

The following Motions and Documents were considered by the General Faculties Council at its Monday, October 19, 2020 meeting:

Agenda Title: **Approval of the Agenda**

DEFEATED MOTION:

THAT the General Faculties Council add the following new item to the agenda:

Because it is the normal practice in GFC to send very large dockets of material shortly before the meeting itself (for example for this meeting, we received 321 pages at 4:42 pm on Tuesday October 13; that is, 3 working days before this 2 pm Monday session), and because GFC is facing a momentous vote at its December 7 special session, it is moved that:

Either the restructuring proposal on which we are to vote on December 7 is presented in full at the November 23 GFC meeting, to allow time for GFC members to read and research it carefully before the December 7th vote, or -- in the event that it is only brought forward at or shortly before the December 7 special session -- the vote on the restructuring proposal instead be held at the first 2021 GFC (January 25th).

Motion from the Floor

Agenda Title: **New Members of GFC**

CARRIED MOTION:

TO APPOINT/REAPPOINT:

The following undergraduate student representatives to serve on GFC for terms commencing upon approval and ending April 30, 2021:

Mansimran Virk - Faculty of Nursing

Jennifer Fang - Faculty of Nursing

Aadhavya Sivakumaran - Faculty of Science

Yusuf Oliya - School of Business

Emily Motoska - Faculty of Education

FINAL Item 4

Agenda Title: **Proposed Rescission of GFC Policy 37**

CARRIED MOTION:

THAT the General Faculties Council pull the "Proposed Rescission of GFC Policy 37" from the "Consent Agenda" and table it for consideration at a later meeting at which we also first have the opportunity to consider whether GFC wishes to revise the Programs Committee Terms of Reference.

Motion from the Floor

Agenda Title: **Proposed Suspension of Bachelor of Arts Majors in Biology, Chemistry, Computing Science, Mathematics and Physics, and Sociology, and Bachelor of Science Majors in Mathematics and Physics, and Psychology, Augustana Faculty**

CARRIED MOTION:

THAT the General Faculties Council recommend that the Board of Governors approve the suspension of admissions to the Augustana Faculty Bachelor of Arts majors in Biology, Chemistry, Computing Science, Mathematics and Physics, and Sociology, and the Augustana Faculty Bachelor of Science majors in Mathematics and Physics, and Psychology, as submitted by Augustana Faculty and as set forth in Attachments 1-7, to take effect July 1, 2021.

FINAL Item 6

Agenda Title: **Proposed Suspension of the Sport Coaching Major in the Bachelor of Kinesiology Program, Faculty of Kinesiology, Sport, and Recreation**

CARRIED MOTION:

THAT the General Faculties Council recommend that the Board of Governors approve the suspension of admissions to the Bachelor of Kinesiology Sport Coaching major, as submitted by the Faculty of Kinesiology, Sport, and Recreation and as set forth in Attachment 1, to take effect July 1, 2021.

FINAL Item 7

Agenda Title: **Proposal for the Termination of the Bachelor of Education, Adult Education Route**

CARRIED MOTION:

THAT the General Faculties Council recommend that the Board of Governors approve the termination of the Bachelor of Education, Adult Education route, as submitted by the Faculty of Education and as set forth in Attachment 1, to be effective upon final approval.

FINAL Item 8

New Members of GFC

MOTION I: TO APPOINT/REAPPOINT:

The following undergraduate student representatives to serve on GFC for terms commencing upon approval and ending April 30, 2021:

Mansimran Virk	Faculty of Nursing
Jennifer Fang	Faculty of Nursing
Aadhavya Sivakumaran	Faculty of Science
Yusuf Oliya	School of Business
Emily Motoska	Faculty of Education

Governance Executive Summary
Action Item

Agenda Title	Proposed Suspension of Bachelor of Arts Majors in Biology, Chemistry, Computing Science, Mathematics and Physics, and Sociology, and Bachelor of Science Majors in Mathematics and Physics, and Psychology, Augustana Faculty
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Motion:

THAT the General Faculties Council recommend that the Board of Governors approve the suspension of admissions to the Augustana Faculty Bachelor of Arts majors in Biology, Chemistry, Computing Science, Mathematics and Physics, and Sociology, and the Augustana Faculty Bachelor of Science majors in Mathematics and Physics, and Psychology, as submitted by Augustana Faculty and as set forth in Attachments 1-7, to take effect July 1, 2021.

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Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Demetres Tryphonopoulos, Dean, Augustana Faculty
Presenter(s)	Demetres Tryphonopoulos, Dean, Augustana Faculty Karsten Mündel, Associate Dean – Academic, Augustana Faculty

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to recommend the suspension of five current majors in the Bachelor of Arts program at Augustana Faculty (Biology, Chemistry, Computing Science, Mathematics and Physics, and Sociology) and two current majors in the Bachelor of Science program at Augustana Faculty (Mathematics and Physics, and Psychology).
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties. This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).</p> <p>Aided by the work of CICC, Augustana Faculty continues to develop new multi-disciplinary learning opportunities, complemented by the new liberal arts and sciences project-based learning core. As these new programs are implemented, the Faculty will continue to suspend admission into a number of current majors in order to fully facilitate the realization of a more dynamic and streamlined curriculum at Augustana Faculty.</p> <p><u>Suspensions - BA Majors</u> To facilitate the realization of ongoing curricular development at</p>

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Augustana, the Faculty proposes to suspend admission into five current majors:

- Biology
- Chemistry
- Computing Science
- Mathematics and Physics
- Sociology

The suspensions in Biology, Chemistry, Computing Science, and Mathematics and Physics anticipate curricular renewal that is well underway in the Bachelor of Science programs at Augustana. These Bachelor of Arts programs, established prior to the Augustana merger with the University of Alberta, have very low enrollments while creating significant complexity in recruitment, academic regulations, and student advisement. The suspension to the major in Sociology continues the work initiated over the previous year in the development of new programs in the BA Interdisciplinary Studies program at Augustana, with Sociology playing a significant role in two of the new majors being introduced by the Faculty.

