

The following Motions and Documents were considered by the GFC Programs Committee at its Thursday, September 16, 2021 meeting:

Agenda Title: **Course and Minor Program Changes**

- Agricultural, Life, and Environmental Sciences
- Arts
- Business
- Kinesiology, Sport, and Recreation
- Law
- Medicine and Dentistry
- Rehabilitation Medicine
- Science

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the attached course and minor program change submissions from the Faculties of Agricultural, Life, and Environmental Sciences, Arts, Business, Kinesiology, Sport, and Recreation, Law, Medicine and Dentistry, Rehabilitation Medicine, and Science.

FINAL Item 5

Agenda Title: **Items Deemed Minor/Editorial**

A. Admission Requirements for Undergraduate Programs in Medical Laboratory Science

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed changes to admission requirements for undergraduate programs in Medical Laboratory Science.

B. Application Deadlines for Graduate Programs in Secondary Education

CARRIED MOTION

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed changes to application deadlines for graduate programs in Secondary Education.

C. Application Deadlines for Graduate Programs in Oncology

CARRIED MOTION

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed changes to application deadlines for graduate programs in Oncology.

Final Item 6

Agenda Title: **Proposed Changes to Language Test Requirements for the Faculté Saint-Jean**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed changes to the French Language Test Requirements, as submitted by the Faculté Saint-Jean, and as set forth in Attachment 1, to take effect upon final approval and to be published in the 2022-2023 Calendar.

FINAL Item 7

Agenda Title: **Proposed New Minor in Business for the Bachelor of Arts Degree, Faculty of Arts**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the Minor in Business in the Faculty of Arts, as submitted by the Faculty of Arts in collaboration with the Alberta School of Business and as set forth in Attachment 1, for implementation September 1, 2022.

FINAL Item 8

Agenda Title: **Proposed New Course Based Master of Arts in Community Engagement (MACE) and Changes to the Thesis Based MACE, Faculty of Graduate Studies and Research and School of Public Health**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the new Course-Based stream of the MA in Community Engagement (MACE), as presented in the included documents, for implementation upon final approval.

CARRIED MOTION:

THAT GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed revisions to core courses, admission and program requirements for the Thesis-Based stream of the MA in Community Engagement (MACE), as presented in the included documents, for implementation upon final approval.

FINAL Item 9

FINAL Item No. 5

**Governance Executive Summary
Action Item**

| | |
|---------------------|---|
| Agenda Title | <p>Course and Minor Program Changes</p> <ul style="list-style-type: none"> – Agricultural, Life, and Environmental Sciences – Arts – Business – Kinesiology, Sport, and Recreation – Law – Medicine and Dentistry – Rehabilitation Medicine – Science |
|---------------------|---|

Item

| | |
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| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation |
| Proposed by | Faculty Councils |
| Presenter(s) | Janice Causgrove Dunn, Vice-Provost (Programs) and Chair, GFC PC |

Details

| | |
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| Office of Administrative Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is <i>(please be specific)</i> | To approve course and minor program changes. |
| Executive Summary <i>(outline the specific item – and remember your audience)</i> | <p>All routine course and minor program 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.</p> <p>See individual item for Faculty Council approval information.</p> |
| Supplementary Notes and context | <This section is for use by University Governance only to outline governance process.> |

Engagement and Routing (Include meeting dates)

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| <p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> | <p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Vice-Provost (Programs) and Chair, GFC Academic Standards Committee • Faculty Councils • Representatives of the Office of the Registrar |
| <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p> | <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Undergraduate Program Support Team |
| | <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Items have been posted on the University Governance website for information |
| Approval Route (Governance) (including meeting dates) | See individual item for Faculty approval information GFC PC September 16, 2021 |

Strategic Alignment

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| Alignment with <i>For the Public Good</i> | Objective 21 |
| Legislative Compliance and jurisdiction | <i>Post-Secondary Learning Act (PSLA)</i> GFC Programs Committee (PC) Terms of Reference |

Attachments

1. Agricultural, Life, and Environmental Sciences
2. Arts
3. Business
4. Kinesiology, Sport, and Recreation
5. Law
6. Medicine and Dentistry
7. Rehabilitation Medicine
8. Science

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

Faculty: ALES

The ALES 2022/23 Calendar Graduate Course Proposals Approved by ALES Academic Coordinating Committee on April 28, 2021.

| Type | Proposed | | | | | | | Current | | | | | | |
|-----------------|----------|--------|--|-------|----------|---------------|--|---------|--------|--|-------|----------|---------------|---|
| | Subject | Number | Title | Units | Hours | Calendar Term | Description | Subject | Number | Title | Units | Hours | Calendar Term | Description |
| New Course | AFNS | 512 | Quality Assurance | 3 | 3-0-1.5 | second | Statistical methods in quality assurance, sampling plans, control charts, sensory evaluation and risk management in the food industry, HACCP, good manufacturing practices, food regulations, labeling requirements, auditing and ISO 9000 standards. Prerequisite: consent of instructor. Not to be taken if credit received for NU FS 312. | | | | | | | |
| New Course | AFNS | 540 | Applied Biostatistics | 3 | 3-0-1.5 | first | Applied biostatistics for the animal, food, biological and veterinary sciences. Hypothesis testing and experimental design will be highlighted. Statistical methods introduced will include analysis of variance and covariance, mixed models, linear and multiple regression and correlation, factorials, response surface and fractional factorials, repeated measures, non-parametric and categorical data analysis, and multivariate methods using common statistical software. Prerequisite: consent of instructor. | | | | | | | |
| New Course | AFNS | 598 | Integrative Project in Food Safety and Quality | 3 | 0-3s-3 | second | A team-based capstone course exploring broad areas of food safety and quality. Students will work in groups with mentors on a project involving experiential learning and skill development related to the field. Restricted to students in the MSc Food Safety and Quality that have completed *20 of the program requirements. Prerequisite: consent of instructor. | | | | | | | |
| Course Change | HECOL | 615 | Families and Aging | 3 | 0-3s-0 | either | Current issues in mid- and later-life families including relationships between aging parents and adult children, grandparent relationships, family caregiving. Not to be taken if credit received for HECOL 415. | HECOL | 615 | Families and Aging | 3 | 0-3s-0 | either | Current issues in mid- and later-life families including relationships between aging parents and adult children, grandparent relationships, family caregiving. |
| Course Change | HECOL | 640 | Family Policy Issues | 3 | 3-0-0 | either | An examination of the elements of policies and policy issues that affect contemporary Canadian families. The elements of policies and policy issues studied include: their origins and underlying ideologies; their institutional frameworks and foundations; and their substance, nature, and impact on families. Prerequisite: HECOL 300 or consent of instructor. Not to be taken if credit received for HECOL 440. | HECOL | 640 | Development and Analysis of Family Policy | 3 | 0-3s-0 | either | An examination of the elements of policies and policy issues that affect contemporary Canadian families. The elements of policies and policy issues studied include: their origins and underlying ideologies; their institutional frameworks and foundations; and their substance, nature, and impact on families. Prerequisite: HECOL 300. Not to be taken if credit received for HECOL 440. |
| Course Deletion | | | | | | | | HECOL | 651 | Advanced Independent Inquiry in Human Ecology I | 3 | 0-0-6 | either | Prerequisite: consent of Instructor. |
| Course Deletion | | | | | | | | HECOL | 652 | Advanced Independent Inquiry in Human Ecology II | 3 | 0-0-6 | either | Prerequisite: consent of Instructor. |
| New Course | HECOL | 671 | Topics in Family Science and Aging | 1-9 | variable | either | Topics of current interest in Family Science and Aging. May be taken for credit more than once. Prerequisite: consent of instructor. | | | | | | | |
| New Course | HECOL | 672 | Topics in Material Culture | 1-9 | variable | either | Topics of current interest in Material Culture studies. May be taken for credit more than once. Prerequisite: consent of instructor. | | | | | | | |
| Course Change | HECOL | 673 | Topics in Textiles and Clothing | 1-9 | variable | variable | Topics of current interest in Textiles and Clothing. May be taken for credit more than once. Prerequisite: consent of instructor. | HECOL | 673 | Textile and Apparel Science | 1-9 | variable | either | Modules on laboratory and field research, fibre theory, soiling and detergency, colour theory and measurement, comfort and protection theory and measurement, as well as other topics related to a student's specific research area. May be taken more than once for credit. |
| Course Change | HECOL | 691 | Professional Seminar 1 | 1 | 0-1s-0 | either | This professional development seminar is one in a series that provides an introduction to graduate study in the Department of Human Ecology, and to career development and professional issues in human ecology. Includes topics such as the field of human ecology, what it means to be a graduate student, and student-supervisor relationship. Typically taken in the first year of the graduate program. | HECOL | 691 | Professional Seminar 1 | 1 | 0-1s-0 | either | This professional development seminar is one in a series that provides an introduction to graduate study in the Department of Human Ecology, and to career development and professional issues in human ecology. Topics include: an introduction to the field of human ecology; what it means to be a graduate student; supervisory and professional relationships; research and teaching assistantships; applying for scholarships; professional networking; professional bodies/associations; conferences; academic and practice journals; and academic writing and referencing. Typically taken in the first semester of the graduate program. |
| Course Change | HECOL | 692 | Professional Seminar 2 | 1 | 0-1s-0 | either | This professional development seminar is one in a series that focuses on career development and professional issues in human ecology. Includes topics such as writing for academic and non-academic audiences and research ethics. Typically taken in the first year of the graduate program. | HECOL | 692 | Professional Seminar 2 | 1 | 0-1s-0 | either | This professional development seminar is one in a series that provides an introduction to graduate study in the Department of Human Ecology, and to career development and professional issues in human ecology. Topics include: critical reading of the research literature; ethical issues in conducting research; preparing a submission for the research ethics review board; preparing and reviewing conference submissions; preparing a poster; and preparing a research proposal. Fulfills part of FGSR's mandatory ethics training requirement. Typically taken in the second semester of the graduate program. |
| Course Change | HECOL | 693 | Professional Seminar 3 | 1 | 0-1s-0 | either | This professional development seminar is one in a series that focuses on career development and professional issues in human ecology. Includes topics such as the process of the doctoral program and comprehensive and candidacy exams. Typically taken in the second year of the doctoral program. | HECOL | 693 | Professional Seminar 3 | 1 | 0-1s-0 | either | This professional development seminar is one in a series that provides an introduction to graduate study in the Department of Human Ecology, and to career development and professional issues in human ecology. Topics include: funding agencies; preparing and reviewing grant proposals; preparing and reviewing manuscripts for publication; oral presentations; writing for different audiences; and preparing for comprehensive exams. Typically taken in the third semester of the doctoral program. |

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|-----------------|-------|-----|--|---|--------|---------------|--|-------|-----|--|---|--------|--------|--|
| Course Change | HECOL | 694 | Professional Seminar 4 | 1 | 0-1s-0 | either | This professional development seminar is one in a series that focuses on career development and professional issues in human ecology. Includes topics such as funding agencies and preparing grant proposals, non-academic careers for PhDs, and post-doctoral fellowships. Typically taken in the second year of the doctoral program. | HECOL | 694 | Professional Seminar 4 | 1 | 0-1s-0 | either | This professional development seminar is one in a series that provides an introduction to graduate study in the Department of Human Ecology, and to career development and professional issues in human ecology. Topics include: developing an academic career; obtaining teaching experience and developing a teaching dossier; developing a program of research; working in research teams; authorship; intellectual property issues related to research data; preparing for candidacy exams; surviving your dissertation; preparing a curriculum vita; and applying and interviewing for jobs or post-doctoral fellowships. Typically taken in the fourth semester of the doctoral program. |
| New Course | R SOC | 551 | Engagement and Public Policy | 3 | 3-0-0 | either | Public engagement has become increasingly prevalent within contemporary democratic systems of government. This course explores the rationales behind the growth of engagement, and critically examines evolving practice and institutional uptake. An important theme of the course involves an examination of the degree to which citizen engagement contributes to policy and governance adaptation, particularly in response to calls for governance innovations in the face of complex and persistent policy challenges (for instance as related to sustainability or social justice). | | | | | | | |
| New Course | REN R | 543 | Advanced Soil Physics | 3 | 3-0-3 | first | Description, measurement and modeling of soil physical properties, and mass and energy transport processes in soils. Applications of theory to managed and natural ecosystems. | | | | | | | |
| New Course | REN R | 569 | Biodiversity Analysis | 3 | 3-0-2 | first | Introduction to the theory and application of biodiversity with emphasis on quantitative analysis of biodiversity data. The course covers the concepts of biodiversity (genetic, species and ecosystem), dynamics of species populations, diversity measurements, estimation of species richness, synthetic patterns of species diversity (species-abundance, species-area, distribution-abundance, local-regional, beta diversity, richness-productivity, etc.), theories of biodiversity maintenance, species distribution models, and methods and models of biodiversity conservation including estimating species extinction risk and viable population size. Laboratory session involves using statistical software R for analyzing various real diversity data. RENR 569 is built on RENR 469 with a focus on problem solving skill, individual projects and advanced R programming. Not to be taken if credit received for REN R 469. | | | | | | | |
| Course Change | REN R | 726 | Advanced Silviculture | 3 | 3-0-0 | first | Readings, discussions and exercises on current topics in silviculture. Possible topics include: forest microsites, forest competition, plantation forestry, partial-cut systems, or intensive management. Normally offered in alternate years. Not to be taken if credit received for REN R 423. | REN R | 726 | Advanced Silviculture | 3 | 3-0-0 | second | Readings, discussions and exercises on current topics in silviculture. Possible topics include: forest microsites, forest competition, plantation forestry, partial-cut systems, or intensive management. Normally offered in alternate years. Not to be taken if credit received for REN R 423. |
| Course Change | REN R | 727 | Forest Resources Management | 3 | 3-0-2 | first | Analytical techniques used by renewable resource managers for management of wildland areas for single or multiple outputs; problems of defining optimality when confronted with competing uses and multiple outputs. Not to be taken if credit received for REN R 430. | REN R | 727 | Forest Resources Management | 3 | 3-0-3 | first | Analytical techniques used by renewable resource managers for management of wildland areas for single or multiple outputs; problems of defining optimality when confronted with competing uses and multiple outputs. Not to be taken if credit received for REN R 430. |
| Course Change | REN R | 728 | Integrated Forest Management | 3 | 3-0-2 | second | Problem solving, decision making and planning in relation to the management of forest resources. Application of models and related tools. Public involvement and issues management will be addressed. Not to be taken if credit received for REN R 431. | REN R | 728 | Integrated Forest Management | 3 | 3-0-3 | second | Problem solving, decision making and planning in relation to the management of forest resources. Application of models and related tools. Public involvement and issues management will be addressed. Not to be taken if credit received for REN R 431. |
| Course Deletion | | | | | | | | REN R | 743 | Soil Physics | 3 | 3-0-3 | first | Quantitative characterization of soil physical properties. Description and measurement of soil physical properties and transport processes in soils. Examples from areas of land resource management, soil remediation, agriculture, and forestry will be used to illustrate the principles. Not to be taken if credit received for REN R 443. |
| Course Change | REN R | 745 | Soil Fertility | 3 | 3-0-3 | second | Essential plant nutrients; driving factors of nutrient bioavailability and cycling; plant uptake and utilization of nutrients; evaluation of soil fertility in terms of nutrient deficiencies and responses; management of soil fertility challenges from both productivity and environmental perspectives; assessing options of nutrient sources. Lab exercises may include field trips. May require payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar. Not to be taken if credit received for REN R 445. | REN R | 745 | Soil Fertility | 3 | 3-0-3 | second | Essential plant nutrients; factors influencing nutrient availability; methods of evaluating soil fertility; correction of soil fertility problems; manufacture, composition, and use of fertilizers. Lab exercises may include field trips. May require payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar. Not to be taken if credit received for REN R 445. |
| Course Change | REN R | 768 | Management and Utilization of Forest Genetic Resources | 3 | 3-0-1 | second | Basic principles in plant genetics and resource utilization including tree improvement and reclamation will be covered. Regular lectures will be supplemented with guest lectures and one lab exercise or field trip per month, an individual term report and presentation/discussion lead on a selected paper will be required. Lab exercises may include field trips, with times to be confirmed. Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar. Not to be taken if credit received for REN R 368. | REN R | 768 | Management and Utilization of Forest Genetic Resources | 3 | 3-1s-0 | second | Basic principles in plant genetics and resource utilization including tree improvement and reclamation will be covered. Regular lectures will be supplemented with guest lectures and one lab exercise or field trip per month, an individual term report and presentation/discussion lead on a selected paper will be required. Lab exercises may include field trips. May require payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar. Not to be taken if credit received for REN R 368. |
| New Course | WKEXP | 988 | Work Experience in Agriculture | 3 | 1-0-5 | spring/summer | Incorporates the agronomic knowledge gained during a summer internship with transferable skills in the workplace. Students will work continuously on several skills throughout the summer with input from their supervisors (Ag company) and course instructor. Important work-related topics including work-life balance, the Drama Triangle and leadership styles will also be taught. | | | | | | | |

This package contains: **Undergraduate - Substantive Program Changes**

Faculty approval path and dates:

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|-----------------------|------------------------|------------------------|
| AAC Date: 04,14, 2021 | AEC Date: 05, 06, 2021 | AFC Date: 05, 27, 2021 |
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| Page | Department or Unit | What is Changing |
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| | | |
| | History and Classics | BA Major in Classics |
| | Political Science | Certificate in Globalization and Governance |

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: History and Classics


Change: Program Change

Rationale: This change gives our major added flexibility to accommodate a focus in Classical Archaeology, which represents a distinct approach to studying the Greco-Roman world that has many affinities with Anthropology. As such, combining a Classics Major with the Certificate and/or a double Anthro major offers students a distinctive skill set and deep engagement with a crucial aspect of our field, through a course and academic pathway including a substantial number of archaeology-focused courses in ANTHRO and CLASS. Topics range from determining zoo-archaeological remains, regional studies, ancient history and pre-history, fieldwork strategies to learning basic GIS skills, with needs varying widely according to students' focus and future plans. This will in some cases leave students with crowded schedules, which the senior language requirement may further complicate. Waiving that requirement will give students additional room to pursue the different skills they need, without any lessening of the overall rigor of the program or departure from disciplinary norms.

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38078&returnto=10264

Calendar Copy:

| Current: Strike through and highlight deletions | Proposed: <u>Underline and highlight</u> additions |
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| <p>Requirements for the Major</p> <hr/> <p>Any combination of courses in CLASS, GREEK and LATIN, totalling a minimum of ★30 and a maximum of ★48 at the senior level, with at least ★18 at the 300-level or above, including a minimum of:</p> <ul style="list-style-type: none"> • ★6 in GREEK and/or LATIN at the senior level AND • ★6 of CLASS, GREEK, and/ or LATIN at the 400-level. <p>Notes</p> <ol style="list-style-type: none"> i. Students who anticipate graduate study in Classics are strongly advised to study at least one of GREEK or LATIN to the 400-level ii. See Cross-Listed Courses regarding cross-listed regulations. | <p>Requirements for the Major</p> <hr/> <p>Any combination of courses in CLASS, GREEK and LATIN, totalling a minimum of ★30 and a maximum of ★48 at the senior level, with at least ★18 at the 300-level or above, including a minimum of:</p> <ul style="list-style-type: none"> • ★6 in GREEK and/or LATIN at the senior level AND • ★6 of CLASS, GREEK, and/ or LATIN at the 400-level. <p>Notes</p> <ol style="list-style-type: none"> i. Students who anticipate graduate study in Classics are strongly advised to study at least one of GREEK or LATIN to the 400-level ii. See Cross-Listed Courses regarding cross-listed regulations. iii. <u>The requirement to include a minimum ★6 in GREEK and/or LATIN at the senior level is waived for students who also complete the Certificate in Archaeology or a double major with Anthropology. Students in this situation are still strongly advised to take at least one year of GREEK and/or LATIN.</u> |

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| Department Contact: Adam Kemezis | Department Council Approval Date: March 18, 2021 |
| Chair or Designate: Jaymie Heilman | Signature:  |

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Political Science

Change: Program Change

Rationale: The Certificate has been unattended since its creation. While it remains a unique opportunity for students to understand globalization and governance intensively, we wish to stress its currency and relevance to students who wish to seek positions in governments, international/transnational organizations, and NGOs. The Certificate will also give students a major advantage in post-graduate studies in, e.g., public policy, law, diplomacy, communications, and human rights.

For years student have told us that the Certificate is too onerous because of the *27 requirement. Indeed, the newer certificates recommended to Arts students require far fewer course weights (some as few as *12). As well, students from other faculties (e.g., Business, CSJ) routinely want to do the Certificate in Globalization and Governance but may not. We follow the lead of the Certificate in Ethics in proposing the reduction in course weights and the access to all U of A undergraduate students.

We have updated the course list. In particular, we point out that any current version of globalization must take into account the fact that core courses in Canadian politics, Indigenous politics, gender and politics, and political theory since the 19th century are deeply invested in the impact of globalization on governance (and vice versa). Thus, the 200-level list of courses provides a broader path to the upper-courses, which also now include a fuller understanding of globalization.

The courses remain Political Science courses, and the list of will be updated regularly with USS.

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38141&returnto=10264

Calendar Copy:

| <p>Current: Strike through and highlight deletions</p> | <p>Proposed: <u>Underline and highlight</u> additions</p> |
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| <p>Certificate in Globalization and Governance</p> <p>Globalization has brought fundamental changes to the conduct and study of local, national, international and transnational politics. This Certificate in Globalization and Governance includes undergraduate POL S lecture and seminar courses that focus on the dynamics of globalization and the challenges it presents to politics, governance and public policy throughout the North and South.</p> <p>This Certificate will be awarded only at the same time as a student receives a BA with a major, Honors, or minor in POL S (or a BSc with a POL S minor).</p> <p>Certificate Requirements Students may pursue this Certificate in Globalization and Governance by fulfilling existing requirements for majors, minors or Honors in Political Science and by completing a minimum of *27 from the following:</p> | <p>Certificate in Globalization and Governance</p> <p>Globalization has brought fundamental changes to the conduct and study of politics <u>within, among, and outside of states. Flows of people, ideas, information, technologies, resources, crises, power, and political movements require a deep understanding of how we are governed and how we govern ourselves.</u> This Certificate in Globalization and Governance includes undergraduate POL S courses that <u>position students to identify and critically analyze</u> the dynamics of globalization, <u>structures of global governance, local manifestations of globalization, and opposition to globalization.</u></p> <ul style="list-style-type: none"> • Certificate Type: Embedded • Offered by: The Faculty of Arts • Who can take it: All Undergraduate students <p>Certificate Requirements (18 credits)</p> |

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| <p>POL S 235 - Introduction to Comparative Politics (OR POL S 230 OR POL S 240)</p> <p>POL S 261 - International Relations (OR POL S 260) POL S 266</p> <p>POL S 333 - Ecology and Politics POL S 334 - North American Politics</p> <p>POL S 364 - Introduction to International Political Economy</p> <p>POL S 370 - Politics of the European Union POL S 374</p> <p>POL S 375 - Politics of East Asia POL S 380 - Politics in the Middle East</p> <p>POL S 443 - Globalization, Ethnic Politics and the Nation-State POL S 444 - Global Critical Race Theory POL S 445 - Topics in Globalization and Governance POL S 460 - Global Security POL S 462 - Political Economy of Global Governance</p> <p>POL S 468 - International Organization POL S 469 - Ethics in International Relations</p> <p>Note: No more than ★6 from POL S 230, POL S 235, POL S 240, POLS 260 and POL S 261 may be counted towards the Certificate.</p> | <p>3 credits from: POL S 101 – Introduction to Politics</p> <p>6 credits from: POL S 201 - Introduction to Indigenous Politics POL S 212 - Contemporary Political Theory POL S 225 - Canadian Politics POL S 235 - Introduction to Comparative Politics POL S 237 - Introduction to Chinese Politics POL S 250 - The Politics of Gender POL S 261 - International Relations</p> <p>9 credits from:</p> <ul style="list-style-type: none"> • Minimum of 3 credits at the 400-level <p>POL S 329 - Global Indigenous Politics POL S 333 - Ecology and Politics</p> <p>POL S 364 - Introduction to International Political Economy POL S 369 - The Politics of Money POL S 370 - Politics of the European Union</p> <p>POL S 375 - Politics of East Asia POL S 380 - Politics in the Middle East POL S 417 - Topics in Human Rights POL S 425 - Ethnicity, Immigration and Social Policy POL S 443 - Globalization, Ethnic Politics and the Nation-State POL S 444 - Global Critical Race Theory POL S 445 - Topics in Globalization and Governance POL S 460 - Global Security POL S 462 - Political Economy of Global Governance POL S 464 - Gender, Politics and Security POL S 468 - International Organization POL S 469 - Ethics in International Relations POL S 479 - NGO Governance and Management</p> <p>Note: A maximum of 6 credits from a repeated topics course can be applied.</p> <p>Application to graduate with this certificate An Embedded Certificate can only be awarded at the time of Graduation. When Faculty of Arts students apply to graduate in BearTracks they must also declare certificate completion (see Academic Schedule).</p> <p>Students from other faculties must apply for this certificate through Undergraduate Students Services in the Faculty of Arts by the application deadline for convocation.</p> <p>Contact Information: For more information, contact Undergraduate Student Services in the Faculty of Arts (arts.undergrad@ualberta.ca).</p> |
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| Department Contact: Judith A. Garber, Associate Chair (Undergraduate) | Department Council Approval Date: March 23, 2021 |
| Chair or Designate: Catherine Kellogg, Chair | Signature: <i>Judith A. Garber</i> |

This package contains: [Graduate - Courses](#)

Faculty approval path and dates:

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|----------------------|----------------------|---------------|
| AAC Date: 04, 14, 21 | AEC Date: 05, 06, 21 | AFC Date: N/A |
|----------------------|----------------------|---------------|

| Page | Department or Unit | What is Changing |
|------|----------------------------|------------------|
| 2 | Political Science | POL S: 511, 522 |
| 3 | Women's and Gender Studies | GSI 555 |

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: **Political Science**

Change: **Course**

Rationale: These courses are being proposed to help fill a yawning gap in our curriculum and to reflect the undergraduate and graduate (including the MA in Policy Studies) teaching expertise of some of our more recent hires.

Sociology is enthusiastic about the Methods course. Psychology is enthusiastic about the Political Behavior course.

https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=34&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=pol+s&filter%5Bexact_match%5D=1

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| Current: <u>Strike through and highlight</u> deletions | Proposed: <u>Underline and highlight</u> additions |
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| | <p><u>POL S 511 - Quantitative Political Analysis</u> ★3 (fi 6) (either term, 0-3s-0) <u>The applied study of selected political research methods. Preparation, analysis, and communication of quantitative data about politics and public policy.</u></p> <p><u>POL S 522 - Political Behaviour</u> ★3 (fi 6) (either term, 0-3s-0) <u>Key debates about the determinants and patterns of Canadian and comparative political behaviour, such as political knowledge and attitudes, electoral behavior, and political activism.</u></p> |

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|---|--|
| Department Contact: Judith A. Garber, Associate Chair (Undergraduate) | Department Council Approval Date: March 23, 2021 |
| Chair or Designate: Judith A. Garber, Associate Chair (Undergraduate) | Signature: <i>Judith A. Garber</i> |

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: **Women's and Gender Studies**


Change: **GSJ 555 - Feminism and Religion**

Rationale: We are proposing a change to the title of GSJ 555 in order to bring it in line with the title and course description for WGS 455. The title for WGS 455 was changed in 2017 to reflect a shift in teaching focus for the class. Additionally, we are requesting that the term "Indigenous" be capitalized in the course description for WGS 455

https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=33&search_database=Search&search_db=Search&page=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=gsj+555&filter%5Bexact_match%5D=1

Calendar Copy:

| Current: <u>Strike through and highlight</u> deletions | Proposed: <u>Underline and highlight</u> additions |
|--|---|
| <p>GSJ 555 - Feminism and Religion</p> <hr/> <p>★ 3 (fi 6) (either term, 0-3s-0) Ways in which pro-feminist women and men have constructed religious ideologies that are supportive of women's power and agency. (Not open for students with credit in WGS 455.)</p> | <p>GSJ 555 - <u>Religion, Spirituality, and Social Justice</u></p> <hr/> <p>★ 3 (fi 6) (either term, 3-0-0) Ways in which <u>adherents of world (Eastern and Western), Indigenous, and neo-pagan religious systems have advocated for social justice.</u> (Not open for students with credit in WGS 455.)</p> |

| | |
|--------------------------------------|--|
| Department Contact: Felice Lifshitz | Department Council Approval Date: February 26 2021 |
| Chair or Designate: Michelle Meagher |  Signature: |
| | |

This package contains: Graduate - Minor Program Changes

Faculty approval path and dates:

AAC Date: 04,14,2020

AEC Date: 05,06,21

AFC Date: N/A

| Page | Department or Unit | What is Changing |
|------|--------------------|---|
| | | |
| 2 | East Asian Studies | MA max credits for courses from other departments |
| | | |
| | | |

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: **East Asian Studies**

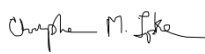
Change: **Grad Program**

Rationale: To provide more flexibility in the East Asian Studies graduate program for students to take relevant disciplinary-specific courses outside the department. This is consistent with the highly interdisciplinary nature of the program. The Department of East Asian Studies Council was consulted.

