separate clinical groups (thus no planned cost savings related to teaching or course support). Resources will be saved in the Undergraduate Student Services Office (advising prospective and current students; processing admission applications and applications for convocation).
Approval Process Indicate the internal governance path, including meeting dates	Undergraduate Curriculum Committee – February 7, 2023 Faculty Caucus – February 27, 2023 Faculty Executive Committee – May 21, 2024 Nursing Education Program Approval Committee (NEPAC) (under College of Registered Nurses of Alberta - CRNA) – January 11, 2023 Program Support Team - June 6, 2024 GFC Programs Committee - June 24, 2024

SECTION B: TERMINATION

Termination of a program means that the program has been eliminated and can no longer be offered. Terminations must be preceded by a period of suspension, typically five years.

UNIVERSITY OF ALBERTA

1: Basics		
Specialization / Embedded Certificate Name		
Faculty/Department		
Contact information	Name and Title	
	Phone	
	Email	
Proposed effective date of termination		
Attachments		
☐ Proposed Calendar changes ☐ Letter of Support from the Dean of the Faculty		

2: Rationale, Implications and Impacts	
Rationale for Termination Identify the reason(s) for the termination with supporting rationale and evidence.	
Was the proposal preceded by a suspension? If yes, please indicate the date of the suspension. If not, explain why a period of suspension was not implemented and indicate when students were last admitted to the program. *Note: terminations that are not preceded by a period of*	

suspension must first be approved by the Vice-Provost (Programs) prior to entering the approval process.	
Consultation Describe the consultation process that occurred with relevant stakeholders.	-
Communications Describe plans for communicating the termination decision to relevant stakeholders.	
Resource Implications Describe plans for reallocation of resources previously used for this Specialization/Embedded Certificate.	
Approval Process Indicate the internal governance path, including meeting dates	

May 21, 2024

Subject: Suspension of the Registered Psychiatric Nurs (RPN) to Bachelor of Science in Nursing Program

To whom it may concern,

On behalf of the Faculty of Nursing, please accept this letter as support for the formal suspension of the Registered Psychiatric Nurse (RPN) to Bachelor of Science in Nursing Program effective July 1, 2024. There have been no admissions to this program since September 2021 due to low applicant numbers. All of the students registered for this program have graduated.

Most sincerely,

Shannon Scott, PhD, RN FCAHS, FCAN
Professor & Dean (Acting)
Faculty of Nursing

College of Health Sciences
Faculty of Nursing
11405-87 Ave NW, Edmonton, AB

T 780.492.6236
nursingdean@ualberta.ca
ualberta.ca/nursing

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ITEM NO. 9

Decision ☐ **Discussion** ☐ **Information** ☒

ITEM OBJECTIVE: The Office of the Registrar/Student Service Centre is proposing to alter the current wording/language in the University Calendar regarding English Language Proficiency Requirements. Our suggestion is to include the term 'assessment' when referring to the following phrase 'English is the primary language of instruction *and assessment* in all Faculties except the Faculté Saint-Jean."

DATE	June 20, 2024
TO	GFC Programs Committee
RESPONSIBLE PORTFOLIO	Provost & Vice-President (Academic)

MOTION: That the GFC Programs Committee approve the changes to the Language Proficiency Requirements in the Calendar to clarify the primary languages of instruction and assessment.

EXECUTIVE SUMMARY:

Background
The Office of the Registrar Student Service Centre provides 'Language of Instruction' letters (from a standard template which links directly to the University Calendar) to former students most commonly applying to international schools. This standard letter is frequently rejected because the University Calendar does not currently make it clear that not only is English the primary language of instruction for all Faculties except Faculté Saint-Jean, but that English is also the primary language of assessment. The Student Service Centre must manually review each course taken by a student to see if any were from FSJ and then create a custom letter for each student to indicate that the assessment of courses is also in English.