Current students will be able to finish their studies and receive a Bachelor of Arts degree in the major that they were admitted into or have the option of switching into a different new or revised program. Assuming these programs are approved in time to accept applications for the 2021/2022 academic year, students enrolled in the suspended majors would be asked to complete all program requirements by April 30, 2026.

Suspension - BSc Majors

To facilitate the realization of ongoing curricular development at Augustana, the Faculty proposes to suspend admission into two current majors:

- Mathematics and Physics
- Psychology

Enrollment in the Mathematics and Physics program has historically been significantly lower than the other BSc programs at Augustana, making it difficult to justify its continuation. Proposals are currently in development in the Augustana Department of Science for new multi-disciplinary programs, which will allow for the preservation of both the Mathematics and Physics disciplines as part of Augustana's degree offerings, thus allowing for this suspension to occur.

While Psychology is one of the more popular programs offered at Augustana, student preference strongly favours the Bachelor of Arts program. Available resourcing has made it continually difficult for students in the BSc Psychology program to achieve the minimum number of Science credits required for their degree, creating frustration for students seeking to complete their degree, and exerting pressure on other high-enrollment disciplines with Science-based courses (notably

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	<p>Biology and Physical Education) which have been forced to accommodate an influx of Psychology major registrations in their courses as students seek to find other avenues to meet their Science requirements. As a result of ongoing curricular discussions at Augustana, the decision has been made to focus on offering a robust Psychology program in the BA degree while discontinuing the BSc major in Psychology.</p> <p>Current students will be able to finish their studies and receive a Bachelor of Science degree in the major that they were admitted into or have the option of switching into a different new or revised program. Assuming these programs are approved in time to accept applications for the 2021/2022 academic year, students enrolled in the suspended majors would be asked to complete all program requirements by April 30, 2026.</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"> • Augustana faculty members and Department Councils in Fine Arts and Humanities, Science, and Social Sciences (Department Council all include undergraduate student representatives). • Augustana Academic Council <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Office of the Provost and Vice-President (Academic) (Tammy Hopper, Kate Peters) • Office of the Registrar (Melissa Padfield, Kely Heck) • Augustana Faculty Curriculum Committee (which includes voting undergraduate student representatives) • Augustana Faculty Council (which includes voting undergraduate student representatives) <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Academic Standards Committee – Subcommittee on Standards for consultation (June 4, 2020)
Approval Route (Governance) (including meeting dates)	<p>Augustana Faculty Council (May 20, 2020) GFC ASC Subcommittee on Standards (discussion): June 4, 2020 GFC Academic Standards Committee (recommendation): June 25, 2020 GFC Academic Planning Committee (recommendation): September 9, 2020 General Faculties Council (recommendation): October 19, 2020 Board Learning, Research and Student Experience Committee (recommendation): November 20, 2020 Board of Governors (approval): December 11, 2020</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p><i>For the Public Good</i> BUILD GOAL: Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world. Objective 4:</p>
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	<p>Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada.</p> <ul style="list-style-type: none"> • Strategy1 Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation. <p>EXPERIENCE GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success. Objective 7: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <ul style="list-style-type: none"> • Strategy 1 Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally <p>Objective 9: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.</p> <ul style="list-style-type: none"> • Strategy 1 Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading a liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university. <p>EXCEL GOAL: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service. Objective 14: Inspire, model, and support excellence in teaching and learning.</p> <p>ENGAGE GOAL: Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations. Objective 17: Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.</p> <ul style="list-style-type: none"> • Strategy 2 Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates
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Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
Legislative Compliance and jurisdiction	<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 checked="" 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

Attachments:

1. BA Biology Program Suspension Template (7 pages)
2. BA Chemistry Program Suspension Template (7 pages)
3. BA Computing Science Program Suspension Template (7 pages)
4. BA Mathematics and Physics Program Suspension Template (7 pages)
5. BA Sociology Program Suspension Template (7 pages)
6. BSc Mathematics and Physics Program Suspension Template (7 pages)
7. BSc Psychology Program Suspension Template (7 pages)

Prepared by: Jonathan Hawkins, Assistant Registrar – Augustana Campus, jonathan.hawkins@ualberta.ca

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty	
Program/specialization name	Biology	
Credential awarded	Bachelor of Arts	
Proposed start date of suspension	July 1, 2021	
Proposed end date of suspension	July 1, 2026	

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

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

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS), and the suspension of several first-level specializations (majors) offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Faculty Council meetings. Over the following year, Augustana continued working towards curricular renewal based on the work of CICC, redesigning other programs and looking to streamline other low enrollment first-level specializations as part of the process. Another series of proposals for new/ revised programs and further suspensions were presented to Augustana Faculty Council, and approved by wide margins, in May 2020.

One of the majors approved for suspension in May 2020 is the Bachelor of Arts in Biology, currently offered as a first-level specialization. This program is a historical anomaly, initially created at Augustana University College when all first-level specializations were expected to be available as BA programs, and then adopted as part of the programs carried forward to the University of Alberta in the 2004 institutional merger. While the program requires few instructional resources in addition to its Bachelor of Science in Biology counterpart, the maintenance of the program expends considerable resources for ongoing academic administration and continues to be source of confusion for prospective students seeking to apply to the Faculty. Actual enrollment is extremely low, with only 0.2% of Augustana Faculty graduating students from 2015-2020 obtaining a BA in Biology. This makes it extremely difficult to justify the resources dedicated to maintaining the program.