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38379&returnto=10333

Calendar Copy:

| Current: <u>Strike through and highlight</u> deletions | Proposed: <u>Underline and highlight</u> additions |
|--|--|
| <p>East Asian Studies [Graduate] [...] The Degree of MA (East Asian Studies) [Graduate] [...]</p> <p>Elective courses (★12)</p> <ul style="list-style-type: none"> The exact number of courses and their areas shall be determined on an individual basis, in consultation with the supervisor and approved by the Associate Chair – Graduate Studies. Up to ★6 in graduate courses from other departments or units may be counted as part of the degree program. The coursework selected must make a demonstrable contribution to strengthening the degree, and typically consists of methodology courses in linguistics, literary and cultural theory, historiography, etc. | <p>East Asian Studies [Graduate] [...] The Degree of MA (East Asian Studies) [Graduate] [...]</p> <p>Elective courses (★12)</p> <ul style="list-style-type: none"> The exact number of courses and their areas shall be determined on an individual basis, in consultation with the supervisor and approved by the Associate Chair – Graduate Studies. Up to <u>★9</u> in graduate courses from other departments or units may be counted as part of the degree program. The coursework selected must make a demonstrable contribution to strengthening the degree, and typically consists of methodology courses in linguistics, literary and cultural theory, historiography, etc. |

| | |
|--|---|
| Department Contact: David Quinter, Associate Chair, Graduate | Department Council Approval Date: Feb. 26, 2021 |
| Chair or Designate: Christopher Lupke | Signature:  |

*Faculty of Business
Master's Programs Office
Calendar Change Request Form*


| | | | |
|------------------------|--|------------------------|---------------------|
| Department: | <i>Accounting and Business Analytics</i> | | |
| Implementation: | <i>Session & Term: Spring 2021</i> | <i>Normal:</i> | <i>Early: X</i> |
| Type of Change: | <i>Course Deletion:</i> | <i>Course Change:</i> | <i>New Program:</i> |
| | <i>New Course: X</i> | <i>Program Change:</i> | <i>Other:</i> |

| CURRENT: | PROPOSED: |
|----------|---|
| | <p>ACCTG 605 Accounting and Business Strategy</p> <p>*3 (fi 6) (either term, 3-0-0). Using a combination of theoretical frameworks and case study examples, the course is designed to provide students with the knowledge and tools necessary to assess an organization's purpose and values; formulate and evaluate an organization's strategies; translate strategies into specific business objectives and action plans; analyze the effectiveness and alignment of an organization's strategy implementation process; assess the role of the organization's corporate governance policies and processes in achieving strategic objectives, and ensure the management and governance of an organization's economic, environmental and social sustainability.</p> <p>Restricted to students registered in the Master of Accounting Program</p> |

Rationale: This is a new course to meet the revised requirements of the CPA Competency Map.

Submitted by: 
K. Jamal, Department Chair

Date: June 29, 2021

Submitted by: 
Michael Maier, Chair, GSPC

Date: June 18, 2021

Approvals:

- GSPC - March 5, 2021
- Business Council - April 19, 2021

Correction of Faculty of Business Course Weighting Change approved by GFC Programs Committee on December 10, 2020

| CURRENT | PROPOSED |
|---|--|
| <p>FIN 436 Investment Management ★ 3 (fi 6) (either term, 3-0-0) This course provides students with experience managing an institutional asset portfolio, the PRIME FUND. Students interact with investment professionals in making asset acquisition and divesture decisions within the institutional framework of the fund. This course draws on and unifies skills related to investment analysis and portfolio theory. It combines traditional academic objectives with the practical demands of hands-on investment analysis and portfolio management. The students learn by actually using the tools of the trade. These include printed materials, real-time computerized sources of information and, most importantly, access to practising analysts and managers. Students also learn about the differences between institutional and personal investment decisions, the mechanics of trading, the different providers of trading services, and cash management. Prerequisites: FIN 412, 416. Open only to students with the consent of the Department.</p> | <p>FIN 436 Investment Management ★ 1.5 (fi 6) (two term, 3-0-0) This course provides students with experience managing an institutional asset portfolio, the PRIME FUND. Students interact with investment professionals in making asset acquisition and divesture decisions within the institutional framework of the fund. This course draws on and unifies skills related to investment analysis and portfolio theory. It combines traditional academic objectives with the practical demands of hands-on investment analysis and portfolio management. The students learn by actually using the tools of the trade. These include printed materials, real-time computerized sources of information and, most importantly, access to practising analysts and managers. Students also learn about the differences between institutional and personal investment decisions, the mechanics of trading, the different providers of trading services, and cash management. Pre- or co-requisite: FIN 412. Open only to students in the PRIME Program.</p> |

Rationale:.

- When the above course change for FIN 436 was submitted, the Faculty mistakenly changed the course weight from 3 credits to 1.5 credits.
- The Faculty noticed the error in summer 2021, and contacted University Governance and the Office of the Registrar. After discussion, and because allowing this error to stand would have had a negative impact on student registration and program progression, the course weighting was changed back to 3 credits. The other changes to the course remained.
- The error was corrected in the system, updated as an erratum in the *University Calendar*, and recorded in the revised Governance record: <https://www.ualberta.ca/governance/media-library/documents/member-zone/gfc-standing-committees/pc-motions/2020-12-10-pc-motions-revised.pdf>

COURSE CHANGE PROPOSAL FORM
Faculty of Kinesiology, Sport, and Recreation
For Early Implementation in 2021-2022

The following is a proposal for a change in:

| | |
|---|---|
| | Course Prefix or Number |
| | Course Title |
| | Hours (weight, term, or hours of instruction) |
| | Course Description |
| | Prerequisite(s) |
| X | Other - Course deletion |

Full Course Description

as it appears in the current Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

DAC 126 – Jazz Dance

★ 3 (fi 6) (either term, 0-3L-0) Introduction to jazz dance skills, body awareness, placement, locomotion and choreographed jazz dance while acquiring a theoretical knowledge base. The history and cultural roots of jazz dance will be addressed and with the expectation of teaching basic sequences to others. Note: Credit will be granted for only one of DAC 160 or DAC 126.

DANCE 345 – Modern Dance Techniques

★ 3 (fi 6) (either term, 0-3L-0) Development of personal movement skills in a variety of modern dance techniques combined with knowledge of movement and dance principles. Prerequisite: DAC 160 or 165, or DANCE 200 or 340, or equivalent, or consent of Faculty.

DANCE 446 – Modern Dance Composition

★ 3 (fi 6) (either term, 3-0-0) Theory and practice of modern dance improvisation and composition, principles of form and design, individual and group choreography, evaluation. Prerequisite: One of DANCE 200, 340, 431, or consent of Faculty.

RLS 370 – Assessment in Therapeutic Recreation

★ 3 (fi 6) (either term, 3-0-1) An overview of basic assessment principles is presented and applied to develop competence in the selection of appropriate assessment tools, modification of existing tools, and development of specialized tools, to systematically

Proposed Course Description

as it should appear in the Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

*****delete*****

*****delete*****

*****delete*****

*****delete*****

collect comprehensive and accurate data. Analysis and interpretation of the data collected to determine an individualized program plan, and appropriate documentation, are also addressed. Prerequisites: KRLS 207 and RLS 210. Note: Credit will be granted for only one of RLS 370 or KRLS 370.

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Rationale:

This proposal is primarily the cleaning up and updating of calendar course offerings. These courses proposed for deletion are currently on the reserve list in calendar course offerings (e.g., they are listed in the calendar but have no link to a course description). As well these courses also have not been offered in recent memory. Faculties with calendar references to the above courses have been consulted/notified on the proposal for deletion (see references included below).

Calendar References (Out-of Faculty References):

Faculty of Education

- [Physical Education \(Minor\)](#)
- [Physical Education \(Major\)](#)
 - DAC 126 and DANCE 446 listed in activity course requirements under 'b. Dance'

Faculty of Arts (Department of Music)

- [Bachelor of Music \(BMus\)](#)
 - DANCE 345 and DANCE 446 listed as specified non-Arts options under Regulations, Options

Approvals

KSR Undergraduate Programs Committee: April 7, 2021

KSR Faculty Executive: May 19, 2021

KSR Faculty Council: May 26, 2021

COURSE CHANGE PROPOSAL FORM
Faculty of Kinesiology, Sport, and Recreation
For Early Implementation in 2021-2022

The following is a proposal for a change in:

| | |
|---|---|
| | Course Prefix or Number |
| | Course Title |
| | Hours (weight, term, or hours of instruction) |
| | Course Description |
| | Prerequisite(s) |
| X | Other - Removal/deletion |

Full Course Description

as it appears in the current Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

Proposed Course Description

as it should appear in the Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

~~INT-D 281—Integrated Mountain Studies and Skills in the Austrian Alps~~

~~★ 3 (fi 6)(SPR/SUM, 3-0-0)~~

~~Held primarily at the University of Innsbruck's Obergurgl Research Station in the high mountain environment of the Austrian Tyrol, this three-week study abroad course integrates both interdisciplinary mountain field studies (glaciology, geology, land use and human history, and the ecology) and physical mountain travel skills (such as summer hiking, climbing, and mountaineering). Students receive hands-on instruction in the field by mountain studies scholars from both the University of Alberta and the University of Innsbruck, as well as internationally certified mountain guides. There are no foreign language requirements. Students are responsible for their own personal gear (equipment is available to rent). Sections offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar. Prerequisite: Consent from the Faculty of Kinesiology, Sport, and Recreation.~~

*****Delete*****

~~INT-D 282—Introduction to Mountain Backcountry Field Skills, Canadian Rockies/Columbias~~

~~★ 3 (fi 6) (either term, 3-0-0) Held in a remote backcountry setting at the Alpine Club of Canada's annual summer mountaineering camp, this field course is an introduction to theoretical, technical, and personal leadership skills used in basic mountain backcountry field operations for scientific research, outdoor recreation, tourism, and/or educational purposes.~~

*****Delete*****

~~Students are responsible for their own personal gear (equipment is available to rent through MEC and the UofA Student Outdoors Club). Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Prerequisite: Consent from the Faculty of Kinesiology, Sport, and Recreation. Note: Credit will be granted for only one of PAC 184 or INT D 282~~

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Rationale for change:

INT D 281 was created several years ago as a partnership between KSR and UAlberta International, whose role was to administer the course and promote the course to the student body. Due to the high costs of running a three-week course in continental Europe, students' uptake and enrolment did not materialize. Two attempts were made to deliver the course but on neither occasion was there student uptake. As a result, the course has never been delivered. There are currently no plans in place in order to offer delivery of this course. The current lead faculty member of this initiative has also been assigned other teaching responsibilities. The course INT D 281 is also not a required course for any degree program.

INT D 282 has successfully run during the Summer Term for the past seven years. The unique nature of this course of a remote, backcountry setting and its extensive risk-management requirements however has in all iterations of the course limited uptake because of the contextually necessary capped enrolment of a maximum of ten students. The course also comes with an extremely high, and prohibitive, course fee of ~\$2,000 per enrolled student. Moreover, the unique partnership which enabled the offering of the course to run between the Alpine Club of Canada and the UAlberta has now expired. Further to this, the lead faculty member and principal instructor of this course has also been assigned other teaching responsibilities. The course INT D 282 is also not a required course for any degree program.

Approvals

KSR Undergraduate Programs Committee: April 7, 2021

KSR Faculty Executive: May 19, 2021

KSR Faculty Council: May 26, 2021

COURSE CHANGE PROPOSAL FORM
Faculty of Kinesiology, Sport, and Recreation
For Early Implementation in 2021-2022

The following is a proposal for a change in:

| | |
|---|---|
| | Course Prefix or Number |
| | Course Title |
| X | Hours (weight, term, or hours of instruction) |
| | Course Description |
| | Prerequisite(s) |
| | Other Information or Notes |

Full Course Description

as it appears in the current Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

KIN 440 - Advanced Sports Injury Management

★ 3 (fi 6) (either term, 3-0-~~4~~) A developmental kinesiological approach to musculoskeletal injury management. Includes an analysis of practical and theoretical concepts; overview of musculoskeletal injury assessment, rehabilitation of injuries, and safety in return to activity. Prerequisite: KIN 240.

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Proposed Course Description

as it should appear in the Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

KIN 440 - Advanced Sports Injury Management

★ 3 (fi 6) (either term, 3-0-2) A developmental kinesiological approach to musculoskeletal injury management. Includes an analysis of practical and theoretical concepts; overview of musculoskeletal injury assessment, rehabilitation of injuries, and safety in return to activity. Prerequisite: KIN 240.

Highlight and underline new text on this side

Calendar References (URL):

https://calendar.ualberta.ca/content.php?filter%5B27%5D=KIN&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpag%5D=1&cur_cat_oid=33&expand=&navoid=10000&search_database=Filter&filter%5Bexact_m atch%5D=1#acalog_template_course_filter

Rationale:

- The course evolved from 0-3L-0 to an approved 3-0-1 for the 2016-17 calendar year (time - 50 minutes on a student's schedule). The rationale for the proposed change to **3-0-2** is to increase the lab time.
- This increase of 30 minutes (currently 50 min lab to proposed 80 min lab) will align with the KIN100 and KIN240 labs. The current enrollment is 40 students = 2 labs of 20 students per term (2 terms).
- This increase of lab time is to allow for in-person practical knowledge and application of course material, allow for hands-on instruction, and allow for practice time with Lab TA and in-person instruction. The current 50 minutes does not permit sufficient student practice time with instructor; labs are rushed following any administration or health & safety protocols; the Lab TAs are voluntarily supplementing with added 'drop in' times for students to have guided instruction and practice.
- The student online feedback (USRIs) over the last 3 years has been consistent to increase the best part of the course - lab time! KSR undergraduate students see the value of the application of course material. Contributes to the overall experience of the course and their interest in Kinesiology as a profession, or in hands-on practicums in this area (physiotherapy clinics, health clinics, injury management practicums).
- KSR undergraduate program has few opportunities for hands on practical application in the area of kinesiology, injury assessment and management, and programming for exercise rehabilitation, compared to local or neighbouring institutions (such as NAIT in the CPT program)
- This change aligns with the format of the prerequisite course KIN 240 lab times, which allows time for applied, hands-on instruction and time for students to practice with instruction.
- Logistically, room space is available and can be accommodated in 1-218, can still program on Wednesday afternoon block, with labs back to back with preferred time for cleaning and sanitization between labs (ie 30 minutes). For example, a Lab can start at 12:30 pm (ie Lab #1 from 1230-1350, with Lab #2 from 1430-1550) maximizing efficient use of room booking as well as lab TA time; Labs schedule can also be reviewed with the undergraduate office to find best times to have labs on different days so that any student who misses a lab may be able to make-up a lab on an alternate day (potentially)
- Future need to address the additional Lab TA financial support for 2 labs per term (30 minutes x 2 labs x 2 terms; pending increase in enrollment for 3 labs / term)

Approvals

KSR Undergraduate Programs Committee: April 7, 2021

KSR Faculty Executive: May 19, 2021

KSR Faculty Council: May 26, 2021

Approvals

KSR Undergraduate Programs Committee: April 7, 2021

KSR Faculty Executive: May 19, 2021

KSR Faculty Council: May 26, 2021

COURSE CHANGE PROPOSAL FORM

Faculty of Kinesiology, Sport, and Recreation

The following is a proposal for a change in:

| | |
|---|---|
| | Course Prefix or Number |
| | Course Title |
| | Hours (weight, term, or hours of instruction) |
| | Course Description |
| | Prerequisite(s) |
| X | Other - New course proposal |

Full Course Description

as it appears in the current Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

[Add New course]

Proposed Course Description

as it should appear in the Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

INT D 380 - Canada's Western Cordillera: Advanced Interdisciplinary Mountain Studies
★ 3 (fi 6) (variable, 3-0-0)
Mountain Studies is an interdisciplinary field of scholarship emphasizing the interconnections between the cultural and physical dimensions of mountain environments. This senior-level course focuses on the complex processes of change that shaped, and continue to shape, Canada's Western Cordillera, with a specific emphasis on the Rocky, Columbia, and Saint Elias mountains. Melding practice and theory, this lecture-based course draws on scholarship from the across the humanities (history, cultural studies, and literature) and the Earth sciences (geology, glaciology, and meteorology) in order to place on the view the complex historical period of colonial settlement in these mountains, and the intertwining of state and commercial power, science, sport and leisure practices that put these landscapes on the map, literally and figuratively. This course will provide unique educational and training experience for senior undergraduate students interested in mountain places, peoples, and practices.
Prerequisite: INT D 280; or EAS 100 or EAS 201; or Consent of the Instructor.

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Calendar References (URL):

[Course Listings-Interdisciplinary Undergraduate and Graduate Courses: Undergraduate Courses](#)

Rationale:

Includes information on proposed: Course Objectives, Proposed Evaluation and Grading, and the proposed Detailed Course Schedule.

Supporting Material: [Draft Course Outline for INT D 380](#)

In light of the course deletion of INT D 282 Mountain Backcountry Field Skills, INT D 380 is proposed as a more preferential follow-up Mountain Studies course option offering for students who have completed INT D 280 The Mountain World. Currently, INT D 280 is one of the most prescribed and enrolled courses at the university. On average, 400 UAlberta students complete INT D 280 each Winter Term. The course URSI results are consistently high and the course generates significant shared revenue for greater sustainability of the course and course offerings in this area of content for the Faculties of KSR and Science. Of concern however, upon students completing INT D 280, there is not a next level or advanced course offering to continue studies in this content area.

INT D 380 Canada's Western Cordillera Advanced Interdisciplinary Mountain Studies would provide the advanced level course as a next course option, improve upon student accessibility to course work in this area, and provide a more sustainable course offering and curricular approach. The course INT D 280 will serve as the foundation and ladder towards INT D 380. Building on the content introduced in INT D 280, INT D 380 would be a third-year, lecture-based course, offered primarily in the Fall Term, open to all UAlberta students, and with an initial enrollment cap of 60 undergraduate students. Prerequisites for INT D 380 would include either INT D 280, EAS 100, EAS 200 *OR* by Consent of the Principal Course Instructor. In a similar approach to INT D 280, the new course INT D 380 would be cross-listed between the Faculty of KSR and Faculty of Science and allow other students (like those from the Faculty of Arts, for example) to take the course to fulfil their required Science elective.

This course proposal has been developed by the current INT D 280 primary instructors, along with the support of the current Chair of the Department of Earth and Atmospheric Science and current Vice Dean of the Faculty of Kinesiology, Sport, and Recreation.

The new course, INT D 380, will be piloted in the upcoming Fall Term 2021 as a KIN 497 Selected Topics in KINESIO/SPORT LEC A1 / EAS 427 Directed Study 1. Consultations between the Faculty of KSR and Faculty of Science determined the split designation to be the best route administratively, to proceed with a pilot of the new INT D course format in Fall 2021.

Using INT D 280 as a model, INT D 380 could, in time, also evolve and take on a blended course delivery model in the future. The two courses together could also serve as the foundation for the creation of a Certificate in Mountain Studies.

Approvals

KSR Undergraduate Programs Committee: April 7, 2021

KSR Faculty Executive: May 19, 2021

KSR Faculty Council: May 26, 2021

Motion passed at Law Faculty Council meeting on May 25, 2021

7.1

LAW FACULTY COUNCIL MOTION TO CREATE A NEW COURSE

Date submitted: 27 April 2021
Meeting date: May 25, 2021

Whereas:

1. The Faculty of Law offers a number of LAW 599 courses, often as a means to pilot the development of new courses on specialized topics of emerging importance;
2. These courses add to the Faculty's curricular offerings, and after a period of time, many become regularized by becoming established courses with their own course number;
2. A course on "International Dispute Settlement" has been offered annually as a LAW 599 course since Fall 2017; and
3. The field of international dispute settlement continues to gain recognition as an area rich for practical examination and scholarly inquiry, with specialized journals in the field now fully established, including the *Journal of International Dispute Settlement* published by Oxford University Press, and specialized LLM programs now offered at several leading law schools;

It is hereby moved that:

1. A course on "International Dispute Settlement" be established in the University Calendar, with the associated description set out in Schedule A; and
2. The Vice Dean be authorized to take all necessary and advisable steps within University Governance to secure its establishment.

Mover: Joanna Harrington

Secunder: Tamar Meshel

| Current Calendar Provisions | Proposed Calendar Provision |
|-----------------------------|--|
| | <p>LAW 515 - International Dispute Settlement *3 (fi 6) (either term, 3-0-0) With lawyers practising in an increasingly globalized world, where disputes often cross international borders, this course examines the legal and non-legal means available for settling international disputes, including negotiation, mediation, inquiry, conciliation, arbitration and judicial settlement. Examples are drawn from a variety of subject areas, and procedural issues are also considered.</p> |

Faculty of Medicine and Dentistry
Proposed University Calendar Changes for 2022/2023

| CURRENT | PROPOSED |
|------------|---|
| NEW COURSE | <p>CELL 403 Principles of Medical Genetics *3 (fi6) (FIRST, 3-0-0)</p> <p>The rapid expansion of our understanding of the human genome has created new, exciting possibilities to understanding the root causes of human disease and improve health. However, this also leads to real and potential problems – both ethical and practical. This senior level undergraduate course will consist of four modules each covering different aspects of the scientific theory underlying the practice of Medical Genetics. Topics will include core concepts in human genomics, developmental genetics, genetic variation, Mendelian and non-Mendelian traits, Mendelian disease as examples of key genomic concepts, methodologies that allow for screening of genetic disease and the theory supporting the practice of genetic counselling. This course will be based on didactic understanding of the topics and draw upon examples from the expertise of the instructors.</p> <p>Prerequisites CELL 201 or BIOL 201, 300 level course in CELL or GENET or consent of the Department.</p> |

Rationale: This course will provide exposure to the theory of medical genetics, the scientific basis supporting personalized genomic medicine and medical genetics as well as the ethical issues that arise in medical genetics. This course will be of interest to students studying biology, cell biology, genetics, oncology, physiology. This course would provide a strong background for those who are considering a Masters in Medical Genetics, entrance to Medical/Dental/Pharmacy School, or other applied science post-graduate program (e.g. medical laboratory science).

There is currently no course at the University of Alberta being offered that would provide this type of instruction.

The Faculty have been carefully selected to represent researchers developing novel genetic techniques in the application of personalized genomic medicine, laboratory scientists actively providing personalized genetic tests and clinicians practicing personalized genomic medicine.

This course will be taught by expert faculty in Medical Genetics and is a cross-listing of MDGEN 403.

Approved/Reviewed by:

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): June 4, 2021

FoMD Faculty Council (Review): July 14, 2021

**Faculty of Medicine & Dentistry
Department of Cell Biology**

Proposed University Calendar Changes for 2022/2023

| CURRENT | PROPOSED |
|--|--|
| <p>CELL 402 The Birth and Death of a Cell *3 (fi 6) (second term, 3-0-0) An advanced course dealing with cell differentiation, intracellular and extracellular signaling processes, the cell cycle, apoptosis and necrosis. Consists of lecture material and small group learning sessions. Topics include stem cell research, cancer therapy and human disorders involving cell death (e.g., Alzheimer’s and cardiovascular disease). Requires reading and discussion of current research articles. Prerequisites: any 300-level Science course or consent of Department.</p> | <p>CELL 402 The Birth and Death of a Cell *3 (fi 6) (second term, 3-0-0) An advanced course dealing with cell differentiation, intracellular and extracellular signaling processes, the cell cycle, apoptosis and necrosis. Consists of lecture material and small group learning sessions. Topics include stem cell research, cancer therapy and human disorders involving cell death (e.g., Alzheimer’s and cardiovascular disease). Requires reading and discussion of current research articles. Prerequisites: CELL 201 or BIOL 201 and any 300-level Science course (CELL 3xx or BIOCH 3xx recommended) or consent of Department.</p> |
| <p>CELL 405 Cell Biology of Disease *3 (fi 6) (first term, 3-0-0) This course focuses on the nature and mechanisms of disease processes. Through integration of practical classes with lectures, abnormalities in the structure and function of cells, tissues and organs that underlie disease are explored. Emphasis is placed on current research aimed at understanding the mechanisms of disease and disease therapy. Topics covered may include genetic disorders, cancer, cellular pathology, immunology, microbiology, parasitology and virology. Prerequisites: Any 300-level Science course or consent of Department.</p> | <p>CELL 405 Cell Biology of Disease *3 (fi 6) (first term, 3-0-0) This course focuses on the nature and mechanisms of disease processes. Through integration of practical classes with lectures, abnormalities in the structure and function of cells, tissues and organs that underlie disease are explored. Emphasis is placed on current research aimed at understanding the mechanisms of disease and disease therapy. Topics covered may include genetic disorders, cancer, cellular pathology, immunology, microbiology, parasitology and virology. Prerequisites: CELL 201 or BIOL 201 and any 300-level Science course (CELL 3xx or BIOCH 3xx recommended) or consent of Department.</p> |

| | |
|--|---|
| <p>CELL 201 Introduction to Molecular Cell Biology *3 (fi 6) (either term, 3-0-0) An introductory Cell Biology course suitable for students interested in pursuing Cell Biology specialization/honors. This course focuses on the molecular aspects of modern cell biology. Topics covered include the nucleus and gene expression; membrane structure and function; signal transduction; organelle biogenesis; cytoskeleton and cell motility; cell adhesion; the cell cycle; cancer; differentiation and stem cell technology. Reference will be made to key investigations and new technologies that have defined modern cell biology. Prerequisite: BIOL 107 or SCI 100. Pre or corequisite: CHEM 164 or 261 or SCI 100. Note: Not to be taken by students with credit in BIOL 201; in addition, not available to students currently enrolled in BIOL 201.</p> | <p>CELL 201 Introduction to Molecular Cell Biology *3 (fi 6) (first term, 3-0-0) An introductory Cell Biology course suitable for students interested in pursuing Cell Biology specialization/honors. This course focuses on the molecular aspects of modern cell biology. Topics covered include the nucleus and gene expression; membrane structure and function; signal transduction; organelle biogenesis; cytoskeleton and cell motility; cell adhesion; the cell cycle; cancer; differentiation and stem cell technology. Reference will be made to key investigations and new technologies that have defined modern cell biology. Prerequisite: BIOL 107 or SCI 100. Pre or corequisite: CHEM 261 or SCI 100. Note: Not to be taken by students with credit in BIOL 201; in addition, not available to students currently enrolled in BIOL 201.</p> |
|--|---|

Minor course description updates. Cell 201 will now only be taught in Fall semester.