Updating the University Calendar language to clarify that English is both the primary language of instruction and assessment will facilitate the process for students to apply to overseas institutions.

The same changes and rationale to clarify that French is the language of instruction and assessment for FSJ are also being requested.

This request is being made in reference to Undergraduate programs, however the same rationale may be applicable for Graduate programs as well.

Analysis / Discussion

GOVERNANCE OUTLINE

ITEM NO. 9

Including this modest wording change will enable the Registrar's Office/Student Service Center to create efficiencies in our administrative processes. We can create a more inclusive template letter document that is supported by language from our official UA Calendar. We will not need to create a second custom letter for those institutions that require secondary information on the assessment piece.

Risk Discussion / Mitigation of the Risk
This is a low risk change which will provide clarity to other institutions that require a distinction between both the Language of Instruction and Language of Assessment. As with any administrative process, there is a minor risk of Advisor error. In this event, it would be a straightforward process to rectify.

Supporting Materials: attaching the current template letter for reference

*See Schedule A for additional items to include if needed.

SCHEDULE A: Calendar Program and Regulation Change Form

Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <*Governance Resources Section Student Participation Protocol*>

*Those who are actively **participating***:   • Office of the Registrar - Student Service Centre   • Office of the Registrar - University Calendar
*Those who have been **consulted***:   • Undergraduate Program Support Team   • Faculté Saint-Jean
*Those who have been **informed***:   •
Approval Route: GFC Programs Committee

GOVERNANCE OUTLINE

Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Office of the Registrar
Contact Person:	Angela Finlayson
Level of change: (choose one only)	☑ Undergraduate
	☐ Graduate
Type of change request: (check all that apply)	☐ Program
	☑ Regulation
For which term is this intended to take effect?	2024-2025 Calendar Addendum
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The Office of the Registrar Student Service Centre provides Language of Instruction letters (from a standard template which links directly to the University Calendar) to former students who are now applying to overseas schools. This standard letter is frequently rejected because the University Calendar does not currently make it clear that not only is English the primary language of instruction for all Faculties except Faculté Saint-Jean, but that English is also the primary language of assessment. The Student Service Centre must manually review each course taken by a student to see if any were from FSJ and then create a custom letter for each student to indicate that the Assessment of Courses is in English.

Updating the Calendar language to clarify that English is both the primary language of instruction and assessment will facilitate the process for students to apply to overseas institutions.

The same changes and rationale to clarify that French is the language of instruction and assessment for FSJ are also being requested.

Calendar Copy

URL in current Calendar (or "New page")
https://calendar.ualberta.ca/content.php?catoid=44&navoid=13556#language-proficiency-requirements

Current Copy: ~~Removed language~~	**Proposed Copy:** New language

Language Proficiency Requirements

English Language Proficiency

English is the primary language of instruction in all Faculties except Faculté Saint-Jean. All undergraduate applicants to any program or course except Faculté Saint-Jean need an adequate level of English language proficiency before admission, regardless of their citizenship status or country of origin.

The University of Alberta reserves the right to use discretion in determining adequate levels of language proficiency to ensure success in academic programs. In some cases, additional English language testing, conducted by the Faculty of Education, may be required to confirm English proficiency.

…

Exceptions

Faculté Saint-Jean

French is the primary language of instruction in the Faculté Saint-Jean. All applicants to the Faculté must demonstrate proficiency in written and spoken French, as outlined in French Language Proficiency .

- - - No Further Changes - - -

Language Proficiency Requirements

English Language Proficiency

English is the primary language of instruction and assessment in all Faculties except Faculté Saint-Jean. All undergraduate applicants to any program or course except Faculté Saint-Jean need an adequate level of English language proficiency before admission, regardless of their citizenship status or country of origin.

The University of Alberta reserves the right to use discretion in determining adequate levels of language proficiency to ensure success in academic programs. In some cases, additional English language testing, conducted by the Faculty of Education, may be required to confirm English proficiency.