Augustana is committed to the continuation of a strong BSc in Biology, with a broadly redesigned program being one of those approved by the Faculty in May 2020. This redesign offers greater variety of offerings within the discipline and broader accessibility to students with a wide range of interests in Biology, without drawing upon additional instructional or administrative resources. This will continue to offer significant options to students interested in the field of Biology at Augustana, with the resources previously expended on the BA in Biology further enabling this strengthening of a vital program within the Faculty.

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

Years indicate start of Academic Year.

Enrolment	2019	2018	2017	2016	2015
Total head count	5	4	7	6	13
• Full-Time Year 1	2	3	1	1	6
• Full-Time Year 2	3	1	2	1	3
• Full-Time Year 3	0	0	1	3	2

• Full-Time Year 4	0	0	3	1	2
Total FLE	4	4	7	6	8
• FLE Year 1	2	3	1	0	3
• FLE Year 2	3	1	2	1	3
• FLE Year 3	0	0	1	3	2
• FLE Year 4	0	0	3	2	0

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

July 1, 2021

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

The standard five year period was used in formulating the proposal.

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

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
- Augustana Faculty Council (May 20, 2020) (includes four undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): June 4, 2020
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for recommendation): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

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

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

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

All students in the program at the time of suspension will be given the option to either complete their existing program, transition into the redesigned BSc in Biology program, or explore other program choices. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with course selection and planning. Essential courses will still be offered.

Augustana will notify any student enrolled in the BA in Biology of the cancellation of the program and of the continued commitment to providing assistance with degree completion. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

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

Students in the current BA Biology program would be able to find several Biology programs at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

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

At any given time, there are very few students in this program to actively consult. The proposal has gone through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

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

Augustana's instructors and support staff in Science will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new program opportunities.

Advisement staff and administrators in Augustana's SAS unit will work with the Science Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

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

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s) |
| | <input type="checkbox"/> Other (identify below) |

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

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 which included a mandate to coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program, and to encourage all Augustana programs to streamline and expand interdisciplinary elements available to students.

CICC subsequently met regularly throughout the 2018-2019 academic year, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee. At the May 2019 Faculty Council, three initial new second-level specializations were approved with an average 77% approval rate. In October 2019, CICC presented its final report, including issuing recommendations for ongoing curricular renewal and guidelines for potential development of new and revised programs. Robust discussions continued, culminating in the May 2020 Faculty Council meeting, where another 7 suspensions were approved to streamline Augustana's first-level specializations offerings, and several other redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.

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

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement, as well as to streamline program offerings to offer clarity of purpose and reduce potential duplication of programs and resources. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently manage the staff and resources currently available, particularly in the ongoing administration and supporting maintenance of Augustana programs.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

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

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

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

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

OTHER CONSIDERATIONS

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

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

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- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty	
Program/specialization name	Chemistry	
Credential awarded	Bachelor of Arts	
Proposed start date of suspension	July 1, 2021	
Proposed end date of suspension	July 1, 2026	

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

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

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS), and the suspension of several first-level specializations (majors) offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Faculty Council meetings. Over the following year, Augustana continued working towards curricular renewal based on the work of CICC, redesigning other programs and looking to streamline other low enrollment first-level specializations as part of the process. Another series of proposals for new/ revised programs and further suspensions were presented to Augustana Faculty Council, and approved by wide margins, in May 2020.

One of the majors approved for suspension in May 2020 is the Bachelor of Arts in Chemistry, currently offered as a first-level specialization. This program is a historical anomaly, initially created at Augustana University College when all first-level specializations were expected to be available as BA programs, and then adopted as part of the programs carried forward to the University of Alberta in the 2004 institutional merger. While the program requires few instructional resources in addition to its Bachelor of Science in Chemistry counterpart, the maintenance of the program expends considerable resources for ongoing academic administration and continues to be source of confusion for prospective students seeking to apply to the Faculty. Actual enrollment is extremely low, and from 2015-2020 no student has graduated from Augustana Faculty with a BA in Chemistry. This makes it extremely difficult to justify the resources dedicated to maintaining the program.

Augustana is committed to the continuation of a strong BSc in Chemistry, with a broadly redesigned program being one of those approved by the Faculty in May 2020. This redesign offers continued access to a variety of offerings within the discipline and broader accessibility to students with a wide range of interests in Chemistry, without drawing upon additional instructional or administrative resources. This will continue to offer significant options to students interested in the field of Chemistry at Augustana, with the resources previously expended on the BA in Chemistry further enabling this strengthening of a vital program within the Faculty.

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

Years indicate start of Academic Year.

Enrolment	2019	2018	2017	2016	2015
Total head count	4	2	3	2	2
• Full-Time Year 1	2	1	2	1	0
• Full-Time Year 2	1	1	0	0	2
• Full-Time Year 3	0	0	0	1	0

• Full-Time Year 4	1	0	1	0	0
Total FLE	2	1	3	2	1
• FLE Year 1	1	0	1	1	0
• FLE Year 2	1	1	1	0	1
• FLE Year 3	0	0	0	1	0
• FLE Year 4	0	0	1	0	0

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

July 1, 2021

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

The standard five year period was used in formulating the proposal.

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

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
- Augustana Faculty Council (May 20, 2020) (includes four undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): June 4, 2020
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for recommendation): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

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

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

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

All students in the program at the time of suspension will be given the option to either complete their existing program, transition into the redesigned BSc in Chemistry program, or explore other program choices. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with course selection and planning. Essential courses will still be offered.

Augustana will notify any student enrolled in the BA Chemistry major of the cancellation of the program and of the continued commitment to providing assistance in degree completion. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

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

Students in the current BA Chemistry program would be able to find several Chemistry programs at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

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

At any given time, there are very few students in this program to actively consult. The proposal has gone through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

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

Augustana's instructors and support staff in Science will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new program opportunities.