Approved/Reviewed by:

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): June 4, 2021

FoMD Faculty Council (Review): July 14, 2021

Submitted on: 2021-05-28 _____ GFC Circulated on: _____

Department Contact: Gary Eitzen _____

Faculty of Medicine & Dentistry
Division of Medical Laboratory Science

| CURRENT | PROPOSED |
|--|--|
| Course Listings LABMP 581 | |
| <p>★ 3 (fi 6) (either term, 1-0-5) A laboratory course emphasizing introductory and advanced techniques in molecular biology (MLSCI 481). Isolation of RNA, Northern blotting, construction of cDNA, amplification of DNA by the polymerase chain reaction, analysis of DNA by restriction digestion, transfection of eukaryotic cells for protein expression and Western blotting analysis. Prerequisites: GENET and BIOCH 200 and BIOCH 330 and consent of the Department. A written review of scientific literature on a topic in molecular biology will be required. This course is designed for graduate students. Credit may only be obtained in one of MLSCI 481 or LABMP 581</p> | <p>★ 3 (fi 6) (either term, 1-0-5) A laboratory course emphasizing introductory and advanced techniques in molecular biology (MLSCI 481). Isolation of RNA, construction of cDNA, amplification of DNA by the real time polymerase chain reaction, analysis of DNA by restriction digestion, transfection of eukaryotic cells for protein expression and Western blotting analysis. Prerequisites: GENET and BIOCH 200 and BIOCH 330 and consent of the Department. An oral presentation on a topic in molecular biology will be required. This course is designed for graduate students. Credit may only be obtained in one of MLSCI 481 or LABMP 581</p> |
| Rationale: Updated wording for a course description | |

Approved/Reviewed by:

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): June 4, 2021

FoMD Faculty Council (Review): July 14, 2021

Faculty of Medicine and Dentistry
Proposed University Calendar Changes for 2022/2023

| CURRENT | PROPOSED |
|------------|--|
| NEW COURSE | <p>MDGEN 403 Principles of Medical Genetics *3 (fi6) (FIRST, 3-0-0)</p> <p>The rapid expansion of our understanding of the human genome has created new, exciting possibilities to understanding the root causes of human disease and improve health. However, this also leads to real and potential problems – both ethical and practical. This senior level undergraduate course will consist of four modules each covering different aspects of the scientific theory underlying the practice of Medical Genetics. Topics will include core concepts in human genomics, developmental genetics, genetic variation, Mendelian and non-Mendelian traits, Mendelian disease as examples of key genomic concepts, methodologies that allow for screening of genetic disease and the theory supporting the practice of genetic counselling. This course will be based on didactic understanding of the topics and draw upon examples from the expertise of the instructors.</p> <p>Prerequisites CELL 201 or BIOL 201, 300 level course in CELL or GENET or consent of the Department.</p> |

Rationale: This course will provide exposure to the theory of medical genetics, the scientific basis supporting personalized genomic medicine and medical genetics as well as the ethical issues that arise in medical genetics. This course will be of interest to students studying biology, cell biology, genetics, oncology, physiology. This course would provide a strong background for those who are considering a Masters in Medical Genetics, entrance to Medical/Dental/Pharmacy School, or other applied science post-graduate program (e.g. medical laboratory science).

There is currently no course at the University of Alberta being offered that would provide this type of instruction.

The Faculty have been carefully selected to represent researchers developing novel genetic techniques in the application of personalized genomic medicine, laboratory scientists actively providing personalized genetic tests and clinicians practicing personalized genomic medicine.

This course will be cross-listed as CELL 403 and therefore will be open to Faculty of Science students for Science program credit. Future cross-listing as GENET 4xx is expected.

Approved/Reviewed by:

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): June 4, 2021

FoMD Faculty Council (Review): July 14, 2021

**Faculty of Medicine & Dentistry
Department of Medicine
Calendar Changes 2022-2023**

| Current | Proposed |
|---------------------|--|
| New Graduate Course | <p>[O] MED 611 - Systematic Reviews and Meta-Analyses in Health ★3 (fi 6) (either term, 3-0-0). The focus is on providing the background knowledge, methodological skills, and a clear understanding of all steps involved in conducting systematic reviews and meta-analyses, with a focus on knowledge synthesis of intervention and observational research. Topics include developing a research question, literature searching, managing references, study selection, bias assessment, data extraction, synthesizing evidence, heterogeneity, interpretation and grading of evidence, and systematic reviews on topics addressing equity-seeking populations. Students will develop their own research question and generate a systematic review as they progress through the course. Prerequisites: Basic knowledge of health research methods, and biostatistics or permission from the instructor.</p> |

Rationale: This is an existing course that has previously been run as a topic under the MED 566 and/or SPH 566 – Special Seminars course numbers, which are variable topic course listings. This particular topic has been consistently run, so this is a proposal to create a separate course number for the topic, to allow for a clearer course description in the Calendar, as well as allow other topics to utilize the more general course numbers without fear of overlapping. This course addresses an important need in the FoMD and School of Public Health. We propose that this course will be housed in the FoMD and cross-listed in the School of Public Health at a later date (**SPH XXX, Course number to be determined**).

Systematic reviews (SRs) are a type of secondary research, which refers to the analysis of data that have already been collected through primary research. This type of research can offer enormous value and insight when done properly, but the underlying methodology is not widely understood, nor is the value of rigorous systematic review fully appreciated. This course is designed to provide students with the training and skills required to conduct and report a valid systematic review that starts with a clearly defined research question, follows rigorous research methodology, including definition of the study design a priori, data collection, appraisal of study risk of bias, numerical analyses in the form of meta-analyses, grading the evidence and other approaches as relevant and finishes with the formulation of results and conclusions. Approaches to synthesize evidence on topics relevant to equity-seeking populations are also discussed.

Approved/Reviewed by:
 FoMD Faculty Learning Committee (Faculty Council Delegated Approver): May 20, 2021
 FoMD Faculty Council (Review): June 11, 2021

Faculty of Medicine & Dentistry
Division of Medical Laboratory Science

| CURRENT | PROPOSED |
|---|--|
| Course Listings MLSCI 481 | |
| <p>★ 3 (fi 6) (either term, 1-0-5) A laboratory course emphasizing introductory and advanced techniques in molecular biology. Isolation of RNA, Northern blotting, construction of cDNA, amplification of DNA by the polymerase chain reaction, analysis of DNA by restriction digestion, transfection of eukaryotic cells for protein expression and Western blot analysis. Corequisite: MLSCI 480 or consent of Department. This course is designed for senior undergraduate students. Credit may only be obtained in one of MLSCI 481 or LABMP 581</p> | <p>★ 3 (fi 6) (either term, 1-0-5) A laboratory course emphasizing introductory and advanced techniques in molecular biology. Isolation of RNA, construction of cDNA, amplification of DNA by the real time polymerase chain reaction, analysis of DNA by restriction digestion, transfection of eukaryotic cells for protein expression and Western blot analysis. Corequisite: MLSCI 480 or consent of Department. This course is designed for senior undergraduate students. Credit may only be obtained in one of MLSCI 481 or LABMP 581</p> |
| Rationale: Updated wording for a course description | |

Approved/Reviewed by:

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): June 4, 2021

FoMD Faculty Council (Review): July 14, 2021

Department of Medical Microbiology and Immunology

Proposed Calendar Changes for 2022-2023

231.187 Medical Microbiology and Immunology, MMI

Department of Medical Microbiology and Immunology
Faculty of Medicine & Dentistry

Graduate Course

| CURRENT | PROPOSED |
|--|---|
| <p>MMI 552 - Advanced Immunology</p> <p>★ 3 (fi 6)(SECOND, 3-1S-0)</p> <p>A lecture course on the detailed mechanisms of the immune system, describing recent discoveries in cellular and molecular immunology. Topics include the mechanism of T-cell receptor selection, antigen processing, activation of B and T lymphocytes, cellular collaboration, negative and positive regulatory mechanisms in immunity, transplantation, cytokine actions and interactions, interaction between immune systems and pathogens, and immunogenetics. Lectures are the same as IMIN 452, but there will be an additional requirement of a written paper to evaluate a current controversy in immunology. May not be taken for credit if credit has already been obtained for INT D 452 or IMIN 452. Consent of Department required.</p> | <p>MMI 552 - Advanced Immunology</p> <p>★ 3 (fi 6)(SECOND, 3-1S-0)</p> <p>A lecture course on the detailed mechanisms of the immune system, describing recent discoveries in cellular and molecular immunology. Topics include the mechanism of T-cell receptor selection, antigen processing, activation of B and T lymphocytes, cellular collaboration, negative and positive regulatory mechanisms in immunity, transplantation, cytokine actions and interactions, interaction between immune systems and pathogens, and immunogenetics. Lectures are the same as IMIN 452, but there will be an additional requirement of a written paper to evaluate a current topic in immunology. May not be taken for credit if credit has already been obtained for IMIN 452. Consent of Department required.</p> |

BACKGROUND & PROPOSAL

The Department of Medical Microbiology and Immunology proposes minor edits to the course description of MMI 552, and a revision of previously taken courses that would preclude a graduate student from enrolling in this course. INT D 452 was the precursor course to MMI 552 and was last offered in 2003. It is unlikely that a new graduate student will have taken INT D 452, and even if they had, MMI 552 is now a significantly different course from INT D 452. Thus, we propose to remove INT D 452 as a restriction to graduate students enrolling in MMI 552.

PREREQUISITES

None. This is a graduate level course that requires permission of the Department to enroll in.

Approved/Reviewed by:

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): June 4, 2021

FoMD Faculty Council (Review): July 14, 2021

Submitted on: 2021-06-01 _____ GFC Circulated on: _____

Department Contact: Rob Ingham _____

**Faculty of Medicine and Dentistry
Course Changes 2022-2023
(For Early Implementation – Winter 2022)**

Current

Proposed

| | |
|------------------------------|---|
| Physiology | Physiology Courses |
| Undergraduate Courses | Undergraduate Courses |
| New Course | [O] PHYSL 456 Advanced Respiratory Physiology ★3 (fi 6) (second term, 3-0-0). Focus will be on internal respiration and common acute and chronic respiratory diseases including diagnosis and treatments. Prerequisites: PHYSL 212 and 214, or 210 and consent of Department. |
| | |

Rationale: A new 400-level course on an important topic not presently covered in the Physiology Undergraduate curriculum

Approved/Reviewed by:

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): April 22, 2021

FoMD Faculty Council (Review): May 10, 2021

**Faculty of Medicine and Dentistry
Course Changes 2022-2023
(For Early Implementation – Winter 2022)**

Current

Proposed

| | |
|------------------------------|---|
| Physiology | Physiology Courses |
| Undergraduate Courses | Undergraduate Courses |
| New Course | [O] PHYSL 457 Exercise Physiology ★3 (fi 6) (second term, 3-0-0). Acute and chronic adaptations to various modalities of exercise. Focus will be on metabolism, muscular, cardiovascular, and respiratory systems. An introduction to clinical exercise physiology will also be covered. Prerequisites: PHYSL 212 and 214, or 210 and consent of Department. |
| | |
| | |

Rationale: A new 400-level course on an important topic not presently covered in the Physiology Undergraduate curriculum.

Approved/Reviewed by:

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): April 22, 2021

FoMD Faculty Council (Review): May 10, 2021

Faculty of Medicine & Dentistry
Division of Medical Laboratory Science

| Faculty of Medicine and Dentistry Programs of Study | |
|---|--|
| Current | Proposed |
| <p>Honors in Research Program in Medical Laboratory Science</p> <p>This program is for students looking for in-depth exposure to research during Medical Laboratory Science education. Students wanting to pursue this program will have a GPA of at least 3.5 in courses taken in the first and second phases of the program and will have completed STAT 141, STAT 151, STAT 337, or equivalent. Students must spend one summer (16 weeks) and complete a ★6 research course offered by the Division. All students are supervised by a staff member who has shown commitment to the project and to the financial support of the student for the summer months. The program is monitored by the MD Research Committee. Successful students receive recognition on their transcripts and degrees through the notation "With Honors in Research." For information, contact the Director, Division of Medical Laboratory Science, 5-411 Edmonton Clinic Health Academy.</p> | <p>Honors in Research Program in Medical Laboratory Science</p> <p>This program is for students looking for in-depth exposure to research during Medical Laboratory Science education. Students wanting to pursue this program will <u>maintain a minimum GPA 3.5</u> and have completed STAT 141, STAT 151, <u>STAT 252</u>, STAT 337, or equivalent. Students must spend one summer (16 weeks) and complete a ★6 research course offered by the Division. All students are supervised by a staff member who has shown commitment to the project and to the financial support of the student for the summer months. The program is monitored by the MD Research Committee. Successful students receive recognition on their transcripts and degrees through the notation "With Honors in Research." For information, contact the Director, Division of Medical Laboratory Science, 5-411 Edmonton Clinic Health Academy.</p> |
| <p>Rationale: Program has changed to years not phases and a 3.5GPA minimum must be maintained throughout the program.</p> | |

Approved/Reviewed by:

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): June 4, 2021

FoMD Faculty Council (Review): July 14, 2021

Faculty of Medicine & Dentistry
Division of Medical Laboratory Science
Proposed University Calendar Changes

| CURRENT | PROPOSED |
|--|--|
| Degree of BSc in Medical Laboratory Science Program of Courses | |
| <p>Year 4 (See Note 2)</p> <ul style="list-style-type: none"> • MLSCI 410 - Introduction to Clinical Laboratory Management • MLSCI 480 - Molecular Genetic Approaches to the Study and Diagnosis of Disease • Arts option (★3) • Approved MLS option (★3) <p>★12 chosen from</p> <ul style="list-style-type: none"> • MLSCI 420 - Emerging Trends in Medical Laboratory Science • MLSCI 430 - Advanced Hematology • MLSCI 460 - Clinical Biochemistry • MLSCI 466 - Applied Toxicology • MLSCI 475 - Clinical Immunology • MLSCI 481 - Techniques in Molecular Biology • MMI 405 - Advanced Microbial Pathogenicity OR • MMI 415 - Advanced Viral Pathogenesis OR • MMI 426 - Medical Parasitology <p>Project course:</p> <ul style="list-style-type: none"> • MLSCI 491 - Research Project OR • MLSCI 409 - Research Project AND • Science option (★3) <p>Notes</p> <ol style="list-style-type: none"> 1. During the Year Three clinical rotation, students are assigned to hospital laboratories approved for this purpose by the Council of the Faculty of Medicine and Dentistry. 2. ★3 in a Science option are required if a ★3 project is completed. ★0 in a science option are required if a ★6 project is attempted. | <p>Year 4 (See Note 2)</p> <ul style="list-style-type: none"> • MLSCI 410 - Introduction to Clinical Laboratory Management • MLSCI 480 - Molecular Genetic Approaches to the Study and Diagnosis of Disease • Arts option (★3) <p>★15 chosen from</p> <ul style="list-style-type: none"> • Approved MLS option (★3) • MLSCI 420 - Emerging Trends in Medical Laboratory Science • MLSCI 430 - Advanced Hematology • MLSCI 435 – Advanced Flow Cytometry • MLSCI 460 - Clinical Biochemistry • MLSCI 461 – Advanced Mass Spectrometry • MLSCI 466 - Applied Toxicology • MLSCI 470 - Diagnostic and Public Health Microbiology Laboratories • MLSCI 475 - Clinical Immunology • MLSCI 481 - Techniques in Molecular Biology • MMI 405 - Advanced Microbial Pathogenicity OR • MMI 415 - Advanced Viral Pathogenesis OR • MMI 426 - Medical Parasitology <p>Research Project Requirement ★6 units from:</p> <ul style="list-style-type: none"> • MLSCI 491 - Research Project OR • MLSCI 409 - Research Project AND a ★3 Science option <p>Notes</p> <ol style="list-style-type: none"> 1. During the Year Three clinical rotation, students are assigned to hospital laboratories approved for this purpose by the Council of the Faculty of Medicine and Dentistry. 2. ★3 in a Science option are required if a ★3 project is completed. ★0 in a science option are required if a ★6 project is attempted. |

| BSc in Medical Laboratory Science Post-Professional Certification degree completion Program of Courses | |
|---|--|
| <p>Year 2</p> <ul style="list-style-type: none"> • MLSCI 410 - Introduction to Clinical Laboratory Management • MLSCI 480 - Molecular Genetic Approaches to the Study and Diagnosis of Disease • Approved MLS option (★9) <p>Project Course</p> <ul style="list-style-type: none"> • MLSCI 491 - Research Project OR • MLSCI 409 - Research Project AND • Science option (★3) <p>★12 chosen from</p> <ul style="list-style-type: none"> • MLSCI 420 - Emerging Trends in Medical Laboratory Science • MLSCI 430 - Advanced Hematology • MLSCI 460 - Clinical Biochemistry • MLSCI 466 - Applied Toxicology • MLSCI 475 - Clinical Immunology • MLSCI 481 - Techniques in Molecular Biology • MMI 405 - Advanced Microbial Pathogenicity OR • MMI 415 - Advanced Viral Pathogenesis OR • MMI 426 - Medical Parasitology | <p>Year 2</p> <ul style="list-style-type: none"> • MLSCI 410 - Introduction to Clinical Laboratory Management • MLSCI 480 - Molecular Genetic Approaches to the Study and Diagnosis of Disease • Approved MLS options (★9) <p>★12 chosen from</p> <ul style="list-style-type: none"> • MLSCI 420 - Emerging Trends in Medical Laboratory Science • MLSCI 430 - Advanced Hematology • MLSCI 435 - Advanced Flow Cytometry • MLSCI 460 - Clinical Biochemistry • MLSCI 461 - Advanced Mass Spectrometry • MLSCI 466 - Applied Toxicology • MLSCI 470 - Diagnostic and Public Health Microbiology Laboratories • MLSCI 475 - Clinical Immunology • MLSCI 481 - Techniques in Molecular Biology • MMI 405 - Advanced Microbial Pathogenicity OR • MMI 415 - Advanced Viral Pathogenesis OR • MMI 426 - Medical Parasitology <p>Research Project Requirement ★6 units from:</p> <ul style="list-style-type: none"> • MLSCI 491 - Research Project OR • MLSCI 409 - Research Project AND a ★3 Science option <p>Note</p> <p>★3 in a Science option are required if a ★3 project is completed. ★0 in a science option are required if a ★6 project is completed.</p> |
| <p>Rationale – Addition of 3 courses and changes to program map that were implemented with Curriculum 2020 changes for the Class of 2023. editorial change as the project courses are MLSCI 409 or 491 listed below that bullet</p> | |

Approved/Reviewed by:

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): May 20, 2021

FoMD Faculty Council (Review): June 11, 2021



This package contains: [Graduate - Courses](#)

Faculty approval path and dates:

| | |
|---------------------------------|-----------------------------|
| Executive Committee: 2021-04-20 | Faculty Council: 2021-05-12 |
|---------------------------------|-----------------------------|

| Page | Department or Unit | What is Changing |
|-------------|------------------------------------|--|
| 2 | Communication Sciences & Disorders | CSD: 570, 571 |
| 3 | Communication Sciences & Disorders | CSD: 501, 516, 524, 525, 530, 532, 533, 540, 541 |
| 7 | Occupational Therapy | OCCTH: 529 |

CALENDAR CHANGE REQUEST FORM

Department: **Communication Sciences & Disorders [2022-2023]**

Highlight type of change request below:


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

| CURRENT | PROPOSED |
|---|---|
| <p>Strike through and highlight deletions</p> <p>CSD 570 - Elective ★ 1 (fi 2) (variable, unassigned) A variety of topics will be offered. Students can register in these for credit toward the MScSLP requirement of 2 credits in elective coursework. Course title is variable; course may be repeated.</p> <p>*NEW*</p> | <p><u>Underline and highlight</u> additions</p> <p>CSD 570 - Elective ★ 1 (fi 2) (variable, unassigned) A variety of topics will be offered. Students can register in <u>this</u> for credit toward the MScSLP requirement of <u>1</u> credit in elective coursework. Course title is variable.</p> <p>CSD 571 Anti-Racism, Diversity and Equity in SLP Practice <u>★ 1 (fi 2) (one term, 0-1-0) Credit. The objective of this course is to take a step towards an anti-racist and inclusive SLP practice, by providing a framework for clinical practice with linguistically and culturally diverse communities. This course will be required and aims to support students in their reflection on equitable and inclusive SLP practices</u></p> |

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

We are proposing to add a required course on Anti-Racism, Diversity and Equity in SLP Practice. The goal of a new required EDI course is to take a step towards an anti-racist and inclusive SLP practice, by providing a framework for clinical practice with linguistically and culturally diverse communities. We are reducing the total number of electives from two credits to one credit. None of the changes result in an overall program credit load change.

All names, signatures and dates are required:

| | | |
|--|---|--|
| Department Contact Name: Stuart Cleary | Department Chair or Designate Name: Andrea MacLeod | Date approved by Faculty Council: May 12, 2021 |
| Email: cleary@ualberta.ca | Signature:  | Date Submitted: May 19, 2021 |

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

CALENDAR CHANGE REQUEST FORM

Department: **Communication Sciences & Disorders [2022 – 2023]**

Highlight type of change request below:

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

| CURRENT | PROPOSED |
|---|---|
| <p>CSD 501 Clinical Research Methods</p> <p>★3 (fi 6) (either term, 3-0-0) Investigation of strategies for demonstrating scientifically the impact of clinical intervention programs, both for accountability and for contributing to the knowledge base regarding effective treatment. (Restricted to MScSLP students only.) Not open to students with credit in SPA-501.</p> | <p>CSD 501 Clinical Research Methods</p> <p>★3 (fi 6) (variable, 3-0-0) Investigation of strategies for demonstrating scientifically the impact of clinical intervention programs, both for accountability and for contributing to the knowledge base regarding effective treatment. (Restricted to MScSLP students only.)</p> |
| <p>GSD 516 Diagnosis and Appraisal of Communication Disorders</p> <p>★2 (fi 4) (either term, 0-3L-0) A study of the principles and practices underlying the assessment process in communication disorders, from file review through treatment planning. Theory, principles, and evidence for approaches to counseling in rehabilitation and application of techniques for interview and counseling. Corequisite: CSD 524 (Restricted to MScSLP students only.) Not open to students with credit in SPA-516</p> | <p><u>CSD 530 Introduction to Clinical Practice I</u></p> <p><u>★2 (fi 4) (variable, 0-2L-0) An introduction to clinical practice and competencies in speech-language pathology from assessment to treatment planning. The focus will be on developing novice-level competencies. Opportunities for learning through observation and simulations. Theory, principles, and evidence for approaches to counseling in rehabilitation and application of techniques for interview and counseling.</u></p> |


| | |
|---|---|
| <p>CSD 524 Introduction to Clinical Practicum I</p> <p>★ 8 (fi 16) (two term, 0-8c-2) Credit. Practical application of clinical procedures under direct supervision. Normally, students will possess an academic background enabling them to assume direct treatment responsibilities with children and adults having disorders of articulation and/or language. A minimum of 48 direct contact hours as well as simulated and indirect contact hours will be accrued. Seminar content will include topics of clinical and/or professional significance such as ethics, health law, private practice, goal setting and data collection. Flexibility in seminar topics will accommodate new topics as they arise. Prerequisites: At least six MScSLP courses including CSD 507, 511, 518. Gorequisite: CSD 516. (Restricted to MScSLPs students only.) Not open to students with credit in SPA 524.</p> | <p>CSD 524 Introduction to Clinical Practice II</p> <p>★ 4 (fi 8) (two term, 0-3c-1) Credit. Clinical practice experiences focusing on a variety of clinical populations. The focus will be on developing intermediate-level competencies.</p> <p>Seminar content will include topics of clinical and/or professional significance (e.g., ethics, health law, private practice, goal setting and data collection). Flexibility in seminar topics will accommodate new topics as they arise. Prerequisites: At least six MScSLP courses including CSD 507, 511, 518. (Restricted to MScSLPs students only.)</p> |
| <p>CSD 525 Introduction to Clinical Practicum II</p> <p>★2 (fi 4) (either term, 0-2c-0) Credit. Continued practical application of clinical procedures under direct supervision. Normally students will acquire experience with alternative service delivery models such as group treatment. A minimum of 25 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisite: CSD 524 (Restricted to MScSLP students only.) Not open to students with credit in SPA 525.</p> | <p>CSD 525 Introduction to Clinical Practice III</p> <p>★2 (fi 4) (either term, 0-2c-0) Credit. Clinical practice experiences focusing on a variety of clinical populations. The focus will be on developing advanced intermediate-level competencies.</p> <p>Prerequisite: CSD 524 (Restricted to MScSLP students only.)</p> |
| <p>CSD 532 - Advanced Clinical Practicum</p> <p>★ 6 (fi 12) (either term, 0-12c-0) Credit. Full-time supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 525 and all MScSLP academic courses. (Restricted to MScSLP students only.) Not open to students with credit in SPA 532.</p> | <p>CSD 532 - Advanced Clinical Practicum I</p> <p>★ 5-8 (variable) (either term, 0-12c-0) Credit. Full-time supervised clinical practicum normally for a period of four to eight weeks in an approved clinical service facility. The focus will be on developing advanced intermediate-level competencies. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. Prerequisites: CSD 525 and all MScSLP academic courses. (Restricted to MScSLP students only.)</p> |

| | |
|---|--|
| <p>CSD 533- Advanced Clinical Practicum</p> <p>★ 6 (fi-12) (either term, 0-12c-0) Credit. Full-time supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 525 and all MScSLP academic courses. (Restricted to MScSLP students only.) Not open to students with credit in SPA 533.</p> | <p>CSD 533- Advanced Clinical Practicum <u>II</u></p> <p>★ 5-8 (variable) (either term, 0-12c-0) Credit. Full-time supervised clinical practicum normally for a period of four to eight weeks in an approved clinical service facility. The focus will be on demonstrating advanced intermediate-level competencies. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. Prerequisites: CSD 525 and all MScSLP academic courses. (Restricted to MScSLP students only.)</p> |
| <p>CSD 540 - Advanced Clinical Practicum</p> <p>★ 6 (fi-12) (either term, 0-12c-0) Credit. Full-time supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 532 and 533. (Restricted to MScSLP students only.) Not open to students with credit in SPA 540.</p> | <p>CSD 540 - Advanced Clinical Practicum <u>III</u></p> <p>★ 5-8 (variable) (either term, 0-12c-0) Credit. Full-time supervised clinical practicum normally for a period of four to eight weeks in an approved clinical service facility. The focus will be on developing entry to practice level competencies. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. Prerequisites: CSD 532 and 533. (Restricted to MScSLP students only.)</p> |
| <p>CSD 541 - Advanced Clinical Practicum</p> <p>★ 6 (fi-12) (either term, 0-12c-0) Credit. Full-time supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 532 and 533. (Restricted to MScSLP students only.) Not open to students with credit in SPA 541.</p> | <p>CSD 541 - Advanced Clinical Practicum <u>IV</u></p> <p>★ 5-8 (variable) (either term, 0-12c-0) Credit. Full-time supervised clinical practicum normally for a period of four to eight weeks in an approved clinical service facility. The focus will be on demonstrating entry to practice level competencies. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. Prerequisites: CSD 532 and 533. (Restricted to MScSLP students only.)</p> |

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

We are making these changes to adapt the delivery of the clinical education components of our MSc-SLP program in order to move to a year round clinic schedule and to more clearly indicate progression towards entry-to-practice competencies. These changes will allow for students to have more flexibility in the timing and focus of their practica. In addition, we are transitioning from a minimum number of clinical hours to competency-based learning and instruction, therefore, we are proposing to remove minimum language indicating hour requirements in the calendar copy.

All names, signatures and dates are required:

| | | |
|--|---|--|
| Department Contact Name: Stuart Cleary | Department Chair or Designate Name: Andrea MacLeod | Date approved by Faculty Council: May 12, 2021 |
| Email: cleary@ualberta.ca | Signature:  | Date Submitted: May 19, 2021 |

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

CALENDAR CHANGE REQUEST FORM

Department: Occupational Therapy [2021-2022] Early Implementation

Highlight type of change request below:


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

| CURRENT | PROPOSED |
|--|---|
| <p>Strike through and highlight deletions</p> <p>NA - new course</p> | <p><u>Underline and highlight</u> additions</p> <p>OCCTH 529 - Fieldwork-Learning in a Practice Context</p> <p>★ 1, 2,3 (fi X) (either term, 7 weeks) Practical experience in approved facilities and community agencies to apply and integrate the core knowledge and skills of occupational therapy. Prerequisites: Consent of Department; attendance at mandatory fieldwork session(s); completion of all Year 1 academic courses.</p> |

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

A new variable credit fieldwork course – created to meet the needs of student who have experienced challenges on placement as well as allow us to have flexibility if we have students who are out of sync due to failure or accommodated programs.