…

Exceptions

Faculté Saint-Jean

French is the primary language of instruction and assessment in the Faculté Saint-Jean. All applicants to the Faculté must demonstrate proficiency in written and spoken French, as outlined in French Language Proficiency .

- - - No Further Changes - - -

Office of the Registrar Code: CCRFP

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.
OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

Information for Members of GFC PC: Join us virtually on May 16 from 12-1 for a talk about the Moose Hide Campaign

2 messages

GFC Services (University of Alberta) <ugovgfc@ualberta.ca>　　　　　　16 May 2024 at 10:14

Sent on behalf of Dr. Florence Glanfield, Vice-Provost (Indigenous Programming and Research):

Please join Josh Littlechild and Azure Johnson as they talk about the Moose Hide Campaign on Thursday, May 16 from 12:00-1:00 pm on zoom.

Learn about the
Moose Hide Campaign
with
Josh Littlechild & Azure Johnson

Thursday, May 16, 2024 on zoom
12:00 - 1:00 pm
Link to join:
bit.ly/UAMoose

For more information about the Moose Hide Campaign visit: moosehidecampaign.ca

Workshops available: moosehidecampaign.ca/workshops

You can learn more about the Moose Hide Campaign by visiting moosehidecampaign.ca

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Kate Peters <peters3@ualberta.ca>　　　　　　　　　　　　　　16 May 2024 at 10:50
To: Florence Glanfield <glanfiel@ualberta.ca>

Done!
Kate Peters | *Pronouns: She/Her/Elle*
Secretary to General Faculties Council (GFC) and Manager, GFC Services

[Quoted text hidden]

SUMMARY OF APPROVALS

NON-CREDIT PROGRAMMING

The below items have been reviewed and approved, with delegated authority from the Provost, by the Vice-Provost (Programs):

Items	Date Approved	Approval Pathway
1. [EXELP 7141: Communication Skills for Global Citizenship](#) | 3 MAY 2024 *(Online and Continuing Education)*	May 3, 2024	● Vice-Provost (Programs) - *for approval* ● GFC Programs Committee (June 20, 2024) - *for information*
2. [EXELP 7142: Communication Skills for Global Citizenship II (Course Deletion)](#) | 3 May 2024 *(Online and Continuing Education)*	May 3, 2024	● Vice-Provost (Programs) - *for approval* ● GFC Programs Committee (June 20, 2024) - *for information*
3. [EXRI 3588: Sustainable Interior Design](#) | 3 May 2024 *(Online and Continuing Education)*	May 3, 2024	● Vice-Provost (Programs) - *for approval* ● GFC Programs Committee (June 20, 2024) - *for information*
4. [EXRI 4678: Colour Theory and Application](#) | 3 May 2024 *(Online and Continuing Education)*	May 3, 2024	● Vice-Provost (Programs) - *for approval* ● GFC Programs Committee (June 20, 2024) - *for information*

Non-Credit Course Proposal Form

Course Change

Date: December 8, 2023

Action Requested:	● **Review/Recommendation**	● **Approval**
Prepared by:	Donald Mason	
Contact Info:	dmason1@ualberta.ca	
Department/Unit:	English Language School	

Requested Term Effective Date: **Spring 2024**

The term effective date for changes to existing courses must be a term that has NOT been released for registration. Changes for existing courses are usually implemented in the Fall so that there are no negative impacts to the student advisement report halfway through the academic year.