Advisement staff and administrators in Augustana's SAS unit will work with the Science Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

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

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s) |
| | <input type="checkbox"/> Other (identify below) |

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

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 which included a mandate to coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program, and to encourage all Augustana programs to streamline and expand interdisciplinary elements available to students.

CICC subsequently met regularly throughout the 2018-2019 academic year, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee. At the May 2019 Faculty Council, three initial new second-level specializations were approved with an average 77% approval rate. In October 2019, CICC presented its final report, including issuing recommendations for ongoing curricular renewal and guidelines for potential development of new and revised programs. Robust discussions continued, culminating in the May 2020 Faculty Council meeting, where another 7 suspensions were approved to streamline Augustana's first-level specialization offerings, and several other redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.

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

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement, as well as to streamline program offerings to offer clarity of purpose and reduce potential duplication of programs and resources. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently manage the staff and resources currently available, particularly in the ongoing administration and supporting maintenance of Augustana programs.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

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

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

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

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

OTHER CONSIDERATIONS

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

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty	
Program/specialization name	Computing Science	
Credential awarded	Bachelor of Arts	
Proposed start date of suspension	July 1, 2021	
Proposed end date of suspension	July 1, 2026	

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

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

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS), and the suspension of several first-level specializations (majors) offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Faculty Council meetings. Over the following year, Augustana continued working towards curricular renewal based on the work of CICC, redesigning other programs and looking to streamline other low enrollment first-level specializations as part of the process. Another series of proposals for new/ revised programs and further suspensions were presented to Augustana Faculty Council, and approved by wide margins, in May 2020.

One of the majors approved for suspension in May 2020 is the Bachelor of Arts in Computing Science, currently offered as a first-level specialization. This program is a historical anomaly, initially created at Augustana University College when all first-level specializations were expected to be available as BA programs, and then adopted as part of the programs carried forward to the University of Alberta in the 2004 institutional merger. While the program requires few instructional resources in addition to its Bachelor of Science in Computing Science counterpart, the maintenance of the program expends considerable resources for ongoing academic administration and continues to be source of confusion for prospective students seeking to apply to the Faculty. Actual enrollment is extremely low, with only 0.2% of Augustana Faculty graduating students from 2015-2020 obtaining a BA in Computing Science. This makes it extremely difficult to justify the resources dedicated to maintaining the program.

Augustana is committed to the continuation of a strong BSc in Computing Science, with a broadly redesigned program being one of those approved by the Faculty in May 2020. This redesign offers continued access to a variety of offerings within the discipline and broader accessibility to students with a wide range of interests in Computing Science, without drawing upon additional instructional or administrative resources. This will continue to offer significant options to students interested in the field of Computing Science at Augustana, with the resources previously expended on the BA in Computing Science further enabling this strengthening of a vital program within the Faculty.

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

Years indicate start of Academic Year.

Enrolment	2019	2018	2017	2016	2015
Total head count	9	9	7	1	2
• Full-Time Year 1	2	3	5	1	2
• Full-Time Year 2	3	5	2	0	0

• Full-Time Year 3	3	1	0	0	0
• Full-Time Year 4	1	0	0	0	0
Total FLE	9	6	5	1	1
• FLE Year 1	2	2	4	1	1
• FLE Year 2	3	3	1	0	0
• FLE Year 3	2	1	0	0	0
• FLE Year 4	2	0	0	0	0

1.1.2 *Indicate when admissions into program/specialization will be or were closed.*
July 1, 2021

1.1.3 *Explain how the proposed end date of the suspension was determined.*
The standard five year period was used in formulating the proposal.

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

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
- Augustana Faculty Council (May 20, 2020) (includes four undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): June 4, 2020
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for recommendation): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

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

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

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

All students in the program at the time of suspension will be given the option to either complete their existing program, transition into the redesigned BSc in Computing Science program, or explore other program choices. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with course selection and planning. Essential courses will still be offered.

Augustana will notify any student enrolled in the BA Computing Science major of the cancellation of the program and of the continued commitment to providing assistance in degree completion. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

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

Students in the current BA Computing Science program would be able to find numerous Computing Science programs at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

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

At any given time, there are very few students in this program to actively consult. The proposal has gone through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

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

Augustana's instructors and support staff in Science will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new program opportunities.

Advisement staff and administrators in Augustana's SAS unit will work with the Science Department to find suitable degree exceptions where limitations are faced on courses being

offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

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

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s) |
| | <input type="checkbox"/> Other (identify below) |

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

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 which included a mandate to coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program, and to encourage all Augustana programs to streamline and expand interdisciplinary elements available to students.

CICC subsequently met regularly throughout the 2018-2019 academic year, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee. At the May 2019 Faculty Council, three initial new second-level specializations were approved with an average 77% approval rate. In October 2019, CICC presented its final report, including issuing recommendations for ongoing curricular renewal and guidelines for potential development of new and revised programs. Robust discussions continued, culminating in the May 2020 Faculty Council meeting, where another 7 suspensions were approved to streamline Augustana's first-level specialization offerings, and several other

redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.

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

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement, as well as to streamline program offerings to offer clarity of purpose and reduce potential duplication of programs and resources. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently manage the staff and resources currently available, particularly in the ongoing administration and supporting maintenance of Augustana programs.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

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

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

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

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

OTHER CONSIDERATIONS

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

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty	
Program/specialization name	Mathematics and Physics	
Credential awarded	Bachelor of Arts	
Proposed start date of suspension	July 1, 2021	
Proposed end date of suspension	July 1, 2026	

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

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

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS), and the suspension of several first-level specializations (majors) offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Faculty Council meetings. Over the following year, Augustana continued working towards curricular renewal based on the work of CICC, redesigning other programs and looking to streamline other low enrollment first-level specializations as part of the process. Another series of proposals for new/ revised programs and further suspensions were presented to Augustana Faculty Council, and approved by wide margins, in May 2020.