All names, signatures and dates are required:

| | | |
|---|---|--|
| Department Contact Name: Shaniff Esmail | Department Chair or Designate Name: Mary Forhan | Date approved by Faculty Council: May 12, 2021 |
| Email: shesmail@ualberta.ca | Signature:  | Date Submitted: May 19, 2021 |

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



This package contains: [Program Requirements](#)

Faculty approval path and dates:

| | |
|---------------------------------|-----------------------------|
| Executive Committee: 2021-04-20 | Faculty Council: 2021-05-12 |
|---------------------------------|-----------------------------|

| Pg | Department or Unit | What is Changing |
|-----------|------------------------------------|-----------------------------|
| 2 | Communication Sciences & Disorders | MScSLP Program Requirements |
| 5 | Occupational Therapy | MScOT Program Requirements |

CALENDAR CHANGE REQUEST FORM

Department: **Communication Sciences & Disorders [2022-2023]**

Highlight type of change request below:

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

| CURRENT | PROPOSED |
|---|---|
| <p>Strike through and highlight deletions</p> <p>Communication Sciences and Disorders [Graduate]</p> <p>[...]</p> <p>The Degree of MSc in Speech-Language Pathology (SLP) (Communication Sciences and Disorders) [Graduate]</p> <p>Program Requirements</p> <p>[...]</p> <p>Required Courses:</p> <ul style="list-style-type: none"> ● CSD 501 - Clinical Research Methods ● CSD 502 - Anatomy and Physiology of the Speech Mechanism ● CSD 505 - Speech Science ● CSD 507 - Phonological Disorders ● CSD 509 - Motor Speech Disorders ● CSD 511 - Child Language Development and Assessment ● CSD 516 - Diagnosis and Appraisal of Communication Disorders ● CSD 517 - Hearing and Hearing Disorders ● CSD 518 - Remediation of Child Language Disorders ● CSD 520 - Adult Language Disorders I ● CSD 521 - Dysphagia ● CSD 523 - Augmentative/Alternative Communication Systems | <p><u>Underline and highlight</u> additions</p> <p>Communication Sciences and Disorders [Graduate]</p> <p>[...]</p> <p>The Degree of MSc in Speech-Language Pathology (SLP) (Communication Sciences and Disorders) [Graduate]</p> <p>Program Requirements</p> <p>[...]</p> <p>Required Courses:</p> <ul style="list-style-type: none"> ● CSD 501 - Clinical Research Methods ● CSD 502 - Anatomy and Physiology of the Speech Mechanism ● CSD 505 - Speech Science ● CSD 507 - Phonological Disorders ● CSD 509 - Motor Speech Disorders ● CSD 511 - Child Language Development and Assessment ● CSD 517 - Hearing and Hearing Disorders ● CSD 518 - Remediation of Child Language Disorders ● CSD 520 - Adult Language Disorders I ● CSD 521 - Dysphagia ● CSD 523 - Augmentative/Alternative Communication Systems |


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| <ul style="list-style-type: none"> • CSD 524 - Introduction to Clinical Practicum I • CSD 525 - Introduction to Clinical Practicum II • CSD 526 - Voice and Resonance Disorders • CSD 527 - Language and Literacy • CSD 528 - Fluency Disorders • CSD 529 - Adult Language Disorders II *NEW* • CSD 532 - Advanced Clinical Practicum • CSD 533 - Advanced Clinical Practicum • CSD 540 - Advanced Clinical Practicum • CSD 541 - Advanced Clinical Practicum *NEW* <p>Interprofessional coursework:</p> <p>[...]</p> <p>Elective Courses:</p> <p>Approved elective course work totaling ★2 in CSD 570 or equivalent completed prior to the MScSLP course-based program will not be considered for the ★2 elective requirement.</p> | <ul style="list-style-type: none"> • CSD 524 - Introduction to Clinical Practice II • CSD 525 - Introduction to Clinical Practice III • CSD 526 - Voice and Resonance Disorders • CSD 527 - Language and Literacy • CSD 528 - Fluency Disorders • CSD 529 - Adult Language Disorders II • CSD 530 – Introduction to Clinical Practice I • CSD 532 - Advanced Clinical Practicum I • CSD 533 - Advanced Clinical Practicum II • CSD 540 - Advanced Clinical Practicum III • CSD 541 - Advanced Clinical Practicum IV • CSD 571 – Anti-Racism, Diversity and Equity in SLP Practice <p>Interprofessional coursework:</p> <p>[...]</p> <p>Elective Courses:</p> <ul style="list-style-type: none"> • CSD 570 - Elective or equivalent (see Note 1) <p>Course-based only:</p> <p>[...]</p> <p>Thesis-based only:</p> <p>[...]</p> <p>Notes</p> <ol style="list-style-type: none"> 1. Approved elective course work in CSD 570 or equivalent completed prior to the MScSLP course-based program will not be considered for the ★1 elective requirement. |
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Rationale for change: (Not required for course deletion or editorial changes)

We are proposing to add a required course on Anti-Racism, Diversity and Equity in SLP Practice. The goal of a new required EDI course is to take a step towards an anti-racist and inclusive SLP practice, by providing a framework for clinical practice with linguistically and culturally diverse communities. We are reducing the total number of electives from two credits to one credit. None of the changes result in an overall program credit load change.

We are making these changes to adapt the delivery of the clinical education components of our MSc-SLP program in order to move to a year round clinic schedule and to more clearly indicate progression towards entry-to-practice competencies. These changes will allow for students to have more flexibility in the timing and focus of their practica. In addition, we are transitioning from a minimum number of clinical hours to competency-based learning and instruction, therefore, we are proposing to remove minimum language indicating hour requirements in the calendar copy.

All names, signatures and dates are required:

| | | |
|---|---|--|
| Department Contact Name: Stuart Cleary | Department Chair or Designate Name: Andrea MacLeod | Date approved by Faculty Council: May 12, 2021 |
| Email: cleary@ualberta.ca | Signature:  | Date Submitted: May 19, 2021 |

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

CALENDAR CHANGE REQUEST FORM

Department: **Occupational Therapy [2021-2022] Early Implementation**

Highlight type of change request below:

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

| CURRENT | PROPOSED |
|--|--|
| <p>Strikethrough and highlight deletions</p> <p>Occupational Therapy [Graduate] [...]</p> <p>The Degree of MSc (Occupational Therapy) [Graduate] [...]</p> <p>MSc course-based entry-level stream Students are required to complete ★90 in coursework, including ★3 of approved interprofessional coursework, field placements, and a ★6 final project. Orientation Program: The program requires that each student, after acceptance into the program, attend a department orientation program immediately before the beginning of the first term. Dates are confirmed on admission. Attendance at the orientation program is a prerequisite for first year courses. Normally students must complete all previous term/year courses to be eligible to proceed to the subsequent term/year.</p> <p>It is imperative that registered students attend all listed hours of instruction. Students with absences will receive a grade of NC (failure, no grade point value assigned).</p> <p>Course requirements (★84)</p> <p>OCCTH 502 - Assessment and Evaluation of Occupational Performance OCCTH 503 - Professionalism and the Intentional Relationship in Practice OCCTH 507 - Occupation and Society: Theory and Practice</p> | <p><u>Underline and highlight</u> additions</p> <p>Occupational Therapy [Graduate] [...]</p> <p>The Degree of MSc (Occupational Therapy) [Graduate] [...]</p> <p>MSc course-based entry-level stream Students are required to complete a total of ★90 in coursework, including ★3 of approved interprofessional coursework, field placements, and a ★6 final project. Orientation Program: The program requires that each student, after acceptance into the program, attend a department orientation program immediately before the beginning of the first term. Dates are confirmed on admission. Attendance at the orientation program is a prerequisite for first year courses. Normally students must complete all previous term/year courses to be eligible to proceed to the subsequent term/year.</p> <p>It is imperative that registered students attend all listed hours of <u>OCCTH 543 Module</u> instruction. Students with absences will receive a grade of NC (failure, no grade point value assigned).</p> <p>Course requirements (★90)</p> <p>OCCTH 502 - Assessment and Evaluation of Occupational Performance OCCTH 503 - Professionalism and the Intentional Relationship in Practice OCCTH 507 - Occupation and Society: Theory and Practice</p> |

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| <p>OCCTH 510 - Occupational Therapy Process and Practice: Application OCCTH 517 - Foundations of Psychiatry and Mental Health Practice for Occupational Therapists OCCTH 518 - Assessment and Interventions for Occupational Therapists in Mental Health Practice OCCTH 519 - Enabling Occupation: Advanced Practices in Mental Health OCCTH 520 - Occupational Therapy Process and Practice: Integration OCCTH 522 - Enabling Occupation Through the Use of Assistive Technology OCCTH 525 - Fieldwork-Learning in a Practice Context OCCTH 526 - Fieldwork - Learning in a Practice Context OCCTH 527 - Fieldwork-Learning in a Practice Context OCCTH 528 - Fieldwork - Learning in a Practice Context OCCTH 530 - Occupational Therapy Process and Practice: Synthesis OCCTH 540 - Occupational Therapy Process and Practice: Evaluation OCCTH 543 – Student Selected Modules All students must complete and pass either a minimum of three distinct OCCTH 543 modules or one ★3 Individual Study (OCCTH 599 or equivalent). The modules are designed to be intensive and interactive. OCCTH 544 – Applied Assessment and Intervention Approaches in Occupational Therapy OCCTH 550 – Occupational Therapy Process and Practice: Transition OCCTH 555 - Enabling Occupation and Participation for Children and Youth OCCTH 556 - Enabling Occupation and Participation for Older Adults OCCTH 558 - Enabling Occupation: Community OCCTH 559 - Enabling Occupation: Productivity OCCTH 566 – Research and Scholarly Practice OCCTH 583 - Influences on Occupational Performance: Human Systems I: Structure, Function and Conditions OCCTH 584 - Influences on Occupational Performance: Human Systems II: Conditions and Interventions OCCTH 585 - Influences on Occupational Performance: Human Systems III: Theory and Practice in Neurology</p> <p>[...]</p> | <p>OCCTH 510 - Occupational Therapy Process and Practice: Application OCCTH 517 - Foundations of Psychiatry and Mental Health Practice for Occupational Therapists OCCTH 518 - Assessment and Interventions for Occupational Therapists in Mental Health Practice OCCTH 519 - Enabling Occupation: Advanced Practices in Mental Health OCCTH 520 - Occupational Therapy Process and Practice: Integration OCCTH 522 - Enabling Occupation Through the Use of Assistive Technology OCCTH 525 - Fieldwork-Learning in a Practice Context (see Note 1) OCCTH 526 - Fieldwork - Learning in a Practice Context (see Note 1) OCCTH 527 - Fieldwork-Learning in a Practice Context (see Note 1) OCCTH 528 - Fieldwork - Learning in a Practice Context (see Note 1) OCCTH 530 - Occupational Therapy Process and Practice: Synthesis OCCTH 540 - Occupational Therapy Process and Practice: Evaluation</p> <p>OCCTH 544 – Applied Assessment and Intervention Approaches in Occupational Therapy OCCTH 550 – Occupational Therapy Process and Practice: Transition OCCTH 555 - Enabling Occupation and Participation for Children and Youth OCCTH 556 - Enabling Occupation and Participation for Older Adults OCCTH 558 - Enabling Occupation: Community OCCTH 559 - Enabling Occupation: Productivity OCCTH 566 – Research and Scholarly Practice OCCTH 583 - Influences on Occupational Performance: Human Systems I: Structure, Function and Conditions OCCTH 584 - Influences on Occupational Performance: Human Systems II: Conditions and Interventions OCCTH 585 - Influences on Occupational Performance: Human Systems III: Theory and Practice in Neurology</p> <p>[...]</p> <p>Student-selected Modules (★3) All students must complete and pass either a minimum of three distinct OCCTH 543 modules or one</p> |
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| <p>Capping Exercise (★6)</p> <p>OCCTH 906 – Final Directed Project: Program Development and Evaluation</p> | <p>★3 Individual Study (OCCTH 599 or equivalent). The modules are designed to be intensive and interactive.</p> <p>Capping Exercise (★6)</p> <p>OCCTH 906 – Final Directed Project: Program Development and Evaluation</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Students must complete OCCTH 525, 526, 527 and 528 as part of their fieldwork requirements; however, OCCTH 529 may be used in place of any one of 525, 526, 527 or 528 by department approval only. |
|---|---|

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

The Department of Occupational Therapy received approval for a load change for the cohort starting Sept 2021 from 81 credits to 90 credits. As part of the change, we increased our present fieldwork courses Occth 525, 526, 527 and 528 from 3 credits to 4 credits. These changes will be implemented for the cohort starting Sept 2021. Students in the cohort who began in Sept 2020 will still require the fieldwork (FW) courses to be available at the 3 credit load. Due to Covid, we had to postpone the 2020 cohort's first placements. As a result, each of their placements were moved to the next scheduled placement slot. Therefore, as the 2020 cohort completes a placement, eg Occth 525 (3 credit), the course will be deleted and replaced in the calendar with Occth 525 (4 credit).

The creation of Occth 529, a variable credit FW course, will allow us to accommodate students who are out of sync due to failure or having to go on an accommodated program. This new variable credit FW course will also allow us the flexibility to provide an additional clinical course to students who may benefit from supplementary clinical experiences.

All names, signatures and dates are required:

| | | |
|---|---|--|
| <p>Department Contact Name: Shaniff Esmail</p> | <p>Department Chair or Designate Name: Mary Forhan</p> | <p>Date approved by Faculty Council: May 12, 2021</p> |
| <p>Email: shesmail@ualberta.ca</p> | <p>Signature: </p> | <p>Date Submitted: May 19, 2021</p> |

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

CALENDAR CHANGE REQUEST FORM EARLY IMPLEMENTATION

Department: Biological Sciences

Highlight type of change request below:

1. Course Change (new course, change to existing course, course deletion)
 2. Editorial Change (basic editing)
 3. Admission Requirement
 4. Program Change

| CURRENT <i>Enter the Calendar URL here</i> | PROPOSED |
|---|--|
| <p>Strike through and highlight deletions</p> <p>BIOL 433 - Plant-Animal Interactions ★ 3 (fi 6) (either term, 3-0-0) Plants and animals have a long co-evolutionary history, and this course explores many of the ways in which plants and animals use and abuse each other. Specific topics include pollination biology, herbivory, and dispersal. Emphasis is on both the evolutionary ecology and ecological implications of these interactions. Prerequisite: BIOL 331 or 332 or BOT 332 or ZOOL 371.</p> <p>BIOL 468 Problems in Conservation Biology ★ 3 (fi 6) (second term, 0-3s-0) Seminar and reading course dealing with current problems in conservation biology. Prerequisites: BIOL 367 or REN R 364 and consent of instructor.</p> | <p><u>Underline and highlight</u> additions</p> <p>BIOL 433 - Plant-Animal Interactions ★ 3 (fi 6) (either term, 3-0-0) <u>Plants and animals are engaged in a diversity of ecological interactions, with implications for evolutionary trajectories, species coexistence, and the delivery of ecosystem services. This course requires active engagement, which may include discussion and debate. Lecture content will include a diversity of advanced topics in ecology and evolutionary biology with a focus on species interactions.</u> Prerequisite: BIOL 331 or 332 or BOT 332 or ZOOL 371.</p> <p>BIOL 468 <u>Topics</u> in Conservation Biology. ★ <u>3</u> (fi 6) (second term, 0-3s-0) Seminar and reading course <u>addressing</u> current <u>topics</u> in conservation biology. Prerequisites: BIOL 367 or REN R 364 <u>or</u> consent of instructor.</p> |

Rationale for change: (Not required for course deletion or editorial changes)
 (Include documentation that other departments or Faculties offering similar courses support this proposal. In the case of substantial program changes you must also include evidence of consultation with students.)

Updated course descriptions to remove dated language.

| | | |
|---|--|--|
| Department Contact Name: Corey Davis | Department Chair or Designate Name: Jocelyn Hall | Date approved by Dept Council: February 10, 2021 |
| Email: cordavis@ualberta.ca | bioacu@ualberta.ca | Date submitted to FoS: May 7, 2021 |

Upload this form to the FoS Calendar Google Site.
 Include one form for each grouping of changes. ie, all course changes can go in one document if they were approved at the same department council.

CALENDAR CHANGE REQUEST FORM EARLY IMPLEMENTATION

Department: Computing Science

Highlight type of change request below:

1. **Course Change** (new course, change to existing course, course deletion) 2. **Editorial Change** (basic editing) 3. **Admission Requirement** 4. **Program Change**

| CURRENT Enter the Calendar URL here | PROPOSED |
|--|--|
| <p>CMPUT 267 - Basics of Machine Learning *3 (fi 6) (either term, 3-0-0)</p> <p>This course introduces the fundamental statistical, mathematical, and computational concepts in analyzing data. The goal for this introductory course is to provide a solid foundation in the mathematics of machine learning, in preparation for more advanced machine learning concepts. The learning outcomes are to become more comfortable with underlying concepts in machine learning, including how to formalize learning problems using probability and statistics; how models can be estimated from data; what sound estimation principles look like; how generalization is achieved; and how to evaluate the performance of learned models. Specific topics include: basic probability and optimization concepts, maximum likelihood, linear regression and polynomial regression, classification with logistic regression and regularization. Prerequisites: CMPUT 174 or 274; one of MATH 100, 114, 117, 134, 144, or 154. Corequisites: CMPUT 175 or 275; CMPUT 272; MATH 125 or 127; one of STAT 141, 151, 235, or 265, or SCI 151.</p> | <p>CMPUT 267 - Basics of Machine Learning *3 (fi 6) (either term, 3-0-0)</p> <p>This course introduces the fundamental statistical, mathematical, and computational concepts in analyzing data. The goal for this introductory course is to provide a solid foundation in the mathematics of machine learning, in preparation for more advanced machine learning concepts. The course focuses on univariate models, to simplify some of the mathematics and emphasize some of the underlying concepts in machine learning, including: how should one think about data, how can data be summarized, how models can be estimated from data, what sound estimation principles look like, how generalization is achieved, and how to evaluate the performance of learned models. Prerequisites: CMPUT 174 or 274; one of MATH 100, 114, 117, 134, 144, or 154. Corequisites: CMPUT 175 or 275; CMPUT 272; MATH 125 or 127; one of STAT 141, 151, 235, or 265, or SCI 151.</p> |
| <p>CMPUT 365 Introduction to Reinforcement Learning *3 (fi 6) (either term, 3-0-0)</p> <p>This course provides an introduction to reinforcement learning intelligence, which focuses on the study and design of learning agents that interact with a complex, uncertain world to achieve a goal. Topics include multi-armed bandits, Markov decision processes, reinforcement learning, planning, and function approximation (online supervised learning). The course takes an information-processing approach to the concept of mind and briefly touches on perspectives from psychology, neuroscience, and philosophy. The course uses a recently created MOOC on Reinforcement Learning. Prerequisites: CMPUT 175 or CMPUT 275; CMPUT 267 or consent of the instructor.</p> | <p>CMPUT 365 Introduction to Reinforcement Learning *3 (fi 6) (either term, 3-0-0)</p> <p>This course provides an introduction to reinforcement learning, which focuses on the study and design of learning agents that interact with a complex, uncertain world to achieve a goal. The course will cover multi-armed bandits, Markov decision processes, reinforcement learning, planning, and function approximation (online supervised learning). The course will take an information-processing approach to the study of intelligence and briefly touch on perspectives from psychology, neuroscience, and philosophy. The course will use the University of Alberta MOOC on Reinforcement Learning. Any student who understands the material in this course will understand the foundations of much of modern probabilistic artificial intelligence (AI) and be prepared to take more advanced courses, or to apply AI tools and ideas to real-world problems. Prerequisites: CMPUT 175 or 275; CMPUT 267; or consent of the instructor.</p> |

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| <p>CMPUT 366 - Intelligent Systems *3 (fi 6) (either term, 3-0-3)</p> <p>Introduction to artificial intelligence focusing on techniques for building intelligent software systems and agents. Topics include search and problem-solving techniques, knowledge representation and reasoning, reasoning and acting under uncertainty, and machine learning (including neural networks). Recent applications such as planning and scheduling, diagnosis, decision support systems, and data mining. Prerequisites: CMPUT 204 or 275; one of STAT 141, 151, 235 or 265 or SCI 151.</p> | <p>CMPUT 366 - Search and Planning in Artificial Intelligence *3 (fi 6) (either term, 3-0-3)</p> <p>This course provides an introduction to search and planning in artificial intelligence. The course covers deterministic single-agent and multi-agent problems. Students will learn how to model real-world problems as state-space search problems and how to solve such problems. The course covers algorithms for solving deterministic shortest path problems with factored and non-factored states, combinatorial optimization problems, constraint satisfaction problems, and multi-agent problems. Prerequisites: CMPUT 204 or 275, and CMPUT 272.</p> |
| <p>CMPUT 466 - Machine Learning *3 (fi 6) (either term, 3-0-3)</p> <p>Learning is essential for many real-world tasks, including recognition, diagnosis, forecasting and data-mining. This course covers a variety of learning scenarios (supervised, unsupervised and partially supervised), as well as foundational methods for regression, classification, dimensionality reduction and modeling. Techniques such as kernels, optimization and probabilistic graphical models will typically be introduced. It will also provide the formal foundations for understanding when learning is possible and practical. Prerequisites: one of CMPUT 340 or 418; one of STAT 141, 151, 235 or 265 or SCI 151; or consent of the instructor.</p> | <p>CMPUT 466 - Machine Learning *3 (fi 6) (either term, 3-0-3)</p> <p>Learning is essential for many real-world tasks, including recognition, diagnosis, forecasting and data-mining. This course covers a variety of learning scenarios (supervised, unsupervised and partially supervised), as well as foundational methods for regression, classification, dimensionality reduction and modeling. Techniques such as kernels, optimization and probabilistic graphical models will typically be introduced. It will also provide the formal foundations for understanding when learning is possible and practical. Prerequisites: CMPUT 204 or 275; MATH 125; CMPUT 267 or MATH 214; or consent of the instructor.</p> |
| <p>NEW COURSE</p> | <p>CMPUT 191 – Introduction to Data Science *3 (fi 6) (either term, 3-0-3)</p> <p>Introduction to data acquisition, basic data manipulation (cleaning, outlier detection), analysis (regression, clustering, classification), basic statistics and machine learning tools, information visualization to communicate information from data. Prerequisite: Math 30-1.</p> |
| <p>NEW COURSE</p> | <p>CMPUT 200 – Ethics of Data Science and Artificial Intelligence *3 (fi 6) (either term, 3-0-3)</p> <p>This course provides a framework for understanding issues of ethics in Artificial Intelligence (AI) and Data Science (DS) from humanities, social science, and technical perspectives, and for gaining expertise on methods in mitigating adverse impacts. An introduction to general ethics will be followed by privacy and fairness implications of DS, including data collection and storage, and data analytics. Various definitions of privacy and fairness will be covered for a complete understanding, and state of the art methods in achieving private and fair DS outcomes will be studied. The course will rely on several real-life case studies and use Python notebooks for implementation of methods on these cases studies. Prerequisite: one of CMPUT 174, 274, or 191.</p> |
| <p>NEW COURSE</p> | <p>CMPUT 261 - Introduction to Artificial Intelligence *3 (fi 6) (either term, 3-0-3)</p> <p>Introduction to artificial intelligence focusing on techniques for building intelligent software systems and agents. Topics include search and problem-solving techniques, knowledge representation and reasoning, reasoning and acting under uncertainty, machine learning and neural networks. Prerequisites: one of STAT 141, 151, 235, or 265, or SCI 151. Corequisites: CMPUT 204 or 275.</p> |

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|-------------------|---|
| | <p>CMPUT 367 - Intermediate Machine Learning *3 (fi 6) (either term, 3-0-0)</p> <p>This course in machine learning focuses on higher-dimensional data and a broader class of nonlinear function approximation approaches. Topics include: optimization approaches (constrained optimization, Hessians, matrix solutions), kernel machines, neural networks, dimensionality reduction, latent variables, feature selection, more advanced methods for assessing generalization (cross-validation, bootstrapping), introduction to non-iid data and missing data. Prerequisites: CMPUT 204 and 267; one of MATH 115, 118, 135, 145, or 155.</p> |
| NEW COURSE | <p>CMPUT 469 - Artificial Intelligence Capstone *3 (fi 6) (either term, 3-0-3)</p> <p>Students will experience the challenges, and rewards, of working in a team to address a real-world task, related to artificial intelligence or machine learning. This will involve first identifying the task itself, then iteratively addressing relevant issues (typically with feedback from a domain expert), leading to an implementation and culminating in evaluating that system. Students will also learn about best practices in organizing team projects, as well as important information about effective communication. Prerequisites: CMPUT 267, 365, and 366.</p> |

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

(Include documentation that other departments or Faculties offering similar courses support this proposal. In the case of substantial program changes you must also include evidence of consultation with students.)

CMPUT 191 and 200 are new courses within the eventual data science certificate (involving consultation within Science) and eventual data science program (involving consultation with MSS). CMPUT 267 (existing), 365 (existing), 366 (existing), and 469 (new) are required courses within the eventual AI embedded certificate. CMPUT 261 and 367 are new elective courses for the AI certificate. All the proposed new courses will be piloted in 2021-22. The AI certificate will be proposed as a program change for 2022-23.

| | | |
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| Department Contact Name: Sharon Gannon Email: sgannon@ualberta.ca | Department Chair or Designate Name: Kenny Wong | Date approved by Dept Council: May 14, 2021 |
| | | Date submitted to FoS: May 25, 2021 |

Upload this form to the FoS Calendar Google Site.

Include one form for each grouping of changes. ie, all course changes can go in one document if they were approved at the same department council.

CALENDAR CHANGE REQUEST FORM EARLY IMPLEMENTATION

Department: Earth and Atmospheric Sciences

Highlight type of change request below:

1. **Course Change** (new course, change to existing course, course deletion) 2. Editorial Change (basic editing) 3. Admission Requirement 4. Program Change

| CURRENT <small>Enter the Calendar URL here</small> | PROPOSED |
|--|---|
| <p>Strike through and highlight deletions</p> <p>EAS 202 - Violent Weather ★ 3 (fi 6) (either term, 3-0-0) A survey of severe and unusual weather, with emphasis on tornadoes, hurricanes, hail and lightning. The scientific basis for the occurrence of these phenomena is presented along with practical precautions which may be taken to minimize their danger. Computer simulation and videos are used to illustrate how the weather systems work. Prerequisite: Any 100-level Science course. [Faculty of Science]</p> | <p><u>Underline and highlight</u> additions</p> <p>EAS 202 - Violent Weather ★ 3 (fi 6) (either term, 3-0-0) A survey of severe and unusual weather, atmosphere and ocean events, with emphasis on tornadoes, hurricanes, hail, lightning, storm surges and tsunamis. The scientific basis for the occurrence of these phenomena is presented along with practical precautions which may be taken to minimize their danger. Computer simulation and videos are used to illustrate how the weather systems work. Prerequisite: Any 100-level Science course. [Faculty of Science]</p> |

Rationale for change: (Not required for course deletion or editorial changes)
 (Include documentation that other departments or Faculties offering similar courses support this proposal. In the case of substantial program changes you must also include evidence of consultation with students.)

To be consistent with present teaching practice where some associated violent ocean events are also taught.

| | | |
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| Department Contact Name: Nancy Thompson | Department Chair or Designate Name: Murray Gingras | Date approved by Dept Council: 05/20/2021 |
| Email: nancy.thompson@ualberta.ca | | |

Upload this form to the FoS Calendar Google Site.
 Include one form for each grouping of changes. ie, all course changes can go in one document if they were approved at the same department council.