COMPARATIVE TABLE	
In the table below, use ~~strikethrough~~ *to identify only requirements that are being removed from the course and* <mark>highlight</mark> *only requirements that are being added.*	
CURRENT Insert the CURRENT Course information posted in Campus Solutions.	**PROPOSED** Insert Proposed changes Course descriptions: Max 600 characters (including spaces)
Subject & Catalog: EXELP 7141	Subject & Catalog: Subject & Catalog: EXELP 7141
Course Name: Communication Skills for Global Citizenship ~~1~~	Course Name: Course Name: Communication Skills for Global Citizenship <mark>(No number 1. Please see Rationale.)</mark>
Description:	Description:
This is a content-based oral communication course featuring Canadian history, culture, diversity, sustainability, community engagement and intercultural communication. Learners will communicate in everyday situations; ask for information related to student routines; take part in group discussions on Canadian culture/global citizenship; deliver short presentations on Canada/global community; identify main ideas and details when listening to media; get information from a variety of written texts; understand and	This is a content-based oral communication course featuring Canadian history, culture, diversity, sustainability, community engagement and intercultural communication. Learners will communicate in everyday situations; ask for information related to student routines; take part in group discussions on Canadian culture/global citizenship; deliver short presentations on Canada/global community; identify main ideas and details when listening to media; get information from a variety of written texts; understand and appreciate others' perspectives; and interact across cultures.

appreciate others' perspectives; and interact across cultures.			
Course Hours:	76	Course Hours:	76
Grading (CR/NC or Alpha):	Complete Requirements/Not Complete (CR/NC)	Grading (CR/NC or Alpha):	Complete Requirements/Not Complete (CR/NC)
Prerequisite:	None	Prerequisite:	None
Co-requisite:	None	Co-requisite:	None
Speedcode/Chartfield:	EL031	Speedcode/Chartfield:	EL031
Course Fee:	$2000	Course Fee:	$2000
Primary Program:	Short Term Study Abroad Program	Primary Program:	Short Term Study Abroad Program

Programs Impacted by Change
List all the non-credit credential programs impacted by this change

None

Rationale
Outline the rationale for the proposed course, course changes, or course suspensions/terminations.

ELS currently has two course levels of CSGC. This is overly complicated and unnecessary. We can divide classes into language levels using different sections of the one course. This will streamline our processes of course/section creation. We are therefore changing the course title of this course from Communication Skills for Global Citizenship I to simply Communication Skills for Global Citizenship. We are deleting the second course.

Resource Implications
Identify the resource implications.

None

Budget Requirements
Outline any additional costs.

None

Internal Approvals		
Approval Order	*(Authorized Signature)*	**DATE**
Department/Faculty Council:	Undergraduate Academic Affairs Council (UAAC)	**January 18, 2024**
Authorizing Name:	Heather Kennedy-Plant	**January 18, 2024**
OCE Associate Dean (Academic)	Proposals are submitted to the Online and Continuing Education Associate Dean (Academic) to determine if changes are either:	

	*Minor Change - Final Approval *Major Change - Governance Approval	
	Minor Change - Final Approval	

Governance Approvals					
Required Review/Approvals: (select all that apply)	**MEETING DATE**	**APPROVED**			
✓ OCE - Brian Pardell	April 11, 2024	✓ Yes	☐ No	☐ N/A	
✓ Vice-Provost (Academic)	May 3, 2024	✓ Yes	☐ No	☐ N/A	
☐ GFC Programs Committee	Click or tap to enter a date.	☐ Yes	☐ No	☐ N/A	

Resources

Non-Credit / Micro-Credential Framework (Approval Pathways)

Prepare for GFC Programs Committee:

Template: Governance Executive Summary

Non-Credit Certificate Template

*MINOR changes require final approval of the OCE Associate Dean (Academic) before implementing.
*MAJOR changes *must* follow corresponding governance approval pathways. Refer to Non-Credit / Micro-Credential Framework for more information.

Non-Credit Course Proposal Form
Course Change

Date: December 8, 2023

Action Requested:	● **Review/Recommendation**	● **Approval**
Prepared by:	Donald Mason	
Contact Info:	dmason1@ualberta.ca	
Department/Unit:	English Language School	

Requested Term Effective Date: _____**Spring 2024**_____

The term effective date for changes to existing courses must be a term that has NOT been released for registration. Changes for existing courses are usually implemented in the Fall so that there are no negative impacts to the student advisement report halfway through the academic year.