One of the majors approved for suspension in May 2020 is the Bachelor of Arts in Mathematics and Physics, currently offered as a first-level specialization. This program is a historical anomaly, initially created as 3-year separate degrees in Mathematics and Physics at Augustana University College when all first-level specializations were expected to be available as BA programs, and then adopted as a combined 4-year program moving to the University of Alberta in the 2004 institutional merger. While the program requires few instructional resources in addition to its Bachelor of Science in Mathematics and Physics counterpart, the maintenance of the program expends considerable resources for ongoing academic administration and continues to be source of confusion for prospective students seeking to apply to the Faculty. Actual enrollment is extremely low, with only 0.1% of Augustana Faculty graduating students from 2015-2020 obtaining a BA in Mathematics and Physics. This makes it extremely difficult to justify the resources dedicated to maintaining the program.

Augustana is committed to the continuation of strong BSc programs incorporating the disciplines of Mathematics and Physics, with both retaining places in two of the broadly redesigned Science programs approved by the Faculty in May 2020. These redesigns offer continued access to a variety of offerings within the disciplines and broader accessibility to students with a wide range of interests in Mathematics and Physics, without drawing upon additional instructional or administrative resources. This will continue to offer significant options to students interested in the fields of Mathematics and Physics at Augustana, with the resources previously expended on the BA in Mathematics and Physics further enabling this strengthening of vital programs within the Faculty.

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

Years indicate start of Academic Year.

Enrolment	2019	2018	2017	2016	2015
Total head count	2	0	1	1	2

• Full-Time Year 1	1	0	0	0	2
• Full-Time Year 2	1	0	0	1	0
• Full-Time Year 3	0	0	1	0	0
• Full-Time Year 4	0	0	0	0	0
Total FLE	3	0	2	2	2
• FLE Year 1	2	0	0	0	1
• FLE Year 2	1	0	0	1	1
• FLE Year 3	0	0	1	1	0
• FLE Year 4	0	0	1	0	0

1.1.2 *Indicate when admissions into program/specialization will be or were closed.*
July 1, 2021

1.1.3 *Explain how the proposed end date of the suspension was determined.*
The standard five year period was used in formulating the proposal.

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

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
- Augustana Faculty Council (May 20, 2020) (includes four undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): June 4, 2020
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for recommendation): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

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

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

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

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into one of the redesigned BSc programs with significant Mathematics or Physics components. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with course selection and planning. Essential courses will still be offered.

Augustana will notify any student enrolled in the BA Mathematics and Physics major of the cancellation of the program and of the continued commitment to providing assistance in degree completion. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

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

Students in the current BA Mathematics and Physics program would be able to find numerous programs in both Mathematics and Physics at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

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

At any given time, there are very few students in this program to actively consult. The proposal has gone through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

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

Augustana's instructors and support staff in Science will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new program opportunities.

Advisement staff and administrators in Augustana’s SAS unit will work with the Science Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

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

Augustana’s approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s) |
| | <input type="checkbox"/> Other (identify below) |

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

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 which included a mandate to coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program, and to encourage all Augustana programs to streamline and expand interdisciplinary elements available to students.

CICC subsequently met regularly throughout the 2018-2019 academic year, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee. At the May 2019 Faculty Council, three initial new second-level specializations were approved with an average 77% approval rate. In October 2019, CICC presented its final report, including issuing recommendations for ongoing curricular renewal and guidelines for potential development of new and revised programs. Robust discussions continued, culminating in the May 2020 Faculty Council meeting, where another 7 suspensions were approved

to streamline Augustana's first-level specialization offerings, and several other redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.

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

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement, as well as to streamline program offerings to offer clarity of purpose and reduce potential duplication of programs and resources. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently manage the staff and resources currently available, particularly in the ongoing administration and supporting maintenance of Augustana programs. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

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

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

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

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

OTHER CONSIDERATIONS

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

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty	
Program/specialization name	Sociology	
Credential awarded	Bachelor of Arts	
Proposed start date of suspension	July 1, 2021	
Proposed end date of suspension	July 1, 2026	

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

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

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS), and the suspension of several first-level specializations (majors) offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Faculty Council meetings. Over the following year, Augustana continued working towards curricular renewal based on the work of CICC, redesigning other programs and looking to streamline other low enrollment first-level specializations as part of the process. Another series of proposals for new/ revised programs and further suspensions were presented to Augustana Faculty Council, and approved by wide margins, in May 2020.

One of the majors approved for suspension in May 2020 is the Bachelor of Arts in Sociology, currently offered as a first-level specialization. While the program has produced a number of excellent graduates, the Sociology program requires intensive teaching demands, over a wide range of disciplinary requirements, and the continuing enrollments make it difficult to justify the resources dedicated in this area.

One of the new second-level BA-IDS specializations (Law, Crime, and Justice Studies) offers broad-ranging multi-disciplinary learning opportunities in Social Sciences, which will enable students interested in Sociology the ability to still pursue and develop the core skills of the current Sociology major, while enhancing these with a greater range of knowledge within a wider Social Sciences context. Furthermore, a proposal for a redesigned program in Sustainability also includes significant sociological elements, offering another significant opportunity for continued studies in this area within Augustana Faculty.

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

Years indicate start of Academic Year.

Enrolment	2019	2018	2017	2016	2015
Total head count	21	18	21	17	18
• Full-Time Year 1	4	6	5	4	0
• Full-Time Year 2	7	4	8	2	6
• Full-Time Year 3	4	8	2	6	6
• Full-Time Year 4	6	0	6	5	6
Total FLE	19	16	19	17	17
• FLE Year 1	5	3	3	6	1
• FLE Year 2	5	3	9	2	6
• FLE Year 3	3	8	2	5	4

• FLE Year 4	6	2	5	4	6
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1.1.2 *Indicate when admissions into program/specialization will be or were closed.*

July 1, 2021

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

The standard five year period was used in formulating the proposal.