CALENDAR CHANGE REQUEST FORM EARLY IMPLEMENTATION

Department: Earth and Atmospheric Sciences

Highlight type of change request below:

1. **Course Change** (new course, change to existing course, course deletion) 2. **Editorial Change** (basic editing) 3. **Admission Requirement** 4. **Program Change**

| CURRENT <small>Enter the Calendar URL here</small> | PROPOSED |
|---|--|
| <p>Strike through and highlight deletions</p> <p>EAS 373 - The Climate System ★ 3 (fi 6) (either term, 3-0-0) An examination of the physical processes influencing global climate. Radiation and energy in the climate system, the hydrological cycle, general circulation of the atmosphere and ocean, climate feedback mechanisms, climate history and climate change, introduction to climate models. Prerequisite: EAS 270. Not available to students with credit in EAS 271. [Faculty of Science]</p> | <p><u>Underline and highlight</u> additions</p> <p>EAS 373 - The Climate System ★ 3 (fi 6) (either term, 3-0-0) An examination of the physical processes influencing global climate. Radiation and energy in the climate system, the hydrological cycle, vertical structure of the atmosphere and ocean, influence of the Earth's rotation, general circulation of the atmosphere and ocean, climate feedback mechanisms, climate history and climate change, introduction to climate models. Prerequisite: EAS 270. Not available to students with credit in EAS 271. [Faculty of Science]</p> |

Rationale for change: (Not required for course deletion or editorial changes)
 (Include documentation that other departments or Faculties offering similar courses support this proposal. In the case of substantial program changes you must also include evidence of consultation with students.)

To be consistent with present teaching practice which includes a focus on rotational effects.

| | | |
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| Department Contact Name: Nancy Thompson | Department Chair or Designate Name: Murray Gingras | Date approved by Dept Council: 05/20/2021 |
| Email: nancy.thompson@ualberta.ca | | |

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CALENDAR CHANGE REQUEST FORM EARLY IMPLEMENTATION

Department: Earth and Atmospheric Sciences

Highlight type of change request below:

1. **Course Change** (new course, change to existing course, course deletion) 2. Editorial Change (basic editing) 3. Admission Requirement 4. Program Change

| CURRENT Enter the Calendar URL here | PROPOSED |
|--|---|
| <p>Strike through and highlight deletions</p> <p>EAS 471 - Atmospheric Modelling ★ 3 (fi 6) (either term, 3-0-3) Dynamics and physics of general circulation models. Numerical Weather Prediction models, ocean models, limited area models. Finite difference methods; spectral methods, and numerical stability. Prerequisites: EAS 371, 373 and MATH 215. [Faculty of Science]</p> | <p><u>Underline and highlight</u> additions</p> <p>EAS 471 - <u>Atmosphere-Ocean-Climate</u> Modelling ★ 3 (fi 6) (either term, 3-0-3) Dynamics and physics of general circulation models. Numerical Weather Prediction models, ocean models, limited area models. Finite difference methods; spectral methods, and numerical stability. Prerequisites: EAS <u>371</u>, 373 and MATH 215. [Faculty of Science]</p> <p>Add new course (cross-listed)</p> <p>EAS 571 - Advanced Atmosphere-Ocean-Climate Modelling ★ 3 (fi 6) (either term, 3-0-3) Dynamics and physics of general circulation models. Numerical Weather Prediction models, ocean models, limited area models. Finite difference methods; spectral methods, and numerical stability. Class concurrent with EAS 471. Not available to students with credit in EAS 471. [Faculty of Science]</p> |

Rationale for change: (Not required for course deletion or editorial changes)
(Include documentation that other departments or Faculties offering similar courses support this proposal. In the case of substantial program changes you must also include evidence of consultation with students.)

Change to the title to properly suggest the breadth of material covered in the class. EAS371 pre-requisite to be removed as that course is unlikely to be regularly offered.

Additionally, the desire to create a cross-listed graduate version to give greater flexibility in offering the course to graduate students from diverse backgrounds, especially those without significant mathematical background.

| | | |
|---|--|---|
| Department Contact Name: Nancy Thompson | Department Chair or Designate Name: Murray Gingras | Date approved by Dept Council: 05/20/2021 |
| Email: nancy.thompson@ualberta.ca | | |

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Include one form for each grouping of changes. ie, all course changes can go in one document if they were approved at the same department council.

CALENDAR CHANGE REQUEST FORM EARLY IMPLEMENTATION

Department: Earth and Atmospheric Sciences

Highlight type of change request below:

1. **Course Change** (new course, change to existing course, course deletion) 2. Editorial Change (basic editing) 3. Admission Requirement 4. Program Change

| CURRENT <small>Enter the Calendar URL here</small> | PROPOSED |
|--|--|
| <p>Strike through and highlight deletions</p> <p>EAS 475 - Dynamics of the Atmosphere and Ocean II ★ 3 (fi 6) (either term, 3-2s-0) Synoptic-scale processes; the general circulation; turbulence; oceanic mixing; wind-driven circulation; waves in the atmosphere and ocean; baroclinic instability; tides. Prerequisites: EAS 212 and 371 or consent of instructor. [Faculty of Science]</p> | <p><u>Underline and highlight</u> additions</p> <p>EAS 475 - Atmosphere-Ocean Dynamics ★ 3 (fi 6) (either term, 3-2s-0) An introduction to fluid dynamics on the rotating Earth with reference to the atmosphere and ocean, equations of motion and their simplification, the atmospheric boundary layer, wind-driven ocean circulation; waves in the atmosphere and ocean, instability and turbulence. Prerequisites: EAS212, 270 and MATH 215; or consent of instructor. [Faculty of Science]</p> |

Rationale for change: (Not required for course deletion or editorial changes)
 (Include documentation that other departments or Faculties offering similar courses support this proposal. In the case of substantial program changes you must also include evidence of consultation with students.)

To be consistent with present teaching practice, as well as to take into account that EAS371 is not likely to be regularly taught anymore.

| | | |
|---|--|---|
| Department Contact Name: Nancy Thompson | Department Chair or Designate Name: Murray Gingras | Date approved by Dept Council: 05/20/2021 |
| Email: nancy.thompson@ualberta.ca | | |

Upload this form to the FoS Calendar Google Site.
 Include one form for each grouping of changes. ie, all course changes can go in one document if they were approved at the same department council.

CALENDAR CHANGE REQUEST FORM EARLY IMPLEMENTATION

Department: Earth and Atmospheric Sciences

Highlight type of change request below:

1. **Course Change** (new course, change to existing course, course deletion) 2. Editorial Change (basic editing) 3. Admission Requirement 4. Program Change

| CURRENT <small>Enter the Calendar URL here</small> | PROPOSED |
|---|--|
| <p>Strike through and highlight deletions</p> <p>EAS 587 - Advanced Atmosphere-Ocean Dynamics ★ 3 (fi 6) (either term, 3-2s-0) Synoptic-scale processes; the general circulation; turbulence; oceanic mixing; wind-driven circulation; waves in the atmosphere and ocean; baroclinic instability; tides. Class concurrent with EAS 475. Not available to students with credit in EAS 475. [Faculty of Science]</p> | <p><u>Underline and highlight</u> additions</p> <p>EAS 587 - <u>Advanced Atmosphere-Ocean Dynamics</u> ★ 3 (fi 6) (either term, 3-2s-0) <u>An introduction to fluid dynamics on the rotating Earth with reference to the atmosphere and ocean, equations of motion and their simplification, the atmospheric boundary layer, wind-driven ocean</u> circulation; waves in the atmosphere and ocean, instability and turbulence. Class concurrent with EAS 475. Not available to students with credit in EAS 475. [Faculty of Science]</p> |

Rationale for change: (Not required for course deletion or editorial changes)
 (Include documentation that other departments or Faculties offering similar courses support this proposal. In the case of substantial program changes you must also include evidence of consultation with students.)

To be consistent with the suggested changes to the description of EAS475, which the course is co-taught with.

| | | |
|---|--|---|
| Department Contact Name: Nancy Thompson | Department Chair or Designate Name: Murray Gingras | Date approved by Dept Council: 05/20/2021 |
| Email: nancy.thompson@ualberta.ca | | |

Upload this form to the FoS Calendar Google Site.
 Include one form for each grouping of changes. ie, all course changes can go in one document if they were approved at the same department council.



CALENDAR CHANGE REQUEST FORM EARLY IMPLEMENTATION

Department of Earth and Atmospheric Sciences

| CURRENT | PROPOSED |
|--|--|
| <p><u>EAS 100 - Planet Earth</u> ★ 3 (fi 6) (either term, 3-0-3) Introduction to the origin and evolution of the Earth and the solar system. Introduction to plate tectonics and the rock cycle. Simple energy balances and interactions between radiation and the atmosphere, land, oceans, ice masses, and the global hydrological cycle. Evolution of life, biogeography, and global climate in the context of geologic time. The carbon cycle. Human interaction with the Earth. Mineral and energy resources. This course may not be taken for credit if credit has been obtained in EAS 105 or 201.</p> | <p><u>EAS 100 - Planet Earth</u> ★ 3 (fi 6) (either term, 3-0-3) Introduction to the origin and evolution of the Earth and the solar system. Introduction to plate tectonics and the rock cycle. Simple energy balances and interactions between radiation and the atmosphere, land, oceans, ice masses, and the global hydrological cycle. Evolution of life, biogeography, and global climate in the context of geologic time. The carbon cycle. Human interaction with the Earth. Mineral and energy resources. This course may not be taken for credit if credit has been obtained in EAS 200 or 201.</p> |



CALENDAR CHANGE REQUEST FORM EARLY IMPLEMENTATION

Department: Earth and Atmospheric Sciences

Highlight type of change request below:

1. **Course Change** (new course, change to existing course, course deletion) 2. **Editorial Change** (basic editing) 3. **Admission Requirement** 4. **Program Change**

| CURRENT <small>Enter the Calendar URL here</small> | PROPOSED |
|--|--|
| <p>Strike through and highlight deletions</p> <p>HGEO 250 - Sustainable Development and Environmental Management</p> <p>★ 3 (fi 6) (either term, 3-0-0) An introduction to sustainable development approaches to dealing with environmental issues. Prerequisite: Any *3 course. Not available for students with credit in HGP 250. [Faculty of Arts]</p> | <p><u>Underline and highlight</u> additions</p> <p>HGEO 250 - Sustainable Development and Environmental Management</p> <p>★ 3 (fi 6) (either term, 3-0-0) An introduction to sustainable development approaches to dealing with environmental issues. Prerequisite: Any *3 course. Not available for students with credit in HGP 250 <u>or SUST 201</u>. [Faculty of Arts]</p> |

Rationale for change: (Not required for course deletion or editorial changes)
 (Include documentation that other departments or Faculties offering similar courses support this proposal. In the case of substantial program changes you must also include evidence of consultation with students.)

HGEO 250 and SUST 201 cover similar content with a modest difference in focus. Students would not benefit from taking both courses and would find significant repetition of material.

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| Department Contact Name: Nancy Thompson | Department Chair or Designate Name: Murray Gingras | Date approved by Dept Council: 05/20/2021 |
| Email: nancy.thompson@ualberta.ca | | |

Upload this form to the FoS Calendar Google Site.
 Include one form for each grouping of changes. ie, all course changes can go in one document if they were approved at the same department council.

Department of Mathematical and Statistical Sciences

May 11, 2021

Graduate Course Changes

| Current | Proposed |
|------------|---|
| New Course | <p><u>MATH 514 - Measure Theory I</u></p> <p>★ 3 (fi 6) (either term, 3-0-0) Brief review of set operations and countable sets. Measure theory, integration theory, Lebesgue measure and integrals on \mathbb{R}^n, product measure, Tonelli-Fubini theorem. Functions of bounded variation, absolutely continuous functions. Prerequisites : Math 317.</p> |

Rationale: Graduate level core course cross-listed with MATH 417.

| Current | Proposed |
|---|--|
| <p>MATH 543 - Measure Theory</p> <p>★ 3 (fi 6) (either term, 3-0-0) Review of basic measure and integration theory. Signed and complex measures. Hahn and Jordan decompositions. The Radon-Nikodym theorem. Lebesgue decomposition. The Lebesgue-Stieltjes integral. Measure theory over locally compact Hausdorff spaces, in particular, Riesz²-representation theorem and Haar measures. Hausdorff measure. Introduction to martingales. Prerequisite: MATH 417 and MATH 447 or equivalent.</p> | <p>MATH 543 - Measure Theory II</p> <p>★ 3 (fi 6) (either term, 3-0-0) Review of basic measure and integration theory. Signed and complex measures. Hahn and Jordan decompositions. The Radon-Nikodym theorem. Lebesgue decomposition. The Lebesgue-Stieltjes integral. Measure theory over locally compact Hausdorff spaces, in particular, the Riesz representation theorem and Haar measures. Hausdorff measure. Introduction to martingales. Prerequisite: One of MATH 417 or MATH 514, and MATH 447 or equivalent.</p> |

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Rationale: Renaming of MATH 543 to take into account the introduction of MATH 514.

Department of Mathematical and Statistical Sciences

Approved by Dept council May 11, 2021

Course Changes

| Current | Proposed |
|--|---|
| <p>MATH 214 - Intermediate Calculus I</p> <p>★ 3 (fi 6) (either term, 3-0-0) Infinite Series. Plane curves and polar coordinates. Three dimensional analytic geometry. Partial derivatives. Prerequisite: One of MATH 101, 115, 136, 146 or 156, and one of MATH 102, 125 or 127. Note: This course may not be taken for credit if credit has already been obtained in MATH 209 or 217.</p> | <p>MATH 214 - Calculus III</p> <p>★ 3 (fi 6) (either term, 3-0-0) Sequences and series, convergence tests, and Taylor series. Curves, tangent vectors, and arc length. Applications of partial differentiation. Polar, cylindrical, and spherical coordinates. Multiple integration. Prerequisite: One of MATH 101, 115, 136, 146 or 156. (One of MATH 102, 125 or 127 recommended.) Note: This course may not be taken for credit if credit has already been obtained in MATH 209 or 217.</p> |

| Current | Proposed |
|---|---|
| <p>MATH 215 - Intermediate Calculus II</p> <p>★ 3(fi 6) (either term, 3-0-0) First order and second order linear differential equations with constant coefficients. Curves, tangent vectors, arc length, integration in two and three dimensions, polar cylindrical and spherical coordinates, line and surface integrals. Green's divergence and Stokes' theorems. Prerequisite: MATH 214 or 217. Note: This course may not be taken for credit if credit has already been obtained in MATH 209 or 317.</p> | <p>MATH 215 - Calculus IV</p> <p>★ 3 (fi 6) (either term, 3-0-0) Vector calculus. Line and surface integrals. The divergence, Green's, and Stokes' theorems. Differential forms. Prerequisite: One of MATH 102, 125 or 127, and either MATH 214 or MATH 217. Note: This course may not be taken for credit if credit has already been obtained in MATH 209 or 317.</p> |

Rationale:

- The new first-year calculus streams (MATH 1x4/1x6) now cover multivariable differentiation, so we must make changes to MATH 214/215.
- The idea is to have a calculus sequence contained in three courses (MATH 1x4/1x6/214), which covers everything except vector calculus. Then programs like math-econ, math-finance, stats, will require only MATH 1x4/1x6/214 with BSc Renewal. To make this happen, differential equations stuff (which is covered in MATH 334/336 anyway) is moved out of the calculus courses (except from first-order ODEs in MATH 1x6).
- The proposed calendar description for MATH 215 is fairly vague on purpose, as this course is currently being designed. The numbering will probably be changed to MATH 315 next year (but this can't be fast-tracked to Fall 2021 as programs are currently requiring MATH 215), and then its description may be expanded when the course becomes better established.

CALENDAR CHANGE REQUEST FORM

Department: Physics

(New Course) EARLY IMPLEMENTATION WINTER 2022

Highlight type of change request below:

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

| CURRENT N/A | PROPOSED |
|-----------------------------------|---|
| New Course (EARLY IMPLEMENTATION) | <p style="text-align: center;">ASTRO 495 – Special Topics in Astrophysics (To be cross-listed with ASTRO 595)</p> <p>★ 3 (fi 6) (either term, 3-0-0) The course covers specialized topics of interest to advanced undergraduate students. Consult the Department for details about current offerings. Prerequisites depend on the subject. Credit for this course may be obtained more than once</p> |

Rationale for change: (Not required for course deletion or editorial changes)
 (Include documentation that other departments or Faculties offering similar courses support this proposal. In the case of substantial program changes you must also include evidence of consultation with students.)

While discussing the new astrophysics programs for BSc renewal the astrophysics group noticed that there were very few astrophysics courses required in the astrophysics degree programs. One way to address this without incurring additional teaching is the creation of ASTRO 495 and ASTRO 595 special topics courses that would act as more specific Astrophysics replacement courses for PHYS 495 and 595 special topic courses.

With this course in the calendar instructors will be able to choose whether a special topics course they are proposing should be a PHYS 495/595 or an ASTRO 495/595 course depending on the topic of the course. This will have no impact on the teaching load for the department: the same special topics courses will be offered but some of them will be given an ASTRO designation instead of a PHYS one.

Although motivated by the new BSc renewal programs these new courses will work perfectly with our existing honours programs since both physics and astrophysics have option pools that already encompass PHYS 495 and all 400-level ASTRO courses.

| | | |
|--|---|---|
| Department Contact Name: Kirk Kaminsky | Department Chair or Designate Name: Roger Moore | Date approved by Dept Council: May 20, 2021 |
| Email: kaminsky@ualberta.ca | rwmooore@ualberta.ca | Date submitted to FoS: May 27, 2021 |

Upload this form to the FoS Calendar Google Site.

CALENDAR CHANGE REQUEST FORM

Department: Physics

(New Course)

Highlight type of change request below:

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

| CURRENT | PROPOSED |
|---------|---|
| N/A | ASTRO 595 – Special Topics in Astrophysics (To be cross-listed with ASTRO 495) |
| | <p>★ 3 (fi 6) (either term, 3-0-0) The course covers specialized topics of interest to junior graduate students. Consult the Department for details about current offerings. Prerequisites depend on the subject. Credit for this course may be obtained more than once</p> |

Rationale for change: (Not required for course deletion or editorial changes)
 (Include documentation that other departments or Faculties offering similar courses support this proposal. In the case of substantial program changes you must also include evidence of consultation with students.)

While discussing the new astrophysics programs for BSc renewal the astrophysics group noticed that there were very few astrophysics courses required in the astrophysics degree programs. One way to address this without incurring additional teaching is the creation of ASTRO 495 and ASTRO 595 special topics courses that would act as more specific Astrophysics replacement courses for PHYS 495 and 595 special topic courses.

With this course in the calendar instructors will be able to choose whether a special topics course they are proposing should be a PHYS 495/595 or an ASTRO 495/595 course depending on the topic of the course. This will have no impact on the teaching load for the department: the same special topics courses will be offered but some of them will be given an ASTRO designation instead of a PHYS one.

Although motivated by the new BSc renewal programs these new courses will work perfectly with our existing honours programs since both physics and astrophysics have option pools that already encompass PHYS 495 and all 400-level ASTRO courses.

| | | |
|--|---|---|
| Department Contact Name: Kirk Kaminsky | Department Chair or Designate Name: Roger Moore | Date approved by Dept Council: May 20, 2021 |
| Email: kaminsky@ualberta.ca | rwmooore@ualberta.ca | Date submitted to FoS: May 27, 2021 |

Upload this form to the FoS Calendar Google Site.

CALENDAR CHANGE REQUEST FORM EARLY IMPLEMENTATION

Department: PHYSICS

Highlight type of change request below:

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

| CURRENT | PROPOSED |
|---|--|
| <p style="text-align: center;">GEOPH 110: Introduction to Geophysics</p> <p style="text-align: center;">https://calendar.ualberta.ca/content.php?catoid=34&navoid=10323</p> | <p style="text-align: center;">GEOPH 110: Introduction to Earth and Planetary Physics</p> |
| <p>Introduction to both whole Earth geophysics and commercial exploration geophysics. Topics include: earthquakes, seismology, gravity and the shape of the Earth, plate tectonics, atmospheric and space physics, geomagnetic field, geochronology, geoelectricity, geothermal studies, comparison of Earth with other planets, Sun-Earth interactions, and discussion of geophysics as a career.</p> | <p><u>How do we know what is inside the Earth and planets? What are the dynamic processes that shape the Earth? This course will use a physics-based approach to investigate these questions and develop an explanation for what drives plate tectonics, the origin of planetary magnetic fields, and the causes of hazards such as earthquakes and volcanoes. You will learn about the methods that are used to image the interior structure and dynamics of the Earth and other planets. You will also learn how these methods are applied in resource exploration, environmental monitoring, satellite missions to other planets and moons, and other scientific studies of the Earth system. The different career options available in geophysics will be discussed.</u></p> |

Rationale for change: (Not required for course deletion or editorial changes)
 The changes are to the course titles and calendar descriptions, in order to better reflect the course content and to make the courses more appealing to students.

| | | |
|---|---|--|
| Department Contact Name: Roger Moore | Department Chair or Designate Name: Mauricio Sacchi | Date approved by Dept Council: April 4, 2019 |
| Email: rwmoore@ualberta.ca | msacchi@ualberta.ca | Date submitted to FoS: April 13, 2021 |

Upload this form to the FoS Calendar Google Site.

CALENDAR CHANGE REQUEST FORM EARLY IMPLEMENTATION

Department: Physics

Highlight type of change request below:

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

| CURRENT | PROPOSED |
|---|---|
| GEOPH 210: <u>Physics of the Earth</u> https://calendar.ualberta.ca/content.php?catoid=34&navoid=10323 | GEOPH 210: <u>Structure, Dynamics and Evolution of the Earth and Planetary Interiors</u> |
| Structure and evolution of the Earth from a physics-based perspective; use of geophysical data (gravity, magnetic, seismic, thermal, geoelectric) to determine the internal structure of the Earth; dynamics of the Earth, including plate tectonics, mantle convection and the geodynamo; geohazards, volcanoes, earthquakes and magnetic storms; temporal variations in climate and sea level. | This course presents an overview of the interior structure, composition, dynamics and evolution of the Earth, Planets and Moons. Topics to be covered include: formation of the solar system; planets and exoplanets; the plate tectonics revolution; mountain building and continental dynamics; earthquakes, volcanoes and other geo-hazards; Earth's interior structure and dynamics from seismology, gravity and magnetism; the rotational dynamics of planetary bodies; mantle convection and dynamos. |

Rationale for change: (Not required for course deletion or editorial changes)
 The changes are to the course titles and calendar descriptions, in order to better reflect the course content and to make the courses more appealing to students.

| | | |
|---|---|--|
| Department Contact Name: Roger Moore | Department Chair or Designate Name: Mauricio Sacchi | Date approved by Dept Council: April 4, 2019 |
| Email: rwmoore@ualberta.ca | msacchi@ualberta.ca | Date submitted to FoS: April 13, 2021 |

Upload this form to the FoS Calendar Google Site.

Department of Mathematical and Statistical Sciences

Approved by Dept council May 11, 2021

Program changes

| Current | Proposed |
|---|--|
| <p data-bbox="230 772 571 968">Honors in Mathematics [Science]</p> <p data-bbox="230 989 279 1024">(...)</p> <p data-bbox="230 1077 496 1115">Years 3 and 4</p> <hr data-bbox="230 1157 792 1161"/> <ul data-bbox="282 1203 784 1640" style="list-style-type: none">• MATH 411 - Honors Complex Variables• MATH 417 - Honors Real Variables I• MATH 418 - Honors Real Variables II• MATH 424 - Algebra: Groups and Fields• MATH 447 - Elementary Topology• MATH 448 - Introduction to Differential Geometry• MATH 499 - Research Project <p data-bbox="230 1682 363 1717">★3 from</p> <hr data-bbox="230 1780 792 1785"/> <ul data-bbox="282 1829 784 1892" style="list-style-type: none">• MATH 328 - Algebra: Introduction to Group Theory | <p data-bbox="818 772 1159 968">Honors in Mathematics [Science]</p> <p data-bbox="818 989 867 1024">(...)</p> <p data-bbox="818 1077 1084 1115">Years 3 and 4</p> <hr data-bbox="818 1157 1380 1161"/> <ul data-bbox="870 1203 1372 1640" style="list-style-type: none">• MATH 411 - Honors Complex Variables• MATH 417 - Honors Real Variables I• MATH 418 - Honors Real Variables II• MATH 429 - Algebra: Advanced Group Theory• MATH 447 - Elementary Topology• MATH 448 - Introduction to Differential Geometry• MATH 499 - Research Project <p data-bbox="818 1682 951 1717">★3 from</p> <hr data-bbox="818 1780 1380 1785"/> <ul data-bbox="870 1829 1372 1892" style="list-style-type: none">• MATH 328 - Algebra: Introduction to Group Theory |

| | |
|---|---|
| <ul style="list-style-type: none"> ● MATH 336 - Honors Ordinary Differential Equations <p>Options</p> <hr/> <ul style="list-style-type: none"> ● ★12 in approved Science options (see details of courses) ● ★6 in approved Arts options ● ★18 in approved options <p>(...)</p> | <ul style="list-style-type: none"> ● MATH 336 - Honors Ordinary Differential Equations <p>Options</p> <hr/> <ul style="list-style-type: none"> ● ★12 in approved Science options (see details of courses) ● ★6 in approved Arts options ● ★18 in approved options <p>(...)</p> |
|---|---|

Rationale: There is too much overlap between MATH 424 and MATH 429 to offer both. It is judged that MATH 429 is a better course, so we will stop offering MATH 424, and instead require MATH 429 in the Honors Math program.