COMPARATIVE TABLE	
In the table below, use ~~strikethrough~~ *to identify only requirements that are being removed from the course and* <mark>highlight</mark> *only requirements that are being added.*	
CURRENT Insert the CURRENT Course information posted in Campus Solutions.	**PROPOSED** Insert Proposed changes Course descriptions: Max 600 characters (including spaces)
Subject & Catalog: EXELP 7142	Subject & Catalog: ~~EXELP 7142~~
Course Name: Communication Skills for Global Citizenship II	Course Name: ~~Communication Skills for Global Citizenship II~~
Description:	Description:
This is a content-based oral communication course featuring Canadian history, culture, diversity, sustainability, community engagement and intercultural communication. Learners will confidently communicate in everyday situations; ask for information about student routines; take part in and lead discussions on culture/global citizenship; deliver effective presentations on Canada/global community; distinguish between facts and opinions when listening; analyze and respond to written texts; understand and	~~This is a content-based oral communication course featuring Canadian history, culture, diversity, sustainability, community engagement and intercultural communication. Learners will confidently communicate in everyday situations; ask for information about student routines; take part in and lead discussions on culture/global citizenship; deliver effective presentations on Canada/global community; distinguish between facts and opinions when listening; analyze and respond to written texts; understand and appreciate others' perspectives; interact across cultures; and actively support others.~~

appreciate others' perspectives; interact across cultures; and actively support others.				
Course Hours:	76	Course Hours:	~~76~~	
Grading (CR/NC or Alpha):	Complete Requirements/Not Complete (CR/NC)	Grading (CR/NC or Alpha):	~~Complete Requirements/Not Complete (CR/NC)~~	
Prerequisite:	None	Prerequisite:	~~None~~	
Co-requisite:	None	Co-requisite:	~~None~~	
Speedcode/Chartfield:	EL031	Speedcode/Chartfield:	~~EL031~~	
Course Fee:	$2000	Course Fee:	~~$2000~~	
Primary Program:	Short Term Study Abroad Program	Primary Program:	~~Short Term Study Abroad Program~~	

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Programs Impacted by Change
List all the non-credit credential programs impacted by this change
None
Rationale
Outline the rationale for the proposed course, course changes, or course suspensions/terminations.
ELS currently has two course levels of CSGC. This is overly complicated and unnecessary. We can divide classes into language levels using different sections of the one course. This will streamline our processes of course/section creation. We are therefore deleting this course.
Resource Implications
Identify the resource implications.
None
Budget Requirements
Outline any additional costs.
None

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Internal Approvals		
Approval Order	*(Authorized Signature)*	**DATE**
Department/Faculty Council:	Undergraduate Academic Affairs Council (UAAC)	**January 18, 2024**
Authorizing Name:	Heather Kennedy-Plant	**January 18, 2024**
OCE Associate Dean (Academic)	Proposals are submitted to the Online and Continuing Education Associate Dean (Academic) to determine if changes are either: *Minor Change - Final Approval *Major Change - Governance Approval	

	Minor Change	

Governance Approvals					
Required Review/Approvals: (select all that apply)	**MEETING DATE**	**APPROVED**			
✓ OCE Brian Pardell	April 11, 2024	✓ Yes	☐ No	☐ N/A	
✓ Vice-Provost (Academic)	May 3, 2024	✓ Yes	☐ No	☐ N/A	
☐ GFC Programs Committee	Click or tap to enter a date.	☐ Yes	☐ No	☐ N/A	

Resources

Non-Credit / Micro-Credential Framework (Approval Pathways)

Prepare for GFC Programs Committee:

Template: Governance Executive Summary

Non-Credit Certificate Template

*MINOR changes require final approval of the OCE Associate Dean (Academic) before implementing.
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Non-Credit Course Proposal Form
Course Change

Date: April 8, 2024

Action Requested:	☐ Review/Recommendation	X Approval
Prepared by:	Amber Henderson	
Contact Info:	alhender@ualberta.ca	
Department/Unit:	Online Learning and Continuing Education	

Requested Term Effective Date: **Fall 2024**

The term effective date for changes to existing courses must be a term that has NOT been released for registration. Changes for existing courses are usually implemented in the Fall so that there are no negative impacts to the student advisement report halfway through the academic year.