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

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
- Augustana Faculty Council (May 20, 2020) (includes four undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): June 4, 2020
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for recommendation): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

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

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

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

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into one of the new BA IDS, second-level specializations, or the redesigned Sustainability program. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with course selection and planning. Essential courses will still be offered.

Augustana will notify each of the students enrolled in the BA Sociology major of the cancellation of the program and of the continued commitment to providing assistance in degree completion. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

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

Students in the current BA Sociology program would be able to find comparable programs at other post-secondary institutions in Alberta, including the Faculty of Arts on North Campus, and the majority of the courses in the program have active transfer agreements in the ACAT system.

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

Current students registered in Sociology programs at Augustana have been regularly included in the discussions regarding the proposed changes, with responses generally being understanding of the need for change and excited about the new possibilities. The proposals went through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

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

Augustana's instructors and support staff in Social Sciences will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new program opportunities.

Advisement staff and administrators in Augustana's SAS unit will work with the Social Sciences Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

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

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s) |
| | <input type="checkbox"/> Other (identify below) |

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

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 which included a mandate to coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program, and to encourage all Augustana programs to streamline and expand interdisciplinary elements available to students.

CICC subsequently met regularly throughout the 2018-2019 academic year, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee. At the May 2019 Faculty Council, three initial new second-level specializations were approved with an average 77% approval rate. In October 2019, CICC presented its final report, including issuing recommendations for ongoing curricular renewal and guidelines for potential development of new and revised programs. Robust discussions continued, culminating in the May 2020 Faculty Council meeting, where another 7 suspensions were approved to streamline Augustana's first-level specialization offerings, and several other redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.

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

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

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

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

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

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

OTHER CONSIDERATIONS

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

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty	
Program/specialization name	Mathematics and Physics	
Credential awarded	Bachelor of Science	
Proposed start date of suspension	July 1, 2021	
Proposed end date of suspension	July 1, 2026	

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

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

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS), and the suspension of several first-level specializations (majors) offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Faculty Council meetings. Over the following year, Augustana continued working towards curricular renewal based on the work of CICC, redesigning other programs and looking to streamline other low enrollment first-level specializations as part of the process. Another series of proposals for new/ revised programs and further suspensions were presented to Augustana Faculty Council, and approved by wide margins, in May 2020.

One of the majors approved for suspension in May 2020 is the Bachelor of Science in Mathematics and Physics, currently offered as a first-level specialization. This program was initially created as a combined 4-year program moving to the University of Alberta in the 2004 institutional merger. While the program has produced a number of excellent graduates, the Mathematics and Physics program requires intensive teaching demands over a wide range of disciplinary requirements, and continuing enrollments make it difficult to justify the resources dedicated in this area.

Augustana is committed to the continuation of a strong BSc program incorporating the disciplines of Mathematics and Physics, with both retaining places in two of the broadly redesigned Science programs approved by the Faculty in May 2020. These redesigns offer continued access to variety of offerings within the discipline and broader accessibility to students with a wide range of interests in Mathematics and Physics, without drawing upon additional instructional or administrative resources. This will continue to offer significant options to students interested in the fields of Mathematics and Physics at Augustana, with the resources previously expended on the BSc in Mathematics and Physics further enabling this strengthening of vital programs within the Faculty.

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

Years indicate start of Academic Year.

Enrolment	2019	2018	2017	2016	2015
Total head count	27	25	29	22	19
• Full-Time Year 1	7	11	12	10	3
• Full-Time Year 2	8	6	8	5	7
• Full-Time Year 3	6	6	2	5	6
• Full-Time Year 4	6	2	7	2	3
Total FLE	24	22	22	18	17

• FLE Year 1	6	9	8	8	4
• FLE Year 2	6	5	8	4	5
• FLE Year 3	6	6	2	3	5
• FLE Year 4	6	2	4	3	3

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

July 1, 2021

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

The standard five year period was used in formulating the proposal.

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

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
- Augustana Faculty Council (May 20, 2020) (includes four undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): June 4, 2020
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for recommendation): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

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

To terminate the program.

To reactivate the program.

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

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into one of the redesigned BSc programs with significant Mathematics or Physics components. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with course selection and planning. Essential courses will still be offered.

Augustana will notify any student enrolled in the BSc Mathematics and Physics major of the cancellation of the program and of the continued commitment to providing assistance in degree completion. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

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

Students in the current BSc Mathematics and Physics program would be able to find numerous programs in both Mathematics and Physics at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

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

At any given time, there are few students in this program to actively consult. The proposal has gone through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

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

Augustana's instructors and support staff in Science will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new program opportunities.

Advisement staff and administrators in Augustana's SAS unit will work with the Science Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

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

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s) |
| | <input type="checkbox"/> Other (identify below) |

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

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 which included a mandate to coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program, and to encourage all Augustana programs to streamline and expand interdisciplinary elements available to students.

CICC subsequently met regularly throughout the 2018-2019 academic year, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee. At the May 2019 Faculty Council, three initial new second-level specializations were approved with an average 77% approval rate. In October 2019, CICC presented its final report, including issuing recommendations for ongoing curricular renewal and guidelines for potential development of new and revised programs. Robust discussions continued, culminating in the May 2020 Faculty Council meeting, where another 7 suspensions were approved to streamline Augustana's first-level specialization offerings, and several other redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.