FINAL Item No. 6

**Governance Executive Summary
Action Item**

| | |
|---------------------|--|
| Agenda Title | Items Deemed Minor/Editorial A. Admission Requirements for Undergraduate Programs in Medical Laboratory Science B. Application Deadlines for Graduate Programs in Secondary Education C. Application Deadlines for Graduate Programs in Oncology |
|---------------------|--|

Item

| | |
|------------------|--|
| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation |
| Proposed by | Brenda Hemmelgarn, Dean, Faculty of Medicine and Dentistry Jennifer Tupper, Dean, Faculty of Education Brooke Milne, Vice-Provost and Dean, Faculty of Graduate Studies and Research |
| Presenter(s) | Janice Causgrove Dunn, Vice-Provost (Programs) and Chair, GFC PC |

Details

| | |
|---|--|
| Office of Administrative Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is (<i>please be specific</i>) | See individual item for detail on proposed changes submitted by Faculties and the Office of the Registrar. |
| Executive Summary (<i>outline the specific item – and remember your audience</i>) | The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are routine or editorial in nature. PC's Terms of Reference provide that "Routine and/or Editorial" - refers to proposals which do not involve or affect other Faculties or units and do not form part of a proposal for a new program. Editorial or routine changes include any and all changes to the wording of faculty or program specific admissions or academic standing regulations." |
| Supplementary Notes and context | <This section is for use by University Governance only to outline governance process.> |

Engagement and Routing

| | |
|--|--|
| <p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p> | <p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Vice-Provost (Programs) and Chair, GFC Programs Committee • Faculty Councils • Representatives of the Office of the Registrar |
| Approval Route (Governance) (including meeting dates) | See individual item for Faculty approval information GFC PC September 16, 2021 |

Strategic Alignment

| | | |
|---|---|--|
| Alignment with <i>For the Public Good</i> | Objective 21 | |
| Alignment with Core Risk Area | Please note below the specific institutional risk(s) this proposal is addressing. | |
| | <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure | <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success |
| Legislative Compliance and jurisdiction | <i>Post-Secondary Learning Act (PSLA)</i> UAPPOL Admissions Policy GFC Programs Committee (PC) Terms of Reference | |

Attachments

- A. Medical Laboratory Science
- B. Secondary Education
- C. Oncology

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

Faculty of Medicine & Dentistry
Division of Medical Laboratory Science

Proposed University Calendar Changes

| CURRENT | PROPOSED |
|--|--|
| Faculty of Medicine and Dentistry Admission Requirements BSc Program in Medical Laboratory Science | |
| <p>III Other Requirements</p> <ol style="list-style-type: none"> Selection Process: A minimum GPA of 2.7 is required in preprofessional coursework. The selection process is competitive, and applicants will be ranked primarily on academic achievement in the required preprofessional courses. Other factors considered in ranking include overall academic achievement (emphasizing recent academic performance), a demonstrated ability to perform well in a consecutive Fall/Winter Term of fulltime study (preferably 30 units), a personal interview, and a letter of intent. Preference will be given to those students who have completed the required ★30 in one academic year. An applicant may not benefit from additional postsecondary courses. Language Proficiency Requirements: All applicants must meet the English Language Proficiency and Spoken English requirements (see Language Proficiency Requirements). Letter of Intent: Applicants must submit a letter with their application for admission stating their career goals, knowledge of the profession, related experience, and reasons for seeking admission to Medical Laboratory Science. Prospective students are encouraged to investigate the career to assist in their understanding of the program. Personal Interview: Interview selection is based on postsecondary academic records and a letter of intent received by April 1 [see Medicine and Dentistry (Admission and Readmission Deadlines)]. Selected applicants will be interviewed to determine if they have the qualities necessary for the profession. The interview will evaluate qualities such as communication, teamwork, reflection, conflict resolution, empathy, responsibility, initiative, problem-solving ability, prioritization and organization. Short-listed applicants will be advised of the interview date. Final Selection: Final admission decisions are made by the Medical Laboratory Science Admissions Committee. | <p>III Other Requirements</p> <ol style="list-style-type: none"> Selection Process: A minimum GPA of 2.7 is required in preprofessional coursework. The selection process is competitive, and applicants will be ranked primarily on academic achievement in the required preprofessional courses. Other factors considered in ranking include overall academic achievement (emphasizing recent academic performance), a demonstrated ability to perform well in a consecutive Fall/Winter Term of fulltime study (preferably 30 units), a personal interview, and a letter of intent. Language Proficiency Requirements: All applicants must meet the English Language Proficiency and Spoken English requirements (see Language Proficiency Requirements). Letter of Intent: Applicants must submit a letter with their application for admission stating their career goals, knowledge of the profession, related experience, and reasons for seeking admission to Medical Laboratory Science. Prospective students are encouraged to investigate the career to assist in their understanding of the program. Personal Interview: Interview selection is based on postsecondary academic records and a letter of intent received by April 1 [see Faculty of Medicine and Dentistry Admission Deadlines]. Selected applicants will be interviewed to determine if they have the qualities necessary for the profession. The interview is mandatory and will evaluate qualities such as communication, teamwork, reflection, conflict resolution, empathy, responsibility, initiative, problem-solving ability, prioritization and organization. Short-listed applicants will be advised of the interview date. Final Selection: Final admission decisions are made by the Medical Laboratory Science Admissions Committee. Police Information Checks: Applicants should be aware that a clear Police Information Check is required at the time of admission and that any criminal charges pending must be declared. |

| | |
|---|---|
| <p>6. Police Information Checks: Applicants should be aware that a clear Police Information Check is required at the time of admission and that any criminal charges pending must be declared.</p> <p>Under the Protection for Persons in Care Act, all students going to any clinical placement or rotation in Alberta are required to complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. The clinical practice site will determine the criteria for acceptance/denial of a placement. Students are responsible for having a Police Information Check completed upon receiving admission to the Faculty.</p> <p>Students who have concerns related to their ability to provide a clear Police Information Check should consult with the Faculty. The ultimate responsibility for ensuring that students meet the requirements of clinical agencies lies with the students. Other background checks may be required by a clinical agency, such as a child intervention record check. Students will be advised if any additional background checks are required by the clinical agency. See Requirement for Police Information Checks for more information on the general requirements concerning Police Information Checks and the fees associated with them.</p> <p>7. Medical Testing and Immunization Requirements: Please see University Infectious Diseases Regulation.</p> <p>8. Deposit: Upon notification of acceptance, applicants will be required to confirm their admission and intention to register by submitting a nonrefundable tuition deposit within the time specified in the letter of acceptance. The deposit will be credited toward payment of tuition upon completion of registration. (See Program-specific Deposits on Confirmation of Admission).</p> <p>9. Technical Standard: The Division of Medical Laboratory Science Technical Standards Policy defines the necessary knowledge, skills, professional behaviours, and attitudes required of students. Please see the Medical Laboratory Science website for further information.</p> | <p>Under the Protection for Persons in Care Act, all students going to any clinical placement or rotation in Alberta are required to complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. The clinical practice site will determine the criteria for acceptance/denial of a placement. Students are responsible for having a Police Information Check completed upon receiving admission to the Faculty.</p> <p>Students who have concerns related to their ability to provide a clear Police Information Check should consult with the Faculty. The ultimate responsibility for ensuring that students meet the requirements of clinical agencies lies with the students. Other background checks may be required by a clinical agency, such as a child intervention record check. Students will be advised if any additional background checks are required by the clinical agency. See Requirement for Police Information Checks for more information on the general requirements concerning Police Information Checks and the fees associated with them.</p> <p>7. Medical Testing and Immunization Requirements: Please see University Infectious Diseases Regulation.</p> <p>8. Deposit: Upon notification of acceptance, applicants will be required to confirm their admission and intention to register by submitting a nonrefundable tuition deposit within the time specified in the letter of acceptance. The deposit will be credited toward payment of tuition upon completion of registration. (See Program-specific Deposits on Confirmation of Admission).</p> <p>9. Completion of Indigenous Canada Massive Open Online Course (MOOC): Admitted applicants should be aware that prior to beginning MLS they must provide a certificate of completion of the University of Alberta Faculty of Native Studies Indigenous Canada MOOC.</p> |
|---|---|

| Faculty of Medicine and Dentistry Admission Requirements BSc in Medical Laboratory Science Post-Professional Certification degree completion | |
|--|--|
| <p>II. Other Requirements</p> <ol style="list-style-type: none"> 1. Official transcripts from technical institutes and clinical training sites, CSMLS certification, and other postsecondary institutions, 2. Resumé, 3. Letter indicating history of employment as a medical laboratory technologist with particular attention paid to the description of the type of work in which the applicant was involved. In this letter a statement of career goals and reasons for seeking admission to the BSc in Medical Laboratory Science program should be included. | <p>II. Other Requirements</p> <ol style="list-style-type: none"> 1. Official transcripts from technical institutes and clinical training sites, CSMLS certification, and other postsecondary institutions, 2. Resumé, 3. Letter indicating history of employment as a medical laboratory technologist with particular attention paid to the description of the type of work in which the applicant was involved. In this letter a statement of career goals and reasons for seeking admission to the BSc in Medical Laboratory Science program should be included. 4. <u>Completion of Indigenous Canada Massive Open Online Course (MOOC): Admitted applicants should be aware that prior to beginning MLS they must provide a certificate of completion of the University of Alberta Faculty of Native Studies Indigenous Canada MOOC.</u> |
| <p>Rationale:</p> <p>Remove preference requirement for admissions as it does not reflect admissions policies. MLSCI 290 (1.5 credit) is a mandatory Indigenous Health course in MLS. A considerable amount of time is dedicated to Canadian Indigenous history to set the framework for understanding the social determinants of Indigenous health in a modern context. Completion of the MOOC prior to beginning year 2 MLS (first year of the program) will give all students a strong foundation of Indigenous history in Canada and allow MLSCI 290 to dig deeper into current concepts such as racism in health care and intergenerational trauma.</p> <p>Stakeholder consultation: MLS Staff meeting March 17, 2021. MLS External Advisory Committee (includes employers, students, alumni) March 23, 2021.</p> <p>Clarifications to wording for mandatory interviews and pre-professional course requirements. Interviews were previously considered to be mandatory, and this addition is simply to increase clarity.</p> <p>Removal of reference to technical standards as the program does not have procedure or process to use the document</p> | |

Approved/Reviewed by:

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): May 20, 2021

FoMD Faculty Council (Review): June 11, 2021

UNIVERSITY OF ALBERTA

Faculty of Education

CALENDAR CHANGE REQUEST

Immediate Implementation

| CURRENT | PROPOSED |
|--|---|
| <p data-bbox="164 390 727 531">Secondary Education [Graduate]...</p> <p data-bbox="164 701 354 724">Application Deadlines</p> <p data-bbox="164 806 781 863">For Fall (September) or Summer (July) admissions, the following deadlines apply:</p> <p data-bbox="164 886 691 945">PhD and EdD: November 1 for funding and scholarship consideration</p> <p data-bbox="164 968 565 993">PhD and EdD: February 1 without funding</p> <p data-bbox="164 1016 448 1041">MEd (course-based): March 1</p> <p data-bbox="164 1064 440 1089">MEd (thesis-based): March 1</p> | <p data-bbox="850 390 1414 531">Secondary Education [Graduate]...</p> <p data-bbox="850 701 1040 724">Application Deadlines</p> <p data-bbox="850 806 1468 863">For Fall (September) or Summer (July) admissions, the following deadlines apply:</p> <p data-bbox="850 886 1089 911">PhD and EdD: January 15</p> <p data-bbox="850 934 1133 959">MEd (course-based): March 1</p> <p data-bbox="850 982 1125 1008">MEd (thesis-based): March 1</p> |
| <p data-bbox="164 1493 467 1518">Rationale for Proposal:</p> <p data-bbox="164 1541 1507 1755">After reviewing current practices for admission, the Department of Secondary Education Graduate Program Committee recommends consolidating two admission dates for the doctoral program into one. This will reduce the current administrative and faculty time used to process doctoral admissions, provide consistent communications for admission decisions, and ensure that we are offering admission/funding based on a complete assessment of applicants in a given year.</p> | |
| <p data-bbox="164 1839 1455 1864">Approved: March 1, 2021 by the Faculty of Education Graduate Academic Affairs Council (GAAC)</p> | |

Faculty of Medicine & Dentistry

Proposed University Calendar Changes for 2022/2023

(EARLY IMPLEMENTATION REQUEST)

| Current | Proposed |
|---|--|
| Oncology [Graduate] Entrance Requirements <hr/> <p>For Cancer Sciences, the application deadline is April 30 for Fall admission and October 1 for Winter admission.</p> <p>For Medical Physics the application deadline is April 30 for Fall admission. There is no winter admission for Medical Physics.</p> | Oncology [Graduate] Entrance Requirements <hr/> <p>For Cancer Sciences, the application deadline is April 30 for Fall admission and October 1 for Winter admission September 1 for Winter international applicants.</p> <p>For Medical Physics the application deadline is June 1 for Fall admission. There is no winter admission for Medical Physics.</p> |

Rationale: The Cancer Sciences admission deadline is being moved up in order to allow sufficient time for the review and processing of international applicants. This is specific to international applications that need to be circulated to potential supervisors if the applicant does not have a supervisor confirmed. The Medical Physics admission deadline is being pushed back in order to allow more time for applicants to secure funding.

Approved/Reviewed by:

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): April 22, 2021

FoMD Faculty Council (Review): May 10, 2021

GPST: August 30, 2021

FINAL Item No. 7

Governance Executive Summary
Action Item

| | |
|---------------------|--|
| Agenda Title | Proposed changes to Language Test Requirements for the Faculté Saint-Jean |
|---------------------|--|

Motion

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed changes to the French Language Test Requirements, as submitted by the Faculté Saint-Jean, and as set forth in Attachment 1, to take effect upon final approval and to be published in the 2022-2023 Calendar.

Item

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|------------------|--|
| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation |
| Proposed by | Pierre-Yves Mocquais, Dean Faculté Saint-Jean |
| Presenter(s) | Martine Cavanagh, Associate Dean (Education Programs), Faculté Saint-Jean |

Details

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| Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is <i>(please be specific)</i> | The proposal is before the committee to approve changes to the Section "Acceptable proof of language proficiency equivalent to DELF level "strong B2" of the Language Test Requirements. |
| Executive Summary <i>(outline the specific item – and remember your audience)</i> | The section "Acceptable proof of language proficiency equivalent to DELF level "strong B2" has also been revised for the following reasons: - The mention of a minimum score is redundant because the level of competence required to pass the DALF C1 is higher than that of the "DELF B2 fort". - A more general statement about the scores is preferable to avoid readjusting them each time these tests are updated. |
| Supplementary Notes and context | |

Engagement and Routing (Include meeting dates)

| | |
|---|---|
| Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol > | <u>Those who are actively participating:</u> <ul style="list-style-type: none"> • |
| | <u>Those who have been consulted:</u> <ul style="list-style-type: none"> • Graduate Program Support Team • Undergraduate Program Support Team |
| | <u>Those who have been informed:</u> |
| Approval Route (Governance) (including meeting dates) | Faculté Saint-Jean Executive Committee: April 9, 2021 Faculté Saint-Jean Council: June 18, 2021 GFC Programs Committee: September 16, 2021 |

Strategic Alignment

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

Attachments (each to be numbered 1 - <>)

1. Attachment (page 1): Proposed Calendar Change, Language Test

Prepared by Marie Simuong, (FSJ Governance Coordinator), msimuong@ualberta.ca

FACULTÉ SAINT-JEAN
CALENDAR CHANGE REQUEST
Calendar 2022-2023

| CURRENT | PROPOSED |
|--|---|
| <p>Règlements de la Faculté (En Français)</p> <p>Tests de langue</p> <p>Évaluation linguistique</p> <p>1. Exigence linguistique du Diplôme d'études en langue française (DELF)</p> <p>...</p> <p>2. Preuve acceptable de compétence linguistique équivalente au DELF niveau « B2 fort »</p> <p>Bien que le DELF niveau « B2 fort » constitue la référence principale, les résultats des tests suivants sont acceptés sous certaines conditions :</p> <ul style="list-style-type: none"> ● Diplôme approfondi de langue française (DALF): <ul style="list-style-type: none"> - DALF C1 : Avoir réussi l'examen avec un minimum de 50% pour chacune des épreuves - DALF C2 : Obtention du diplôme ● Test de connaissance de Français (TCF) Un score entre 400-499 sur un total de 900 et la preuve que la période entre la date de l'examen et la date de la demande d'inscription ne dépasse pas deux ans. ● Test d'évaluation de Français (TEF) Un score entre 541 et 698 sur 900 et la preuve que la période entre la date de l'examen et la date de la demande d'inscription ne dépasse pas deux ans. ● Test de Français international (TFI) Un score entre 320 et 390 en compréhension orale et un score entre 330 et 400 en compréhension écrite ainsi que la preuve que la période entre la date de l'examen et la date de la demande d'inscription ne dépasse pas deux ans. À noter qu'étant donné que le TFI ne comporte pas les épreuves de production orale et écrite, les étudiants devront passer ces deux épreuves dans le cadre du Test de reprise administré à l'interne. | <p>Règlements de la Faculté (En Français)</p> <p>Tests de langue</p> <p>Évaluation linguistique</p> <p>1. Exigence linguistique du Diplôme d'études en langue française (DELF)</p> <p>...</p> <p>2. Preuve acceptable de compétence linguistique équivalente au DELF niveau « B2 fort »</p> <p>Bien que le DELF niveau « B2 fort » constitue la référence principale, les résultats des tests suivants sont acceptés sous certaines conditions :</p> <ul style="list-style-type: none"> ● Diplôme approfondi de langue française (DALF): <ul style="list-style-type: none"> - DALF C1 : Obtention du diplôme - DALF C2 : Obtention du diplôme ● Test de connaissance de Français (TCF) Un score équivalent au niveau du B2 et la preuve que la période entre la date de l'examen et la date de la demande d'inscription ne dépasse pas deux ans. ● Test d'évaluation de Français (TEF) Un score équivalent au niveau du B2 et la preuve que la période entre la date de l'examen et la date de la demande d'inscription ne dépasse pas deux ans. ● Test de Français international (TFI) Un score équivalent au niveau du B2 et la preuve que la période entre la date de l'examen et la date de la demande d'inscription ne dépasse pas deux ans. À noter qu'étant donné que le TFI ne comporte pas les épreuves de production orale et écrite, les étudiants devront passer ces deux épreuves dans le cadre du Test de reprise administré à l'interne. |

Faculté Saint-Jean Regulations (English)
Language test

Language Assessment

1. Language Requirement of the Diplôme d'études en langue française (DELF)

...

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

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

- **Diplôme approfondi de langue française (DALF):**
 - DALF C1: Having successfully completed the examination with a minimum of 50% for each of the components
 - DALF C2: Obtaining the Diploma
- **Test de connaissance de Français (TCF)**

A score between 400-499 out of 900, and evidence that the period between the date of the examination and the date of the registration request does not exceed two years.
- **Test d'évaluation de Français (TEF)**

A score between 541-698 out of 900, and evidence that the period between the date of the examination and the date of the registration request does not exceed two years.
- **Test de Français international (TFI)**

A score between 320 and 390 in oral comprehension and between 330 and 400 in written comprehension as well as evidence that the period between the date of the examination and the date of the registration request does not exceed two years.

Note that since the TFI does not include the oral and written production parts, students must pass these two parts in the retest session administered internally.

Faculté Saint-Jean Regulations (English)
Language test

Language Assessment

1. Language Requirement of the Diplôme d'études en langue française (DELF)

...

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

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

- **Diplôme approfondi de langue française (DALF):**
 - DALF C1: Obtaining the Diploma
 - DALF C2: Obtaining the Diploma
- **Test de connaissance de Français (TCF)**

A score equivalent to the B2 level, and evidence that the period between the date of the examination and the date of the registration request does not exceed two years.
- **Test d'évaluation de Français (TEF)**

A score equivalent to the B2 level, and evidence that the period between the date of the examination and the date of the registration request does not exceed two years.
- **Test de Français international (TFI)**

A score equivalent to the B2 level, and evidence that the period between the date of the examination and the date of the registration request does not exceed two years.

Note that since the TFI does not include the oral and written production parts, students must pass these two parts in the retest session administered internally.

Note: Please consult the Language School (edi@ualberta.ca) for detailed information on the tests and the B2 level required.

FINAL Item No. 8

Governance Executive Summary
Action Item

| | |
|---------------------|--|
| Agenda Title | Proposed Minor in Business in the Faculty of Arts |
|---------------------|--|

Motion

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the Minor in Business in the Faculty of Arts, as submitted by the Faculty of Arts in collaboration with the Alberta School of Business and as set forth in Attachment 1, for implementation September 1, 2022.

Item

| | |
|------------------|---|
| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation |
| Proposed by | Steve Patten, Interim Dean, Faculty of Arts |
| Presenter(s) | Rebecca Nagel, Associate Dean, Student Programs, Faculty of Arts Kristy Wuetherick, Senior Officer, Student Programs and Services, Faculty of Arts |

Details

| | |
|---|--|
| Office of Administrative Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is (<i>please be specific</i>) | The proposal is before the committee to request approval of a new Minor in Business for undergraduate students in the Faculty of Arts. |
| Executive Summary (<i>outline the specific item – and remember your audience</i>) | <p>In consultation with the Alberta School of Business, the Faculty of Arts is proposing a new Minor in Business which would be available to students in the Bachelor of Arts and the Bachelor of Arts Honors programs.</p> <p>The Faculty of Native Studies and the Faculty of Science already have Minors in Business. We have set comparable but not identical admission and program requirements in order to meet the specific needs and interests of students in the Faculty of Arts.</p> <p>The Faculty of Arts has a lot of students who are interested in the Business program and/or working in positions which straddle the line between Arts and Business, such as marketing, communications, policy development and law, human resources, etc. We see synergies which can be made by allowing a student in the Faculty of Arts to take a Minor in Business to provide them with some of the underlying theoretical underpinnings within the Alberta School of Business combined with their Major subject area in the Faculty of Arts.</p> <p>Our student survey showed that the top areas of interest for Faculty of Arts students are: Marketing, Business Economics & Law, Strategic Management and Organization, Entrepreneurship & Innovation, International Business, and Human Resource Management.</p> <p>These are the areas on which we would like to focus the Faculty of Arts Business minor. In our consultation with the Alberta School of Business, these are also the areas where they see capacity for additional enrollments.</p> <p>The Alberta School of Business has set a goal of developing new courses and increasing Indigenous course content in existing courses to prepare students to fulfill their responsibilities under the Call to Action #92 of the Truth and Reconciliation Commission. We intend that the 3</p> |

Item No. 8

| | |
|---------------------------------|--|
| | <p>units at the senior level which is currently an unspecified elective in the minor will be replaced by a choice of one of the new or substantially revised courses when they become available.</p> <p>Upon final approval we will begin advertising the minor. Students applying to the minor must present four pre-requisite courses and a competitive average on a minimum of 24 units. Admission will be determined once per year through an internal application process, like the process we use already for Honors admissions.</p> <p>The minor in Business requires 9 units at the 100-level (ECON 101, ECON 102, STAT 161) and a minimum of 15 units to a maximum of 21 units in Business courses at the senior level.</p> <p>Enrollment will be capped at 100 students at the beginning, with the possibility of increasing in the future upon approval and consultation with the Alberta School of Business.</p> |
| Supplementary Notes and context | <This section is for use by University Governance only to outline governance process.> |

Engagement and Routing (Include meeting dates)

| | |
|--|--|
| <p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p> | <p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Eddy Kent, Associate Dean, Student Programs, Arts (2020-21) • Rebecca Nagel, Associate Dean, Student Programs, Arts (2021- • Kristy Wuetherick, Senior Officer, Student Programs and Services, Arts • Leo Wong, Associate Dean, Undergraduate, ASOB (since July 2020) • András Marosi, Associate Dean, Undergraduate, ASOB (until June 2020) • Nicole Lazorek, Academic Officer/Undergraduate, ASOB <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Programs Support Team, August 26, 2021 • Tammy Hopper, Vice-Provost, Programs (until June 2021) • Andrea Patrick, Portfolio Initiatives Manager, October 10, 2018 • Steve Patten, Interim Dean, Arts • Lesley Cormack, Dean, Arts (until June 2020) • Joseph Doucet, Dean, ASOB (until June 2021), now Interim Dean of the College of Social Sciences and Humanities • Arts Faculty Council • Business Faculty Council • Arts undergraduates, survey in 2019 <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Arts Faculty Council • Alberta School of Business Faculty Council |
| Approval Route (Governance) (including meeting dates) | <p>Business Undergraduate Programs Committee: March 26, 2021 Arts Academic Affairs Committee: April 14, 2021 Business Faculty Council: April 19, 2021 Arts Executive Committee: May 6, 2021 Arts Faculty Council: May 26, 2021 GFC Programs Committee: September 16, 2021</p> |

Strategic Alignment

| | | |
|---|--|--|
| Alignment with <i>For the Public Good</i> | Engage 17. Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration. ii) Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates. | |
| Alignment with Core Risk Area | Please note below the specific institutional risk(s) this proposal is addressing. <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success | |
| Legislative Compliance and jurisdiction | <i>Post-Secondary Learning Act</i> GFC Programs Terms of Reference | |

Attachments (each to be numbered 1 - <>)

1. Calendar Changes and Internal Proposal Template (pages 1 - 6)
2. Letter of Support from the Alberta School of Business (page 1)

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

Department: Faculty / Undergraduate Student Services

Change: Program - New

Why is this change being proposed and who was consulted? enter text here

In consultation with the Alberta School of Business, the Faculty of Arts is proposing a new Minor in Business which would be available in the Bachelor of Arts and Bachelor of Arts Honors programs. The Faculty of Arts has been one of the major “feeder” faculties of the Bachelor of Commerce program for many years. We have a lot of students who are interested in the Business program and/or working in positions that straddle the line between Arts and Business, such as marketing, communications, policy development and law, human resources, etc. We see a lot of synergies which can be made by allowing a student in the Faculty of Arts to take a Minor in Business to provide them with some of the underlying theoretical underpinnings within the Alberta School of Business combined with their Major subject area in the Faculty of Arts – whether that be Psychology, Art & Design, Political Science, English, etc.

We surveyed the Faculty of Arts students and received 116 responses.



When asked if they were potentially interested in a Minor in Business – 75% said “yes”, with an additional 15% saying “maybe”.

When asked what areas of Business they were interested in the top five areas were:

- a. Marketing
- b. Business Economics & Law
- c. Strategic Management Organizations
- d. Entrepreneurship & Innovation
- e. International Business & Human Resource Management (tied)

These are the areas that we would like to focus the Faculty of Arts Business minor on. In our consultation with the Alberta School of Business, these are also the areas where they see capacity for additional enrollments.

The expected enrollment will be capped at 100 students at the beginning, with the possibility of increasing in the future pending approval/consultation with the Alberta School of Business. Enrolment in this minor will be competitive and admission will be determined once per year with the admission cycle through an internal application process.

 Paste **current** calendar URL here 

Calendar Copy:

| Current: <u>Strike through and highlight</u> deletions | Proposed: <u>Underline and highlight</u> additions |
|---|--|
| | <p><u>Minor in Business [Alberta School of Business]</u></p> <p><u>General Information</u></p> <p><u>The minor in Business seeks to provide Arts students with introductory training in a variety of business areas.</u></p> <p><u>Admission Requirements</u></p> |

Admission to the minor in Business will be determined once per year through an internal application process to the Faculty of Arts Undergraduate Student Services Office. Students are not eligible to select the minor in Business directly from high school. Enrolment in the minor is limited and requires a competitive average (minimum of 2.3) based on a minimum of 24 units and must include the following pre-requisite courses:

- 3 units in 100-level ENGL
- ECON 101 – Introduction to Microeconomics
- ECON 102 – Introduction to Macroeconomics
- STAT 161 - Introduction of Statistics of Business and Economics (or equivalent)

NOTE: Having the minimum average does not guarantee admission to the minor. A higher competitive average may be required.

For more information contact arts.undergrad@ualberta.ca

Program Requirements

The requirements of the minor in Business are:

- ECON 101 – Introduction of Microeconomics
- ECON 102 – Introduction of Macroeconomics
- STAT 161 - Introduction of Statistics of Business and Economics (or equivalent)

A minimum of 15 units to a maximum of 21 units in Business courses at the senior level including:

- B LAW 301 – Legal foundations of the Canadian Economy
- MARK 301 – Introduction to Marketing
- SEM 301 – Behavior in Organizations
- 3 units in Business courses at the senior level

3 units from:

- ACCTG 300 – Introduction to Accounting
- ACCTG 311 – Introduction to Accounting for Financial Performance

NOTES:

- ACCTG 311 is required for ACCTG 322.
- STAT 252 and MATH 154 as they may be required for some senior-level Business options.
- Course pre-requisites and co-requisites are not waived.
- Not all Business courses are available to students in the minor in Business.

In which academic year is this change is this change required? **2022-2023**

| | |
|---|--|
| Department contact name: <i>Kristy Wuetherick</i> | Department Council Approval Date: mm/dd/yyyy |
| Chair or Designate name: <i>Rebecca Nagel</i> | Signature: |

University of Alberta Internal Program Approval Template

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

Proposals requiring Ministerial approval should be presented on the appropriate government template. Faculties and Departments pursuing program proposals are encouraged to consult with the Portfolio Initiatives Manager in the Office of the Provost and Vice-President (Academic) (peters3@ualberta.ca) on the appropriate template and process. Graduate proposers should also consult with the Dean of Graduate Studies (fgsrgov@ualberta.ca).

This Template is used for the following:

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

Basic Information

1. Title of the Program: **Business Minor** in the Faculty of Arts
2. Proposed effective date: September 2022
3. Length of the program (years): n/a – *15 - *21 credits taken as part of the 4 year Bachelor of Arts program
4. Faculty and Academic Unit: Faculty of Arts and Alberta School of Business
5. Collaborating partners at other institutions (if any):
6. Contact person, with telephone number and e-mail address:

Eddy Kent
Associate Dean, Student Programs
Faculty of Arts
artsadsp@ualberta.ca

and

Kristy Wuetherick
Senior Office, Student Programs & Services
kristy.wuetherick@ualberta.ca
780-492-7657

7. Statement indicating completion of departmental and/or Faculty approval processes.
Business Undergraduate Programs Committee – date: March 26, 2021
Arts Academic Affairs Committee – date: April 14, 2021
Business Faculty Council – April 19, 2021
Arts Executive Committee – date: May 6, 2021
Arts Faculty Council – date: May 26, 2021
8. Attach proposed Calendar program and/or course changes.
9. Attach letter of support from the Dean of the Faculty (for graduate specialization proposals).
Letter of support from the Alberta School of Business attached.

Program Impact and Rationale

10. What is the rationale for the program proposal?

In consultation with the Alberta School of Business, the Faculty of Arts is proposing a new Minor in Business that would be available in the Bachelor of Arts and Bachelor of Arts Honors programs. The Faculty of Arts has been one of the major “feeder” faculties of the Bachelor of Commerce program for many years. We have a lot of students who are interested in the Business program and/or working in positions that straddle the line between Arts and Business – such as marketing, communications, policy development and law, human resources, etc. – we see a lot of synergies that can be made by allowing a student in the Faculty of Arts take a Minor in Business to provide them with some of the underlying theoretical underpinnings within the business faculty combined with their Major subject area in the Faculty of Arts – whether that be Psychology, Art & Design, Political Science, English, etc.

We surveyed the Faculty of Arts students and received 116 responses.

When asked if they are potentially interested in a Minor in Business – 75% said “yes”, with an additional 15% saying “maybe”.