COMPARATIVE TABLE	
In the table below, use ~~strikethrough~~ *to identify only requirements that are being removed from the course and* <mark>highlight</mark> *only requirements that are being added.*	
CURRENT Insert the CURRENT Course information posted in Campus Solutions.	**PROPOSED** Insert Proposed changes Course descriptions: Max 600 characters (including spaces)
Subject & Catalog: EXRI 3588	Subject & Catalog: EXRI 3588
Course Name: Sustainable Interior Design	Course Name: Sustainable Interior Design
Description: Sustainable design allows us to improve the health and comfort of homeowners as a feature of quality and aesthetically appealing projects. Acquire the knowledge and skills necessary to make responsible design decisions that will reduce negative environmental impacts. Learn how to develop guidelines and checklists for greening projects and specifications. Know how to communicate the positive impact of sustainable design with clients and promote sustainable design as a value-add service. Corequisite EXRI 4676	Description: Sustainable design allows us to improve the health and comfort of homeowners as a feature of quality and aesthetically appealing projects. Acquire the knowledge and skills necessary to make responsible design decisions that will reduce negative environmental impacts. Learn how to develop guidelines and checklists for greening projects and specifications. Know how to communicate the positive impact of sustainable design with clients and promote sustainable design as a value-add service. ~~Corequisite EXRI 4676~~
Course Hours:		Course Hours:	
Grading (CR/NC or Alpha):	Graded (Alpha Grades) ⌄	Grading (CR/NC or Alpha):	Graded (Alpha Gra… ⌄

Prerequisite:			Prerequisite:	
Co-requisite:	EXRI 4676		Co-requisite:	~~EX 4676~~
Speedcode/Chartfield:			Speedcode/Chartfield:	
Course Fee:			Course Fee:	
Primary Program:			Primary Program:	

Programs Impacted by Change
List all the non-credit credential programs impacted by this change

The only program impacted is Residential Interiors Certificate Program

Rationale
Outline the rationale for the proposed course, course changes, or course suspensions/terminations.

The co-requisite has been removed to allow increased flexibility and remove barriers to student completion in a timely manner.

Resource Implications
Identify the resource implications.

N/A

Budget Requirements
Outline any additional costs.

N/A

Internal Approvals		
Approval Order	*(Authorized Signature)*	**DATE**
Department/Faculty Council:	Online Learning and Continuing Education	
Authorizing Name:	Brian Pardell	**April 12, 2024**
OCE Associate Dean (Academic)	Proposals are submitted to the Online and Continuing Education Associate Dean (Academic) to determine if changes are either: ☑ *Minor Change - Final Approval ☐ *Major Change - Governance Approval	

Governance Approvals				
Required Review/Approvals: (select all that apply)	**MEETING DATE**	**APPROVED**		
✓ OCE - Brian Pardell	April 12, 2024	✓ Yes	☐ No	☐ N/A

✓ Vice-Provost (Academic)	May 3, 2024	✓ Yes	☐ No	☐ N/A
☐ GFC Programs Committee	Click or tap to enter a date.	☐ Yes	☐ No	☐ N/A

Resources

[Non-Credit / Micro-Credential Framework (Approval Pathways)](#)

Prepare for GFC Programs Committee:

[Template: Governance Executive Summary](#)

[Non-Credit Certificate Template](#)

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*MAJOR changes *must* follow corresponding governance approval pathways. Refer to Non-Credit / Micro-Credential Framework for more information.