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

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently manage the staff and resources currently available, particularly in the ongoing administration and supporting maintenance of Augustana programs. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

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

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

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

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

OTHER CONSIDERATIONS

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

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty	
Program/specialization name	Psychology	
Credential awarded	Bachelor of Science	
Proposed start date of suspension	July 1, 2021	
Proposed end date of suspension	July 1, 2026	

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

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

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS), and the suspension of several first-level specializations (majors) offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Faculty Council meetings. Over the following year, Augustana continued working towards curricular renewal based on the work of CICC, redesigning other programs and looking to streamline other low enrollment first-level specializations as part of the process. Another series of proposals for new/revised programs and further suspensions were presented to Augustana Faculty Council, and approved by wide margins, in May 2020.

One of the majors approved for suspension in May 2020 is the Bachelor of Science in Psychology, currently offered as a first-level specialization. While the program has produced a number of excellent graduates over the years, the BSc in Psychology program requires intensive teaching demands over a wide range of subjects in order to fulfill the necessary requirements for a rigorous science-based degree in the discipline, and continuing enrollments compared to the BA in Psychology along with a shortage of tenured staff in this area make it difficult to justify the resources dedicated to maintaining the program.

Augustana is committed to the continuation of a strong BA in the discipline of Psychology, with a broadly redesigned, multi-disciplinary BA program approved by the Faculty in May 2020. This redesign offers continued access to variety of offerings within the discipline and broader accessibility to students with a wide range of interests in Psychology, without drawing upon additional instructional or administrative resources. This will continue to offer significant options to students interested in the fields of Psychology at Augustana, with the resources previously expended on the BSc in Psychology further enabling this strengthening of this vital program within the Faculty.

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

Years indicate start of Academic Year.

Enrolment	2019	2018	2017	2016	2015
Total head count	37	33	31	26	31
• Full-Time Year 1	7	8	10	5	8
• Full-Time Year 2	11	11	7	6	8
• Full-Time Year 3	13	6	7	9	10
• Full-Time Year 4	6	8	7	6	5
Total FLE	34	30	28	26	28

• FLE Year 1	7	8	8	5	6
• FLE Year 2	10	10	6	6	8
• FLE Year 3	11	6	7	8	8
• FLE Year 4	6	6	7	7	6

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

July 1, 2021

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

The standard five year period was used in formulating the proposal.

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

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
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- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

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

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

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

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into the redesigned BA program in Psychology. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with course selection and planning. Essential courses will still be offered.

Augustana will notify any student enrolled in the BSc Psychology major of the cancellation of the program and of the continued commitment to providing assistance in degree completion. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

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

Students in the current BSc Psychology program would be able to find numerous programs in Psychology at other post-secondary institutions in Alberta, including the Faculty of Arts on North Campus, and the majority of the courses in the program have active transfer agreements in the ACAT system.

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

Current students registered in Psychology programs at Augustana have been made aware of the discussions regarding the proposed changes. The proposal has gone through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

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

Augustana's instructors and support staff in Social Sciences will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new program opportunities.

Advisement staff and administrators in Augustana's SAS unit will work with the Social Sciences Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

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

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s) |
| | <input type="checkbox"/> Other (identify below) |

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

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 which included a mandate to coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program, and to encourage all Augustana programs to streamline and expand interdisciplinary elements available to students.

CICC subsequently met regularly throughout the 2018-2019 academic year, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee. At the May 2019 Faculty Council, three initial new second-level specializations were approved with an average 77% approval rate. In October 2019, CICC presented its final report, including issuing recommendations for ongoing curricular renewal and guidelines for potential development of new and revised programs. Robust discussions continued, culminating in the May 2020 Faculty Council meeting, where another 7 suspensions were approved to streamline Augustana's first-level specialization offerings, and several other redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.

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

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

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

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

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

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

OTHER CONSIDERATIONS

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

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Suspension of the Sport Coaching Major in the Bachelor of Kinesiology Program, Faculty of Kinesiology, Sport, and Recreation
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Motion

<p>THAT the General Faculties Council recommend that the Board of Governors approve the suspension of admissions to the Bachelor of Kinesiology Sport Coaching major, as submitted by the Faculty of Kinesiology, Sport, and Recreation and as set forth in Attachment 1, to take effect July 1, 2021.</p>
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Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Kerry Mummery, Dean, Faculty of Kinesiology, Sport, and Recreation (KSR)
Presenter(s)	Angela Bayduza, Associate Dean (Undergraduate Programs), KSR

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 for the approval to suspend the Bachelor of Kinesiology Sport Coaching major in the Faculty of Kinesiology, Sport, and Recreation.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>A review of the Faculty of KSR BKin majors within the undergraduate program identified considerably lower enrolment and student demand for the Sport Coaching major, in comparison to the other four majors. Consultations regarding the lower demand and enrollment in the BKin Sport Coaching major took place with current students, faculty leads of the major, instructional staff, athletics, and graduate studies in KSR. This consultation revealed low satisfaction with core courses and the need for a large commitment for undergraduate students who might not necessarily be ready to make the commitment to the significant requirements of the Major. Consultations also revealed a large majority of students seeking training in Coaching desired a more interdisciplinary and multicontextual approach to the content which could be received through enrolment in the Sports Performance major. As well, consultations revealed the Sport Coaching major is a resource-intensive major relative to the number of students it serves, and presents areas of redundancy that have resulted in significant sustainability challenges for the capacity of the Faculty of Kinesiology, Sport, and Recreation (KSR) BKin undergraduate program to continue to deliver this undersubscribed major. The impact of the BKin Sport Coaching major suspension on students is expected to be minimal as all students in the major area of specialization proposed for suspension will be given the opportunity to complete their program. As well, students will continue to have significant opportunity through BKin programming to complete training and content specific to the coaching specialization area.</p>
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> ● Angela Bayduza, Associate Dean (Undergraduate Programs), KSR ● Nick Holt, Vice Dean (Academic Program), KSR <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> ● KSR Undergraduate Programs Committee ● Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) ● Current and enrolled KSR Students ● Jim Denison, BKin Sport Coaching Major Faculty Lead ● Ian Reade, Athletics Director ● Elisha Krochak, KSR Graduate Program Administrator ● Chris Nichol, Chairperson, Physical Education and Kinesiology, Grande Prairie Regional College ● Sharon Hobden, Associate Dean, Faculty of Health and Community Studies, MacEwan University ● Terri Granigan, Interim Associate Dean, School of Health Sciences, Red Deer College
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Undergraduate Programs Committee (March 4, 2020) KSR Executive Committee (March 11, 2020) KSR Faculty Council (April 1, 2020) GFC Academic Standards Committee (for recommendation): May 21, 2020 GFC Academic Planning Committee (for recommendation): June 24, 2020 General Faculties Council (recommendation): October 19, 2020 Board Learning, Research and Student Experience Committee (recommendation): November 20, 2020 Board of Governors (approval): December 11, 2020</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>EXPERIENCE GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success. Objective 7: Increase undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <p>SUSTAIN GOAL: Steward the resources we need to excel and deliver our core teaching and research mission at the highest standards by maintaining and enhancing the university's essential teaching, learning, and research infrastructure to deliver excellence for the benefit of all. Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole</p>
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Item No. 7