When asked what areas of Business they are interested in the top five areas were:

- a. Marketing
- b. Business Economics & Law
- c. Strategic Management Organizations
- d. Entrepreneurship & Innovation
- e. International Business & Human Resource Management (tied)

These are the areas that we would like to focus the Faculty of Arts Business minor in. In our consultation with the Alberta School of Business, these are also the areas that they see capacity for additional enrollments.

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

The expected enrollment to start with will be capped at 100 students. Enrollment in this minor will be competitive and admission will be determined once per year with the admission cycle through an internal application process. Students will be required to have a minimum of *24 credits and pre-requisite courses (ECON 101, ECON 102, and *3 in junior English) as outlined in the calendar copy. Future increases to that number would be based on discussion and agreements between the Faculty of Arts and Alberta School of Business in advance.

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

No expected impacts.

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

No additional resources required for this outside of the current resources for Advising and admissions within the Faculty of Arts and some minimal possible resources to the Alberta School of Business Undergraduate Programs Office regarding enrollment access to courses.

In the consultation with the Alberta School of Business, we are not anticipating additional course sections needed to accommodate the students from the Faculty of Arts. We are looking to stay within their current capacity and teaching plan. The budget implications would then be related to student tuition and the fact that the Alberta School of Business would receive the tuition dollars for the Arts students who are enrolled in their courses.

Appendix – Sample Enrolment Table

| Proposed Enrolment | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|-----------------------------------|---------|---------|---------|---------|
| • Total head count | 70 | 100 | 100 | 100 |
| • Year 1 | 5 | 5 | 5 | 5 |
| • Year 2 | 35 | 35 | 35 | 35 |
| • Year 3 | 30 | 30 | 30 | 30 |
| • Year 4 | | 30 | 30 | 30 |
| • Anticipated Number of Graduates | 0 | 25 | 30 | 30 |

4-40 Business Building
Edmonton, Alberta
Canada T6G 2R6
Tel: 780.492.4083
www.ualberta.ca/business

April 26, 2021

Dr. Steve Patten
Interim Dean, Faculty of Arts
11-25 Tory (H.M.) Building
University of Alberta

Dear Dean Patten,

The School of Business is pleased to support the proposal by the Faculty of Arts to create a Business minor for undergraduate students within the Faculty of Arts.

The Faculty of Arts has both consulted and collaborated with the School of Business in the creation of this minor, which addresses the interests of many Arts students to complement their chosen major with Business courses applicable to their field of study.

The requirements of the minor are consistent with other Business minors offered at the University of Alberta and contain courses that the School of Business believes to be fundamental to a Business minor that focuses on marketing, communications, business law, strategic management, etc.

The creation of an Arts Business minor will give students an opportunity to learn business skills, and our Bachelor of Commerce students will benefit from the diverse academic background the students in the Faculty of Arts will bring to the undergraduate courses we teach.

I have no hesitation in supporting the introduction of the Faculty of Arts Business minor.

Sincerely,



Joseph Doucet
Stanley A Milner Professor and Dean
Alberta School of Business

FINAL Item No. 9

**Governance Executive Summary
Action Item**

| | |
|---------------------|---|
| Agenda Title | Proposed New Course Based Master of Arts in Community Engagement (MACE) and Changes to the Thesis Based MACE, School of Public Health and Faculty of Graduate Studies and Research |
|---------------------|---|

Motion

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the new Course-Based stream of the MA in Community Engagement (MACE), as presented in the included documents, for implementation upon final approval.

Motion

THAT GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed revisions to core courses, admission and program requirements for the Thesis-Based stream of the MA in Community Engagement (MACE), as presented in the included documents, for implementation upon final approval.

Item

| | |
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| Action Requested | X Approval <input type="checkbox"/> Recommendation |
| Proposed by | Shanthi Johnson, Dean, School of Public Health Brooke Milne, Vice-Provost and Dean, FGSR |
| Presenter(s) | Mary Beckie, Professor and Director Community Engagement Studies, School of Public Health Brooke Milne, Vice-Provost and Dean, FGSR |

Details

| | |
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| Office of Administrative Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is <i>(please be specific)</i> | The proposal is before the committee because the School of Public Health would like to develop a course-based MA in Community Engagement (MACE), which builds on the existing thesis-based MACE, situated in the School of Public Health. A course-based MACE will increase access to graduate level programming in community engagement for a broader range of learners, hence, increase enrollment. The thesis-based MACE has already been transitioned into SPH, from Extension, and a course-based program will have similar administrative needs. The course-based MACE will draw upon the existing thesis-based program for both courses and instructors. |

Item No. 9

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| <p>Executive Summary <i>(outline the specific item – and remember your audience)</i></p> | <p>Expertise in community engagement is of growing relevance to industry, government, and the nonprofit sector. The MA in Community Engagement (MACE) was launched in 2016 by the Faculty of Extension (transitioned to SPH July 2020) to prepare students for the study and practice of engagement. It was the first interdisciplinary, thesis-based master’s degree focused on the scholarship of engagement in Canada. In order to increase accessibility to graduate level training in community engagement for professionals, or those seeking to begin a career, in community engagement, the School of Public Health is seeking approval for the development of a 1 year course-based MACE.</p> <p>The existing 2 year thesis-based MACE consists of 21 credits: 3 core courses, 3 electives, a practicum, an original research project and thesis. A total of 53 students (7 Indigenous, 10 international) have been registered in the program to date. The interdisciplinary nature of MACE is reflected in the wide range of academic backgrounds of those drawn to the program, as well as through the diversity of their community-based research projects.</p> <p>The 1 year course-based MACE program would consist of 27 credits: 4 core courses, 3 elective courses or the equivalent, and a 6 credit capstone project. Similar to the thesis-based program, the proposed program will acknowledge and highlight the importance of inclusiveness, equity, diversity and multiple ways of knowing for effective engagement. Experiential learning is also employed in courses and is a central part of the capstone project. Courses will be delivered either through blended or fully online learning. Both full-time and part-time options will be available to students.</p> <p>If approved, we would launch the proposed program in fall 2022. We anticipate accepting 8 - 10 students in the first cohort and will aim to grow the program yearly within our capacity to deliver a high quality learning experience. Annual combined intake for both streams is initially expected to be approximately 20 students, doubling by year 4.</p> <p>This is a revenue generating opportunity and the resource implications can be supported. As the core courses will be drawn from the existing MACE program, there will be minimal impact on faculty within SPH, and the administrative needs will be similar to the existing program. MACE student workspace is part of non-allocated touchdown space in ECHA. The impact statements from the Library and IST indicate that the proposed program will have a relatively minor impact on these services and can be supported.</p> <p>With the existing and proposed MACE programs, the University of Alberta will be competitively placed to respond to growing demand for expertise in community engagement.</p> |
| <p>Supplementary Notes and context</p> | <p><i><This section is for use by University Governance only to outline governance process.></i></p> |

Engagement and Routing (Include meeting dates)

Item No. 9

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| <p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p> | <p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> ● SPH Dean Shanthi Johnson; Vice-Dean Norman Neumann; SPH Education Office (regular, ongoing starting Nov. 2020 to current 2021) <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> ● Survey conducted with prospective students and employers - 2012 ● Representatives from FGSR (2020, 2021) and the Provost’s Office (2020, 2021) ● Survey conducted with current MACE students and graduates - March 2021 ● Informal discussions with our partners in industry, government and the non-profit sector - past 3 years ● Library, IST - April 2021 <p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> ● SPH faculty and staff ● Deans of Arts, Education, Law, Extension, Business, College of Health Sciences, College of Natural and Applied Sciences |
| <p>Approval Route (Governance) (including meeting dates)</p> | <p>FGSR GPST - Feb. 25, 2021 SPH Committee on Educational Policies and Programs - April 8, 2021 SPH Faculty Council - April 20, 2021 FGSR Policy Review Committee - May 5, 2021 FGSR Faculty Council - May 26, 2021</p> <p>Further Consultation was needed with the Vice-Provost (Indigenous Programming & Research). Changes made to the proposed program learning outcomes and core course descriptions reflect these discussions, as outlined in the attachments. It was returned to GPST to approve the proposal changes to learning outcomes, along with course changes (as per GPST’s purview). GPST recommended it to Programs Committee for final approval.</p> <p>GPST - Aug. 30, 2021 GFC Programs Committee, September 16, 2021</p> |

Strategic Alignment

| | |
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| <p>Alignment with <i>For the Public Good</i></p> | <p>The proposed course-based MA in Community Engagement aligns with all 5 of the goals of <i>For the Public Good</i> through the following objectives and strategies:</p> <ol style="list-style-type: none"> 1. Engage <ol style="list-style-type: none"> a. Objective 16: strategies 1, 3 b. Objective 17: strategies 1, 2 c. Objective 18: strategies 3, 4 2. Experience: <ol style="list-style-type: none"> a. Objective 7: strategies 1, 2, 3 3. Build: <ol style="list-style-type: none"> a. Objective 4: strategy 1 4. Sustain: <ol style="list-style-type: none"> a. Objective 20: strategy 1 5. Excel: <ol style="list-style-type: none"> a. Objective 11: strategies 1, 2 b. Objective 14: strategies 1, 2 |
|--|---|

Item No. 9

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| Alignment with Core Risk Area | Please note below the specific institutional risk(s) this proposal is addressing. | |
| | <input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input checked="" type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure | <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success |
| Legislative Compliance and jurisdiction | Cite reference to relevant legislation, policy, and governance committee(s) [title only is required]. Post-Secondary Learning Act UofA Calendar General Faculties Council Faculty of Graduate Studies & Research SPH Faculty Council SPH Committee on Educational Policies and Procedures | |

Attachments

1. Course based MACE_internal-program-proposal_August 17, 2021
2. 2021-2022 MACE Core Calendar Changes-August 17, 2021
3. Overview of Recommended Changes

Prepared by: Mary A. Beckie, Professor and Director Community Engagement Studies, School of Public Health;
mary.beckie@ualberta.ca

University of Alberta Internal Program Approval Template

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

Faculties and Departments pursuing program proposals must consult with the Portfolio Initiatives Manager in the Office of the Provost and Vice-President (Academic) (apatrick@ualberta.ca) on the appropriate template and process. Graduate proposers must also consult with the Faculty of Graduate Studies and Research (fsgov@ualberta.ca).

This template is used for the following:

- Creation of a new second-level specialization
- Elimination of an existing second-level specialization
- The addition of an Honours stream to an existing undergraduate program
- Name change of a second-level specialization OR embedded certificate
- Creation of a combined degree program where both degrees have been approved by the Ministry
- Substantive program changes that do not require Ministry approval

Basic Information

1. Title of the Program/Specialization:

Course-based Master of Arts (MA) in Community Engagement (MACE)

2. Proposed effective date: Sept 2022

3. Length of the program (years): 1 year

4. Faculty and Department: School of Public Health

Contact person, with telephone number and e-mail address:

Mary Beckie, Professor and Director Community Engagement Studies, School of Public Health,
mary.beckie@ualberta.ca; 780-492-5153

5. Details of completed Departmental and/or Faculty approval processes, including dates

SPH Committee on Educational Policies and Programs: April 8, 2021

SPH Faculty Council: April 20, 2021

Graduate Program Support Team: May 5, 2021

FGSR Council: May 26, 2021

GFC Programs Committee:

6. Details of completed student consultation, including dates

Interest in and support for a course-based Master of Arts in Community Engagement (MACE) program was first identified in the results of a widely distributed survey of potential students and employers (125 responses), as part of the original thesis-based MACE proposal submitted by the Faculty of Extension in 2012 to the Minister of Alberta Advanced Education and Technology. The intent to develop a course-based MACE program following the establishment of the thesis-based program was noted in the original proposal.

Over the past 5 years, discussions about a course-based MACE program have been carried out informally with MACE students, community organizations and government agencies we have working relationships with, some of whom were part of the Faculty of Extension's Community Engagement Steering Committee.

From March 12 - 22, 2021, we conducted a targeted online survey with current students and recent graduates of MACE to solicit their feedback on the proposed program (37 invitations; 14 responses). The findings of this survey as well as the informal discussions indicate strong support for the development of a course-based MACE program. Specifically, 71% of survey respondents indicated a preference for a one year course-based program with a blended learning format over a two year thesis-based program. Most (85%) agreed that having both course-based and thesis-based options would draw a wider range and larger number of learners. When asked their opinions as to what impacts (if any) the addition of a course-based option might have on the existing thesis-based course, respondents identified: 1) increases in class size, which would increase the diversity of students and perspectives, hence enrich the learning experience, but may also negatively impact relationship building and the depth of discussions; 2) decrease enrolment in the thesis-based option as a shorter, less research intensive option will be attractive to applicants, particularly professionals; and, 3) increased workload for the professors.

7. Attach proposed Calendar changes (note that the Registrar's Office must be consulted in advance, or FGSR for graduate programs) and/or course changes (approved via circulation – please see the [Governance website](#) for details)
See Appendix A: MACE course-based calendar write up; Capstone course (MACE 599)
8. Attach letter of support from the Dean of the Faculty
See Appendix B - for letters from the Dean of SPH, as well as other Faculties at UAlberta.

Program Impact and Rationale

9. What is the rationale for the program proposal?

Expertise in community engagement is of growing relevance to industry, government and the nonprofit sector, as evidenced by the number and diversity of related employment and career opportunities. Effective engagement requires an understanding of the theory, practices and processes that inform it. The Master of Arts in Community Engagement (MACE), developed and launched through the University of Alberta's Faculty of Extension in 2016, was the first interdisciplinary, thesis-based graduate degree in Canada to focus on the scholarship of engagement. Currently, there are three other graduate programs on various aspects of engagement nationally: York University, Wilfrid Laurier University, and University of British Columbia Okanagan (see below for a comparison of these programs).

MACE is currently open to both full-time and part-time students, and requires a minimum of 2 years for completion. It consists of 3 core courses, 3 electives, a 3-credit practicum, and original research project and thesis (21 credits total). A total of 45 students, including 6 Indigenous and 9 international students, have been registered in the program over the past 5 years. The interdisciplinary nature of MACE is reflected in the wide range of academic backgrounds of those drawn to the program, as well as through the diversity of their community-based research projects.

With 5 years of experience running the MACE program and with its successful transition to the School of Public Health in 2020, we see an opportunity to now offer professionals and those seeking to begin a career in community engagement an additional pathway to graduate level training. Enrolment in course-based master's programs has been increasing steadily at the University, as a result of growing demand for these types of professional degrees, and now exceeds enrolment in thesis-based programs (FGSR, 2019 - 2020 Student Enrolment Report). The proposed course-based MACE program would enable us to respond to ongoing demand for increased access to graduate level training and thereby grow student enrolment, with potential applicants from within Edmonton, provincially, nationally and internationally. Having had to migrate existing core and elective MACE courses online during the fall and winter terms this year, we are now well positioned to offer a more accessible course-based program.

A course-based MACE program (12 credits (4) core courses, 9 credits elective courses, 6-credit capstone; 27 credits total) would build on the strengths of the existing program - integrating theory, research and practice - but would be of shorter duration (one calendar year minimum) and offered in a more flexible and accessible blended learning model. The program would be open to both full-time and part-time students and have many of the same course requirements as the thesis-based program. However, instead of a practicum and thesis, the program would culminate in a 6-credit community-engaged (applied) capstone project. (See Appendix C: A

Comparison of Course-Based vs. Thesis-Based MACE Structure; Course-Based MACE full-time program schedule)

As the scholarship of engagement focuses on the study and practice of collaborative relationships to address societal issues and create positive change, similar to the thesis-based program this proposed course-based MACE will acknowledge and highlight the importance of equity, diversity, inclusiveness for effective engagement through both core and elective courses. Specific content related to Indigenous knowledge systems is included in both core and elective courses. The MACE program also consistently employs experiential learning in courses, including the community engaged culminating capstone project. The following is a more detailed list of learning outcomes.

Upon completion of the course-based MACE program, students will have the ability to:

- Characterize and critically analyze different types and complexities of “community”
- Examine, articulate and apply theoretical and conceptual foundations of the scholarship of engagement
- Examine, describe and apply models, processes and practices of community engagement that incorporate principles of equity, diversity, inclusion, and decolonization
- Identify and understand personal positionality and the value of diverse knowledge systems and worldviews for effective engagement research and practices.
- Learn about Indigenous ways of knowing and the historical and contemporary systems, structures, policies and practices that influence engagement with communities.
- Examine and develop facilitation, research and evaluation skills, practices, and designs that reflect community context, are culturally responsive and in collaboration with community partners
- Investigate and apply engagement and research methodologies in a community-engaged capstone project
- Describe and incorporate reflexivity in community engagement scholarship and practice
- Examine and utilize different knowledge mobilization methods (verbal, written, visual, digital)

The proposed one year course-based MACE is comparable to Wilfrid Laurier University’s course-based MA in Social Justice and Community Engagement. York University’s Master of Leadership and Community Engagement is a two year, part-time professional degree tailored to public sector professionals, and University of British Columbia Okanagan’s Master’s of Community Engagement, Social Change, Equity is a thesis-based 2 years degree. (See Appendix D for a table comparing these programs with the proposed course-based MACE).

10. Provide the expected enrolment (or other) impact on the academic unit(s) offering the program and other affected units if applicable. Include information on the current enrolment (sample enrolment table included on following page).

Current intake for the thesis program is between 10 and 14 students per year. Total enrolment in the program over the past five years is 45. Expected enrolment in the first year of the course-based MACE is 8 – 10 students. We will examine how things are working in the first year, make minor adjustments as needed, and work to build enrollment yearly (see Appendix E). Annual combined intake for both streams is initially expected to be +/- 20.

The development of this program is a revenue generating opportunity. As the core courses will be primarily drawn from the existing MACE program, with the same instructors, there will be minimal impact on faculty within the School of Public Health and administrative needs will be similar to the existing thesis program.

Tuition for the course-based and thesis-based MACE program based on fall 2020/winter 2021 rates as posted to the FGSR website (note: does not include non-instructional fees or the projected annual increases):

Course-based MACE

Domestic students - 12 months = \$6,010.20

International students - 12 months = \$16,778.70

Thesis-Based MACE

Domestic students (Full time) = \$3,918.60/year x 2 yrs = \$7,837.20

Domestic students (Part time) = \$1,959.30/year x 3 yrs = \$5,877.90

International student (Full time) = \$8,700/year x 2 yrs = \$17,400

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

The Dean and Vice-Dean of SPH have indicated that there will be minimal resource implications for implementing this program on the SPH's student work space (which is non-allocated, touchdown space) and administrative services due to the relatively modest increase in student enrolment anticipated.

We have consulted with the library and IST regarding resource implications. Please see Appendix F for these letters.

A budget with anticipated revenue and expenses is also provided in Appendix F. This is a net revenue generating opportunity with anticipated expenditures limited to administrative support and advertising/promotion of the program.

APPENDIX A: Proposed Calendar Changes

School of Public Health
 Community Engagement [Graduate] Course-based MA
 Implementation - Fall 2022 (Applications to open in October 2021)

| Current | Proposed |
|--|---|
| <p>Community Engagement [Graduate]</p> <p>School of Public Health 3-300 Edmonton Clinic Health Academy 11405-87 Avenue University of Alberta Edmonton, Alberta T6G 1C9 E-mail: sph.programs@ualberta.ca www.publichealth.ualberta.ca</p> <p>General Information The Community Engagement Graduate Program in the School of Public Health offers an in-depth theoretical examination of the conceptual and philosophical underpinnings of community engagement, along with critical analysis of related evidence-based research, and the opportunity to gain practical experience in the application of this growing field. The Master of Arts in Community Engagement (MACE) degree is an interdisciplinary graduate program designed for those seeking to provide reflective and informed leadership in community engagement and sustainability applied to industry, postsecondary education, government, and not-for-profit settings. The MACE program is a thesis-based degree comprised of coursework in theory and analysis of community engagement, collaboration, partnership development, cultural awareness, research methodology, project management, and policy development. An opportunity for practical experience is available to all students through the community service-learning component within the MACE program.</p> <p>Entrance Requirements The Faculty's minimum admission requirements are an undergraduate degree in a relevant field with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>At least one year of relevant community-based experience is preferred.</p> | <p>Community Engagement [Graduate]</p> <p>School of Public Health 3-300 Edmonton Clinic Health Academy 11405-87 Avenue University of Alberta Edmonton, Alberta T6G 1C9 E-mail: sph.programs@ualberta.ca www.publichealth.ualberta.ca</p> <p>General Information The Community Engagement Graduate Program in the School of Public Health offers an in-depth theoretical examination of the conceptual and philosophical underpinnings of community engagement, along with critical analysis of related evidence-based research, and the opportunity to gain practical experience in the application of this growing field. The Master of Arts in Community Engagement (MACE) degree is an interdisciplinary graduate program designed for those seeking to provide reflective and informed leadership in community engagement and sustainability applied to industry, postsecondary education, government, and not-for-profit settings. The MACE program offers both a course-based and thesis-based degree comprised of coursework in theory and analysis of community engagement, collaboration, partnership development, cultural awareness, research methodology, project management, and policy development. An opportunity for practical experience is available to students through both the practicum in the thesis-based and the community engaged applied research capstone project in the course-based MACE program.</p> <p>Entrance Requirements The Faculty's minimum admission requirements are an undergraduate degree in a relevant field with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>At least one year of relevant community-based experience is preferred.</p> |

| | |
|--|---|
| <p>Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any of the following is acceptable:</p> <p>TOEFL: minimum score of 100 with a score of at least 21 on each of the individual skill areas (internet-based), or equivalent; An equivalent score on an English Language Proficiency test approved by the Faculty of Graduate Studies and Research. Applicants are also required to submit the following:</p> <p>CV or resumé. One sample of academic writing. Three letters of reference (at least one from an academic referee). A letter of intent which (a) specifies how the completion of this program would support professional and personal goals; (b) identifies a provisional research topic; and (c) explains how the applicant's interests align with research being done by faculty members in the Faculty of Extension. The applicant should identify appropriate faculty members from the School of Public Health as potential supervisors.</p> <p>Program Requirements The Degree of MA in Community Engagement [Graduate] Graduate Courses Graduate courses can be found in Course Listings, under the subject heading Community Engagement (MACE).</p> | <p>Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any of the following is acceptable:</p> <p>TOEFL: minimum score of 100 with a score of at least 21 on each of the individual skill areas (internet-based), or equivalent; An equivalent score on an English Language Proficiency test approved by the Faculty of Graduate Studies and Research. Applicants are also required to submit the following:</p> <p>CV or resumé. One sample of academic writing from thesis route applicants. Three letters of reference (at least one from an academic referee). A letter of intent which (a) specifies how the completion of this program would support professional and personal goals; (b) identifies a provisional research topic; and (c) explains how the applicant's interests align with research being done by faculty members in the School of Public Health. The applicant should identify appropriate faculty members from the School of Public Health as potential supervisors.</p> <p>Program Requirements The Degree of MA in Community Engagement [Graduate] Graduate Courses Graduate courses can be found in Course Listings, under the subject heading Community Engagement (MACE).</p> |
| <p>The Degree of MA in Community Engagement [Graduate]</p> <p>Program Requirements Students are required to complete a minimum of ★21 in coursework and a thesis.</p> <p>Coursework MACE 501 MACE 502 MACE 503</p> <p>Three ★3 graduate-level electives</p> <p>Electives may be taken through any faculty One elective must be a graduate-level course in research methods. Course selection is determined</p> | <p>The Degree of MA in Community Engagement [Graduate]</p> <p>Program Requirements The MACE program may be completed through either a course-based or thesis-based route.</p> <p>Thesis-based MA Students are required to complete a minimum of ★21 in coursework and a thesis.</p> <p>Coursework (★12) MACE 501 MACE 502 MACE 503 MACE 560</p> <p>Elective Courses (★9)</p> <p>Electives may be taken through any faculty One elective must be a ★3 graduate-level course</p> |

School of Public Health
 Course Changes
 Implementation – Fall 2022

| Current | Proposed |
|--|--|
| Community Engagement, MACE New Course | Community Engagement, MACE <u>MACE 599 Directed Capstone Project</u> <u>★ 6 (fi 12) (two term, unassigned) A community- engaged (applied) culminating project. Restricted to MACE students in the course-based route.</u> |

Rationale: This new course is required as the culminating project for the proposed course-based route within the MA in Community Engagement.

Approvals:

- SPH Committee on Educational Policies and Programs: 8 April 2021
- SPH Faculty Council: 23 April 2021
- FGSR Council: May 26, 2021
- GFC PC:

APPENDIX B: Letters of Support from Deans

Shanthi Johnson, PhD, RD, FDC, FACSM, FGSA
Professor and Dean

3-300 Edmonton Clinic Health Academy
11405 - 87 Ave, Edmonton, Alberta, Canada T6G 1C9
Tel: 780.492.9981
Shanthi.johnson@ualberta.ca
www.publichealth.ualberta.ca

April 7, 2021

Dear CEPP, FGSR, and GFC colleagues,

The attached proposal describes the rationale, needs, and benefits associated with the development of a course-based *Master's of Arts in Community Engagement* (MACE) degree through the School of Public Health at the University of Alberta. The program builds on our existing two year, thesis-based MACE degree, which has been offered through the Faculty of Extension from fall 2016 to spring 2020. As of July 2020 MACE was relocated to SPH as part of Extension's academic transition.

Expertise in community engagement and social justice is of growing relevance to industry, government and the non-profit sector. Thoughtful community engagement with a focus on action will require an understanding of the theory, practices and processes that inform it. The proposed course-based version of the degree is designed for professional candidates and those wanting to launch a career in community engagement. The shortened, intensified and more practice oriented one year graduate program is better suited to the needs of working professionals, who cannot commit to a longer, research intensive thesis-based program.

Many faculties supported the original thesis-based MACE proposal which was submitted to the Minister of Alberta Advanced Education and Technology. The approval process for a course-based MACE is internal to the university, as it is building on the existing thesis-based program. Following approval, we anticipate launching the course-based program in the fall of 2022, with enrollment peaking at approximately 20 students (both full time and part time) by year four.

The proposed course-based MACE fits well within SPH and the UofA, will create program efficiencies and be revenue generating, meets growing student demand for access to graduate level training for working professionals and thus enhances progress on strategic priorities. This program also aligns very well with our School's commitment to engaged scholarship.

As the dean of SPH, I offer my fullest support for the approval of this program. If you have any questions about the proposal please do not hesitate to connect with me.

Sincerely,



Shanthi Johnson,
Professor and Dean

Enterprise Square
10230 Jasper Avenue NW
Edmonton, Alberta, Canada T5J 4P6
Tel: 780.492.9209
Fax: 780.492.8162
Maria.mayan@ualberta.ca
www.extension.ualberta.ca

April 26, 2021

Dr. Shanthi Johnson
Dean, School of Public Health
shanthi@ualberta.ca

Dear Dean Johnson,

Re: Course-based Masters Program

I am very excited to support the School of Public Health's proposal for a course-based masters in community engagement. I write this letter as the interim Dean of the Faculty of Extension.

The Faculty of Extension was extremely proud to have developed a unique and high-quality thesis-based graduate program in community engagement to support the development of scholars and scholarship in this area. Our graduates find employment in municipal, provincial, and federal government, non-governmental agencies, and industry. Their skills are used to address complex social issues among numerous stakeholders. Their work promotes inclusion, social justice, equity, and systems change.

However, the moment we launched the thesis-based program, we had prospective students asking for a course-based program. These individuals are not necessarily looking to learn how to do original research but want to become masters-prepared practitioners of community engagement. There will be a demand locally and across Canada for a course-based program.

The University of Alberta values community engagement and will gain additional prestige through such a program. Additionally, there is no better home for the course-based masters in community engagement than the School of Public Health. I look forward to working with the exceptional students who are admitted into the program to facilitate their growth to become outstanding community engagement practitioners.