Non-Credit Course Proposal Form
Course Change

███

Date: April 8, 2024

Action Requested:	☐ Review/Recommendation	X Approval
Prepared by:	Amber Henderson	
Contact Info:	alhender@ualberta.ca	
Department/Unit:	Online Learning and Continuing Education	

Requested Term Effective Date: **Fall 2024**

The term effective date for changes to existing courses must be a term that has NOT been released for registration. Changes for existing courses are usually implemented in the Fall so that there are no negative impacts to the student advisement report halfway through the academic year.

███

COMPARATIVE TABLE	
In the table below, use ~~strikethrough~~ to identify only requirements that are being removed from the course and ==highlight== only requirements that are being added.	
CURRENT Insert the CURRENT Course information posted in Campus Solutions.	**PROPOSED** Insert Proposed changes Course descriptions: Max 600 characters (including spaces)
Subject & Catalog: EXRI 4678	Subject & Catalog: EXRI 4678
Course Name: Colour Theory and Application	Course Name: Colour Theory and Application
Description: Explore the complexities of colour and gain an understanding of its function, subjectivity, and application. Learn basic light and colour theories, colour harmony schemes, colour mixing with acrylics, development and application of a colour plan, implications of colour for the selection of residential interior materials, psychological properties of colour; historical colour periods; and colour forecasting/trends. Corequisite EXRI 4676	Description: Explore the complexities of colour and gain an understanding of its function, subjectivity, and application. Learn basic light and colour theories, colour harmony schemes, colour mixing with acrylics, development and application of a colour plan, implications of colour for the selection of residential interior materials, psychological properties of colour; historical colour periods; and colour forecasting/trends. ~~Corequisite EXRI 4676~~
Course Hours:		Course Hours:	
Grading (CR/NC or Alpha):	Graded (Alpha Grades) ⋅	Grading (CR/NC or Alpha):	Graded (Alpha Gra… ⋅
Prerequisite:		Prerequisite:	

Co-requisite:	EXRI 4676		Co-requisite:	~~EX 4676~~
Speedcode/Chartfield:			Speedcode/Chartfield:	
Course Fee:			Course Fee:	
Primary Program:			Primary Program:	

Programs Impacted by Change
List all the non-credit credential programs impacted by this change

The only program impacted is the Residential Interiors Certificate Program

Rationale
Outline the rationale for the proposed course, course changes, or course suspensions/terminations.

The co-requisite has been removed to allow increased flexibility and remove barriers to student completion in a timely manner.

Resource Implications
Identify the resource implications.

N/A

Budget Requirements
Outline any additional costs.

N/A

Internal Approvals		
Approval Order	*(Authorized Signature)*	**DATE**
Department/Faculty Council:	Online Learning and Continuing Education	
Authorizing Name:	Brian Pardell	**April 12, 2024**
OCE Associate Dean (Academic)	Proposals are submitted to the Online and Continuing Education Associate Dean (Academic) to determine if changes are either: ☑ *Minor Change - Final Approval ☐ *Major Change - Governance Approval	

Governance Approvals				
Required Review/Approvals: (select all that apply)	**MEETING DATE**	**APPROVED**		
✓ OCE - Brian Pardell	April 12, 2024	✓ Yes	☐ No	☐ N/A
✓ Vice-Provost (Academic)	May 3, 2024	✓ Yes	☐ No	☐ N/A

☐ GFC Programs Committee	Click or tap to enter a date.	☐ Yes	☐ No	☐ N/A

Resources

[Non-Credit / Micro-Credential Framework (Approval Pathways)](#)

Prepare for GFC Programs Committee:

[Template: Governance Executive Summary](#)

[Non-Credit Certificate Template](#)

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*MAJOR changes *must* follow corresponding governance approval pathways. Refer to Non-Credit / Micro-Credential Framework for more information.