Sincerely,



Maria Mayan, PhD
Interim Dean, Faculty of Extension
University of Alberta

2J2.00 Walter C Mackenzie Health Sciences Centre
University of Alberta
8440 112 St.
Edmonton, Alberta, Canada T6G 2R7
Tel: 780.492.6621
deanchs@ualberta.ca
www.ualberta.ca

April 12, 2021

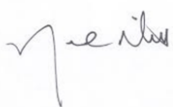
Dear FGSR and GFC Councils

The School of Public Health (SPH) is proposing a new course-based Master's of Arts in Community Engagement degree (MACE course-based) at the University of Alberta. The proposed program is a revised version of the existing two-year, thesis-based MACE degree that is currently offered in the SPH, and was initiated in 2016 through the Faculty of Extension. This thesis-based MACE program came into SPH in July 2020 as part of the Faculty of Extension academic reorganization and transition. There is an unmet need for this program and the implementation of a course-based version of this degree is being proposed because of demands the SPH are experiencing from various professionals and those wanting to launch a career in community engagement. A shortened, intensified and more practice oriented one-year graduate program is more relevant and effective for training working professionals, who cannot commit to a longer, research intensive thesis-based program.

Many faculties, groups and individuals were historically supportive of the original thesis-based MACE proposal which was submitted in 2012 to the Minister of Alberta Advanced Education and Technology. The approval process for a course-based MACE is internal to the university, as it is building on the existing thesis-based program. Following anticipated approval, the SPH anticipates launching the course-based program in the fall of 2022, with enrollment peaking at approximately 20 students (both full time and part time) by year four.

As Dean of the Faculty of Pharmacy and Pharmaceutical Sciences I am endorsing and supporting that this proposal move forward for approval, first to FGSR Council on May 26, 2021 and then to General Faculties Council on June 7, 2021. This degree offering is consistent with institutional priorities of community engagement in our University of Alberta strategic plan For the Public Good and will be a welcomed addition to the current academic offerings at our institution.

Sincerely,








Neal M. Davies BSc(Pharm), Ph.D., R.Ph.
Dean and Professor



R.G. (Bob) Haennel Ph.D. FACSM
Dean, Faculty of Rehabilitation Medicine

2J2.00 Walter C Mackenzie Health Sciences Centre
 University of Alberta
 8440 112 St.
 Edmonton, Alberta, Canada T6G 2R7
 Tel: 780.492.6621
 deanchs@ualberta.ca
 www.ualberta.ca

| | |
|--|--|
|  Brenda Hemmelgarn, MD, PhD Dean, Faculty of Medicine & Dentistry |  Diane Kunyk, PhD, RN Interim Dean, Faculty of Nursing |
|  Kerry Mummery, PhD, FASMFP Dean, Faculty of Kinesiology, Sport, and Recreation |  Paul Major, PhD Professor & Department Chair Faculty of Medicine & Dentistry |
|  Greta Cummings, PhD, RN, FCAHS, FAAN, FCAN Interim College Dean College of Health Sciences | |

4-40 Business Building
Edmonton, Alberta
Canada T6G 2R6
Tel: 780.492.4083
www.ualberta.ca/business

April 6, 2021

Shanthi Johnson
Professor and Dean
School of Public Health
University of Alberta

Re : SPH proposal for a course-based Master's of Arts in Community Engagement degree

Dear Dean Johnson,

I am happy to offer my support to you and your colleagues in The School of Public Health (SPH) with regard to your proposal for a new course-based Master's of Arts in Community Engagement degree at the University of Alberta.

Interest in course-based master's degrees continues to increase at the University of Alberta and at our peer institutions. I note that the proposed program builds on an already successful thesis-based program and that market demand from professionals interested in careers in community engagement is strong. Your efforts to develop valuable programs that benefit our students and contribute to our social and economic wellbeing in this important area is laudable.

Community engagement is a core mandate for the University of Alberta and this program will definitely contribute to this important part of our mission.

I wish you much success in launching this program.

Sincerely,



Joseph Doucet
Stanley A Milner Professor and Dean
Alberta School of Business



April 9, 2021

School of Public Health
University of Alberta
3-300 Edmonton Clinic Health Academy
Edmonton, AB T6G 1C9

Attention: Dean Shanthi Johnson

Dear Dean Johnson:

Re: Proposed Masters of Arts in Community Engagement

I write to express the support of the Faculty of Law for the Masters of Arts in Community Engagement (MACE course-based) degree proposed by the School of Public Health for commencement in September 2022. Community engagement is an increasingly important area of study and the proposed degree provides a mechanism for offering community engagement training in an accessible format that responds to student demand. Based on my reading of the proposal, I understand that this degree builds on the existing two-year, thesis-based MACE degree currently offered by the School of Public Health; that it is being initiated in response to increasing demands from professionals interested in careers involving community engagement; and that the shortened, intensified and practice-oriented format is of particular interest to working professionals. I find the proposal to be reasonable and I believe that the degree will be a meaningful and positive addition to the University of Alberta's programs.

Please do not hesitate to contact me if you have any questions or concerns regarding the above.

Sincerely,

A handwritten signature in blue ink that reads "Barbara Billingsley".

Barbara Billingsley
Dean of Law
Wilbur Fee Bowker Professor of Law

6-33 Humanities Centre
Edmonton, Alberta, Canada T6G 2E5
Tel: 780.492.ARTS
Fax: 780.492.7251
www.arts.ualberta.ca

April 18, 2021

Dr. Shanthi Johnson
Dean, School of Public Health
3-300 Edmonton Clinic Health Academy
University of Alberta

Dear Shanthi,

I am pleased to confirm the Faculty of Arts' enthusiastic support for the proposed new course-based Master of Arts in Community Engagement (MACE) degree at the University of Alberta. Providing an intensified and practice-oriented MACE program that can be completed in less time will increase full- and part-time student numbers, while serving the unique needs of working professionals.

In recent years there has been growing demand for shorter and somewhat less research-intensive graduate programs that provide practical and career-relevant education and training. The proposed course-based MACE program retains key course requirements, while replacing the practicum and thesis of the thesis stream with a 6-credit capstone project involving community-engaged research. There is, without a doubt, real value in providing such a program to students who are beginning or already engaged in careers in community engagement, whether those be in industry, government, or the non-profit sector.

I have reviewed the detailed program proposal and believe the School of Public Health's proposal to add the one-year, course-based MACE program alongside the existing thesis-based degree, is well conceived and sure to be a success.

Sincerely,



Steve Patten
Interim Dean of Arts

1-001 Centennial Centre for Interdisciplinary Science
University of Alberta
Edmonton, Alberta, Canada T6G 2E1
Tel: 780.492.4459
deancnas@ualberta.ca
www.ualberta.ca

April 30, 2021

Shanthi Johnson
Dean, School of Public Health
3-300 ECHA
University of Alberta
Edmonton, Alberta, Canada

Dear Dean Johnson:

Thank you for sending me the information on your proposal for the new course-based Master's of Arts in Community Engagement degree (MACE course-based). My understanding is that the program is a course-based revised version of the thesis-based Master's of Arts in Community Engagement degree that was previously offered through the Faculty of Extension but that is now housed in the School of Public Health.

I have discussed this course-based version of MACE with the CNAS Council of Deans and am pleased to write this letter supporting 'MACE course-based'. We all agree that a one year graduate program will be relevant to working professionals and others who do not have the flexibility for a thesis-based version.

We do not have resources to commit to the program but support its proposed development and implementation.

We wish you all the best as you develop and implement 'MACE course-based'.

Sincerely,



Matina Kalcounis-Rueppell
Incoming Interim Dean
College of Natural and Applied Sciences



Office of the Dean of Education
11210 - 87 Ave.
845 Education Centre South
Edmonton, AB, Canada T6G 2G5
[Tel:780.492.3751](tel:780.492.3751)
www.education.ualberta.ca

April 16, 2021

Dear Dr. Johnson,

I am writing to endorse the creation of a course-based MACE program in the School of Public Health. I have reviewed the proposal, and paid particular attention to the vision, rationale and consultation process undertaken to determine support.

I view the course-based program as an opportunity to broaden expertise in community engagement across various sectors, including industry and non-profit. Its interdisciplinary approach and focus on the scholarship of engagement has positioned the thesis based program as unique in the country, and I have no doubt that the creation of a course-based pathway will be desirable for professionals seeking further learning and growth opportunities.

In the Faculty of Education, we understand the need for professional graduate programs that support in-service educators and have experienced first hand the value and attractiveness of course-based programs to meet the needs of practitioners. Course-based programs provide opportunities for greater access for professionals within and beyond the province while maintaining high academic standards through impactful curriculum and pedagogy.

It is clear that through your stakeholder consultations there is both a desire and need for a course-based MACE program. Given the University of Alberta's commitment to the public good, and in light of the potential impact the proposed course-based program will have in expanding enrolments and advancing the knowledge and understanding of community engagement, I wholeheartedly support the proposal.

Sincerely,

A handwritten signature in blue ink that reads "Jennifer Tupper".

Dr. Jennifer Tupper

APPENDIX C: Structure of Course-Based MACE and Comparison with Thesis-Based MACE

Course-Based versus Thesis-Based MACE

| MACE course-based (proposed) | Credits | MACE thesis-based | Credits |
|---|-----------|---|-----------|
| MACE 501 The Practice of Community-Engaged Scholarship | 3 | MACE 501 The Practice of Community-Engaged Scholarship | 3 |
| MACE 502 Theoretical Foundations of the Scholarship of Engagement | 3 | MACE 502 Theoretical Foundations of the Scholarship of Engagement | 3 |
| MACE 503 Methods of Community-Based Research | 3 | MACE 503 Methods of Community-Based Research | 3 |
| MACE 552 Evaluation in a community context | 3 | | |
| | | MACE 560 practicum | 3 |
| Elective courses | 9 | Elective courses (one must be research methods) | 9 |
| Capstone project | 6 | Thesis | -- |
| Total | 27 | Total | 21 |

APPENDIX D: Comparison with other Masters of Community Engagement

| MACE (proposed) UAlberta | MA Social Justice & Community Engagement Wilfrid Laurier | Master of Leadership & Community Engagement York | Master of Community Engagement, Social Change, Equity UBCO |
|----------------------------------|--|--|---|
| 1 year Full-time course-based | 1 year Full-time course-based | 2 years Part-time professional | 2 years thesis-based |
| 7 courses | 7 courses | 5 courses | 6 courses |
| | Practicum | Practicum | |
| Capstone | | Capstone | Thesis |
| 27 credits | 24 credits | 24 credits | 18 credits + thesis |

APPENDIX E: Sample Enrolment Table

| Proposed Enrolment | 2022 - 2023 | 2023 - 2024 | 2024-2025 | 2025 - 2026 |
|--|--------------------|--------------------|------------------|--------------------|
| ● Total Full-Time head count | 4 | 4 | 6 | 6 |
| ● Full-Time Year 1 | 4 | 4 | 6 | 6 |
| ● Full-Time Year 2 | | | | |
| ● Full-Time Year 3 | | | | |
| ● Full-Time Year 4 | | | | |
| ● Full-Time Year 5 | | | | |
| ● Total Part-Time head count | 6 | 8 | 12 | 14 |
| ● Part-Time Year 1 | 6 | 8 | 12 | 14 |
| ● Part-Time Year 2 | | 6 | 8 | 12 |
| ● Part-Time Year 3 | | | | |
| ● Part-Time Year 4 | | | | |
| ● Part-Time Year 5 | | | | |
| ● Total Work Experience hc | 4 | 10 | 14 | 18 |
| ● Work Experience Year 1 | 4 | 4 | 6 | 6 |
| ● Work Experience Year 2 | | 6 | 8 | 12 |
| ● Work Experience Year 3 | | | | |
| ● Work Experience Year 4 | | | | |
| ● Work Experience Year 5 | | | | |
| ● Anticipated Number of Graduates | 4 | 10 | 14 | 18 |

APPENDIX F: Resource Implications

Budget

| | Budget Estimate 2022-2023 | |
|---------------------|---|--------------------|
| Tuition | | |
| | Thesis route domestic (existing program)* | -99,924.30 |
| | Thesis route international (existing program)** | -44,370 |
| | Course-based (proposed program)*** | -48,081.60 |
| | | -192,375.90 |
| Expenditures | | |
| | Admin support (existing - salary/benefits) | 60,000 |
| | Promotion/advertising | 5000 |
| | | 65,000 |
| | | |
| | Revenue vs Expenditures | -127,375.90 |

* estimated revenue (85%) based on 2020-2021 thesis fees domestic

**estimated revenue (85%) based on 2020-2021 thesis fees international

***estimated revenue (85%) based on 2020-2021 course-based fees domestic

Letters from Library and IST



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

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

Library Contact:

| | |
|----------------------------------|--------------------------------|
| Name: Connie Winther | Date: 7 April 2021 |
| Library Unit: Health Sciences | Email: cwinther@ualberta.ca |

Program Proposal Contact:

| | |
|-----------------------------|--|
| Name: Dr. Normal Neumann | Dept./School: School of Public Health |
| Faculty: Public Health | E-mail: nfneuman@ualberta.ca |

Proposed Program Changes:

| |
|---|
| <p><i>Course based Master of Arts in Community Engagement (MACE)</i></p> <p>Course based Master of Arts in Community Engagement (MACE) is a proposed program change which builds on the current MACE program but is shorter and offered in a more flexible blended learning model. Instead of a practicum and thesis, a community-engaged (applied) research capstone project would mark the completion of the program.</p> |
|---|

| Library Service or Resource | Description of Library Impact |
|-----------------------------|---|
| Instruction | <p>Instruction and consultations related to information literacy and searching for research information would be useful for students in the Course based MACE program.</p> <p>The Library offers a range of drop in research workshops throughout the academic year to assist students with their research needs. In addition, online instructional guides and tutorials are accessible via the Library's web site to support the research process. Course/assignment specific instruction may also be useful. Please contact the appropriate librarian to discuss. Sandy Campbell is the subject librarian for the School of Public Health and has capacity to support this program; she is supporting the current MACE program through teaching and research consultations.</p> |
| Reference assistance | |

| | |
|--|---|
| | <p>General reference assistance is available at all University of Alberta Library service desks when they are open. Ask us services are also available via chat, email and phone. In addition, health sciences librarians are available for one-to-one consultations for specialized assistance upon request.</p> |
| <p>Collections – reserves, print, electronic</p> | <p>The Library's current subscriptions to print and electronic journals and books should adequately support this program. Any items that are not available and/or accessible through the Libraries can be requested through Interlibrary Loan.</p> <p>The library subscribes to the major journals and electronic resources with particular relevance to this program including:</p> <ul style="list-style-type: none"> ● Medline ● CINAHL ● ENBASE ● Scopus ● Web of Science ● Cochrane Library ● ERIC ● Global Health ● PsycINFO ● AccessMedicine ● Books@OVID ● EBSCO eBook Collection <p>A library guide with detailed instructions for creating reading lists including videos and tutorials is available for all instructors.</p> |
| <p>Physical facilities (e.g., sufficient room for group work; in-library work, etc.)</p> | <p>Physical facilities are in place to support student research needs. There are bookable group study spaces, as well as collaborative and individual study spaces in all library locations across campus for those who require space.</p> |
| <p>Other (specify)</p> | |

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

Unit Head Signature: _____ *Sharon J. Smith*

Date: 7 April 2021

Associate University Librarian Signature: _____ *Sharon Murphy*

Date: April 7, 2021



April 24, 2021

Subject: MACE assessment and endorsement

To whom it may concern:

I am in favour of the proposal from the School of Public Health for a course-based version of the Master's of Arts in Community Engagement degree (MACE course-based).

There would be no extraordinary requirements for IST in supporting the delivery of this new program. The focus on a combination of in-person and remote delivery is aligned with the majority of other UofA courses. The only potential technical challenge for the remote students would be assessment. The proponents have assured me that assessment for the remote students will be the same as for the in-person students. That is, they will be basing grades on class participation in discussions (written and oral), essays, and individual and group presentations.

Best regards,
Mike MacGregor
AVP & CIO

2021-2022 Calendar Changes
School of Public Health
For Immediate Implementation

Proposed Revisions to MACE Core Courses:

| Current – thesis based | Proposed – both thesis and course based |
|---|--|
| <p>MACE 501 - The Practice of Community Engaged Scholarship ★ 3 (fi 6) (either term, 0-3s-0) An introduction to the conceptual foundations of the practice of community - engaged research and evaluation, with application across diverse disciplines and forms of engagement (e.g., health care, community development, government). A required course for students in the Master of Arts in Community Engagement program; others interested must seek consent of the instructor.</p> | <p>MACE 501 - The Practice of Community Engaged Scholarship ★ 3 (fi 6) (either term, 0-3s-0) An introduction to the conceptual foundations of the practice of community - engaged research and evaluation, with application across diverse disciplines, and forms of engagement (e.g., health care, community development) and community contexts. (e.g., government, Indigenous). Students will examine models, processes and practices of community engagement that incorporate principles of equity, diversity, inclusion, and decolonization. A required course for students in the Master of Arts in Community Engagement program; others interested must seek consent of the instructor.</p> |
| <p>MACE 502 - Theoretical Foundations of the Scholarship of Engagement ★ 3 (fi 6) (either term, 0-3s-0) An examination of the theoretical foundations that have shaped the study of community engagement. Students will explore this through a broad spectrum of disciplines and themes. A required course for students in the Master of Arts in Community Engagement program; others interested must seek consent of the instructor.</p> | <p>MACE 502 - Theoretical Foundations of the Scholarship of Engagement ★ 3 (fi 6) (either term, 0-3s-0) An examination of the theoretical foundations (e.g., Marxism, Post/Anti-Colonialism, Feminism) that have shaped the study and practice of community engagement. Students will explore this through a broad spectrum of disciplines and themes. A required course for students in the Master of Arts in Community Engagement program; others interested must seek consent of the instructor.</p> |
| <p>MACE 503 - Methods of Community Based Research ★ 3 (fi 6) (either term, 0-3s-0) An introduction to research which broadly includes quantitative, qualitative, and mixed methods. Research design, formulating research questions, selecting appropriate methods, sampling, data analysis and knowledge mobilization will be included. This course is designed as a seminar, while some classes will be structured, the intent is for participants to learn from each other's experiences</p> | <p>MACE 503 - Methods of Community Based Research ★ 3 (fi 6) (either term, 0-3s-0) An introduction to research which broadly includes quantitative, qualitative, Indigenous methods and mixed methods. Research design, formulating community partnerships, formulating research questions, selecting appropriate methods, sampling, data analysis and knowledge mobilization will be included. This course is designed as a seminar, while some classes will be structured, the intent is</p> |

| | |
|--|---|
| and research examples. | for participants to learn from each other's experiences and research examples. |
| <p>MACE 560 - Community Engagement Practicum ★ 3 (fi 6) (two term, 0-3s-0) Students will gain practical, hands-on experience by contributing to a community-based project that draws on multiple facets of community engagement scholarship. The community experience will be supported by a seminar that explores critical, ethical, and reflective approaches to the everyday practice of community engagement. Restricted to MACE students. Prerequisite: consent of the department. Students may not receive credit for both: CSL 550 and MACE 560.</p> | <p>MACE 560 - Community Engagement Practicum ★ 3 (fi 6) (two term, 0-3s-0) Students will gain practical, hands-on experience by contributing to a community-based project that draws on multiple facets of community engagement scholarship. The community experience will be supported by a seminar that explores critical, ethical, inclusive, equitable, decolonizing and reflective approaches to the everyday practice of community engagement. Restricted to MACE students. Prerequisite: consent of the department. Students may not receive credit for both: CSL 550 and MACE 560.</p> |
| <p>MACE 552 Evaluation in the Community Context *3 (fi 6) (either term, 3-0-0). Introduction to the basics of evaluation, including the foundations, approaches, steps, strategies, and ethical considerations of evaluation, with an application across diverse disciplines (e.g., health care, community development, government, not-for-profit). During a week-long intensive course, graduate students will work together with undergraduate students and community stakeholders. Students will work through case studies (project-based curricula) to develop evaluative responses to community-informed issues. Students may not receive credit for both MACE 597 (Evaluation in the Community Context) and MACE 552.</p> | <p>MACE 552 Evaluation in the Community Context *3 (fi 6) (either term, 3-0-0). Introduction to the basics of evaluation, including the foundations, approaches, steps, strategies, and ethical considerations of evaluation, with an application across diverse disciplines, sectors and community contexts (e.g., health care, community development, government, Indigenous, not-for-profit). During a week-long intensive course, graduate students will work together with undergraduate students and community stakeholders. Students will work through case studies (project-based curricula) to develop evaluative responses to community-informed case studies issues (project-based curricula). Students may not receive credit for both MACE 597 (Evaluation in the Community Context) and MACE 552.</p> |

Rationale: Updating descriptions to better reflect incorporation of content specific to theory and practices relevant to Indigenous community engagement

Mary Beckie
 Professor and Director
 Community Engagement Studies
 School of Public Health

Re: Revisions to Course-Based MACE proposal and Core Course Descriptions

The proposal to develop a course-based M.A. in Community Engagement (MACE) was initially presented to GPST April 18, 2021. Following that, it was presented and approved at the following committees: SPH Faculty Council (April 20, 2021), FGSR Policy Review Council (May 5, 2021), FGSR Council (May 26, 2021).

The final step in the internal review process was to receive approval at GFC’S Program Committee on 24 June, 2021. Prior to that meeting it was recommended that I meet with Dr. Florence Glanfield, VP Indigenous Programming and Research, to provide further details about content in the program related to Indigenous knowledge, values and community engagement. Drs. Norman Neumann, Vice-Dean SPH, and Fay Fletcher also attended the meeting on 18 June, 2021. Following a discussion of how we do and will continue to incorporate learning opportunities related to Indigenous community engagement in all MACE core courses (existing thesis based and proposed course based), Dr. Glanfield requested changes to the program learning outcomes and core course descriptions in order to better articulate and anchor this within the program. Given this request, the proposal was withdrawn from the GP’s June 24 agenda in order to give us sufficient time to do this well, with the intent to bring the proposal back for approval the start of the fall term.

The following table shows the changes made to the program learning outcomes, which have been reviewed by Dr. Glanfield. Her suggested changes were incorporated (see also, Document A. Course-Based MACE proposal, p. 3).

| Upon completion of the course-based MACE program, students will have the ability to: | |
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| original | revised |
| <ul style="list-style-type: none"> ● Characterize and critically analyze different types and complexities of “community” ● Examine, articulate and apply theoretical and conceptual foundations of the scholarship of engagement ● Examine, describe and apply various models, processes and practices of community engagement ● Recognize relations of power and incorporate principles of equity, diversity and inclusion in engagement research and practices ● Identify and compare different ways of knowing and the implications for engagement | <ul style="list-style-type: none"> ● Characterize and critically analyze different types and complexities of “community” ● Examine, articulate and apply theoretical and conceptual foundations of the scholarship of engagement ● Examine, describe and apply models, processes and practices of community engagement that incorporate principles of equity, diversity, inclusion, and decolonization ● Identify and understand personal positionality and the value of diverse knowledge systems and worldviews for effective engagement research and practices. ● Learn about Indigenous ways of knowing and the |

Mary Beckie
 Professor and Director
 Community Engagement Studies
 School of Public Health

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| <ul style="list-style-type: none"> ● Build and demonstrate facilitation skills ● Examine and develop evaluation plans for different purposes in a community context ● Investigate and apply engagement and research methodologies in a community-engaged capstone project ● Describe and incorporate reflexivity in community engagement scholarship and practice ● Examine and utilize different knowledge mobilization methods (verbal, written, visual, digital) | <p>historical and contemporary systems, structures, policies and practices that influence engagement with Indigenous communities.</p> <ul style="list-style-type: none"> ● Examine and develop facilitation, research and evaluation skills, practices, and designs that reflect community context, are culturally responsive and in collaboration with community partners ● Investigate and apply engagement and research methodologies in a community-engaged capstone project ● Describe and incorporate reflexivity in community engagement scholarship and practice ● Examine and utilize different knowledge mobilization methods (verbal, written, visual, digital) |
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The following changes are being proposed for the core course descriptions (see also Document B).

| Original – thesis based | Revised – both thesis and course based |
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| <p>MACE 501 - The Practice of Community Engaged Scholarship ★3 (fi 6) (either term, 0-3s-0) An introduction to the conceptual foundations of the practice of community - engaged research and evaluation, with application across diverse disciplines and forms of engagement (e.g., health care, community development, government). A required course for students in the Master of Arts in Community Engagement program; others interested must seek consent of the instructor.</p> | <p>MACE 501 - The Practice of Community Engaged Scholarship ★3 (fi 6) (either term, 0-3s-0) An introduction to the conceptual foundations of the practice of community - engaged research and evaluation, with application across diverse disciplines, forms of engagement (e.g., health care, community development) and community contexts (e.g., government, Indigenous). Students will examine models, processes and practices of community engagement that incorporate principles of equity, diversity, inclusion, and decolonization. A required course for students in the Master of Arts in Community Engagement program; others interested must seek consent of the instructor.</p> |
| <p>MACE 502 - Theoretical Foundations of the Scholarship of Engagement ★3 (fi 6) (either term, 0-3s-0) An examination of the theoretical foundations that have shaped the study of community engagement. Students will explore this through a broad spectrum of disciplines and themes. A required course for students in the Master of Arts in Community Engagement program; others interested must seek consent of the instructor.</p> | <p>MACE 502 - Theoretical Foundations of the Scholarship of Engagement ★3 (fi 6) (either term, 0-3s-0) An examination of theoretical foundations (e.g., Marxism, Post/Anti-Colonialism, Feminism) that have shaped the study and practice of community engagement. Students will explore this through a broad spectrum of disciplines and themes. A required course for students in the Master of Arts in Community Engagement program; others interested must seek consent of the instructor.</p> |

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| <p>MACE 503 - Methods of Community Based Research ★3 (fi 6) (either term, 0-3s-0) An introduction to research which broadly includes quantitative, qualitative, and mixed methods. Research design, formulating research questions, selecting appropriate methods, sampling, data analysis and knowledge mobilization will be included. This course is designed as a seminar, while some classes will be structured, the intent is for participants to learn from each other's experiences and research examples.</p> | <p>MACE 503 - Methods of Community Based Research ★3 (fi 6) (either term, 0-3s-0) An introduction to research which broadly includes quantitative, qualitative, Indigenous methods and mixed methods. Research design, formulating community partnerships, formulating research questions, selecting appropriate methods, sampling, data analysis and knowledge mobilization will be included. This course is designed as a seminar, while some classes will be structured, the intent is for participants to learn from each other's experiences and research examples.</p> |
| <p>MACE 560 - Community Engagement Practicum ★3 (fi 6) (two term, 0-3s-0) Students will gain practical, hands-on experience by contributing to a community-based project that draws on multiple facets of community engagement scholarship. The community experience will be supported by a seminar that explores critical, ethical, and reflective approaches to the everyday practice of community engagement. Restricted to MACE students. Prerequisite: consent of the department. Students may not receive credit for both: CSL 550 and MACE 560.</p> | <p>MACE 560 - Community Engagement Practicum ★3 (fi 6) (two term, 0-3s-0) Students will gain practical, hands-on experience by contributing to a community-based project that draws on multiple facets of community engagement scholarship. The community experience will be supported by a seminar that explores inclusive, equitable, decolonizing and reflective approaches to the everyday practice of community engagement. Restricted to MACE students. Prerequisite: consent of the department. Students may not receive credit for both: CSL 550 and MACE 560.</p> |
| <p>Original – thesis based (elective)</p> | <p>Revised - thesis (elective) and course based (core)</p> |
| <p>MACE 552 Evaluation in the Community Context *3 (fi 6) (either term, 3-0-0). Introduction to the basics of evaluation, including the foundations, approaches, steps, strategies, and ethical considerations of evaluation, with an application across diverse disciplines (e.g., health care, community development, government, not-for-profit). During a week-long intensive course, graduate students will work together with undergraduate students and community stakeholders. Students will work through case studies (project-based curricula) to develop evaluative responses to community-informed issues. Students may not receive credit for both MACE 597 (Evaluation in the Community Context) and MACE 552.</p> | <p>MACE 552 Evaluation in the Community Context *3 (fi 6) (either term, 3-0-0). Introduction to the basics of evaluation, including the foundations, approaches, steps, strategies, and ethical considerations of evaluation, with an application across diverse disciplines, sectors and community contexts (e.g., health care, community development, government, Indigenous, not-for-profit). During a week-long intensive course, graduate students will work together with undergraduate students and community stakeholders to develop evaluative responses to community-informed case studies (project-based curricula). Students may not receive credit for both MACE 597 (Evaluation in the Community Context) and MACE 552.</p> |