	to achieve shared strategic goals. Strategy 4 Facilitate easy access to and use of university services and systems; reduce duplication and complexity; and encourage cross-institutional administrative and operational collaboration.	
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> GFC Academic Planning Committee GFC Academic Standards Committee General Faculties Council Board Learning, Research and Student Experience Committee	

Attachments:

1. Proposal Template: Suspension of the Bachelor of Kinesiology with a Specialization in Sport Coaching (8 pages)
2. Proposed University Calendar Changes (Addenda 2020-2021) (5 pages)
3. Proposed University Calendar Changes (2021-2022) (6 pages)

Prepared by: Angela Bayduza, Associate Dean (Undergraduate Programs), Faculty of Kinesiology, Sport, and Recreation; email - ksradu@ualberta.ca

Proposal Template: Program Suspension and Extension of Suspension

Basic Information (all proposals must complete this section)

Institution	Faculty of Kinesiology, Sport, and Recreation University of Alberta
Program/specialization name	Sport Coaching Major
Credential awarded	Bachelor of Kinesiology Degree
Proposed start date of suspension	July 1, 2021
Proposed end date of suspension	June 30, 2026

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

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

Currently within the Bachelor of Kinesiology (BKin) degree program, there are five majors (first level specializations) from which students select by the end of the completion of their second year. The selected Major guides students’ course selections for the third and fourth year of degree program completion, including practicum placement.

In December, 2019 the Faculty of KSR held a retreat of the Academic Programs Committee (the KSR Academic Programs Leadership Group which includes Associate Deans Undergraduate, Graduate, and Research, Assistant Deans Community, and chaired by the Faculty Vice Dean). In accordance with the Faculty’s strategic plan and with the objective to provide the most exemplary student experience, the need for a review and revitalization of the undergraduate curriculum and programming was deemed necessary at this retreat of APC. This committee decided that an in-depth review of the undergraduate program and curriculum was required, including a review of majors, core content and structure. The undergraduate program review was deemed necessary to address a variety of overlapping issues including the disproportionate number of course offerings with overly small enrollments and the need for increased engagement of tenure-track and career teaching staff to meet current curriculum requirements was identified. The undergraduate program review and revitalization in KSR began as a result of these identified needs. Specific goals of this review were established as well to ensure the undergraduate degree content is revitalized with new developments in knowledge, new career opportunities for graduates, development of foundational and employable skill sets, to further clarify and enhance learner experiences and program objectives, and to streamline the degree programs with an eye

towards the needs of future students who will be expected to be adaptable, creative and entrepreneurial, and able to communicate across disciplines.

A review of the majors within the BKin undergraduate program identified lower enrolment in and low student demand for the Sport Coaching major. Consultations with students enrolled and faculty teaching courses within the Sport Coaching major also identified low satisfaction with core courses and content requirements of this Major. In contrast with the other specified major concentration areas of the Bachelor of Kinesiology (BKin) degree program, the Sport Coaching major is comparatively of low demand. Further to this, the Sport Coaching major is a resource-intensive major relative to the number of students it serves, which presents areas of redundancy and significant sustainability challenges for the capacity of the Faculty of Kinesiology, Sport, and Recreation (KSR) to deliver this major.

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

BKIN Enrolment	2019-20	2018-19	2017-18	2016-17	2015-16
Total head count of the BKin	484	470	455	438	375
Sport Coaching Major	14	8	12	13	10
Adapted Physical Activity Major	116	114	87	70	47
Sport Performance Major	169	166	176	177	161
Physical Activity & Health Major	176	175	160	121	69
Individualized Major	6	5	10	17	13
Undeclared	3	2	10	40	75
Total FLE of the BKin	430	422	400	378	296
Sport Coaching Major	10.8	7.7	11.6	11.7	8.3
Adapted Physical Activity Major	103.1	106.1	81.5	61.7	38.7
Sport Performance Major	148.9	148.2	155.4	154.7	125.8
Physical Activity & Health Major	160.1	155.4	135.4	106.4	55.7
Individualized Major	4.4	3.5	8.2	14.7	8.2
Undeclared	2.6	1	7.8	28.9	59.6

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

Admissions into the Sport Coaching major will be suspended effective July 1, 2021.

1.2.2 Explain how the proposed end date of the suspension was determined.

A five-year suspension will allow sufficient time for currently enrolled students to complete their program prior to termination of the specialization.

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

Final recommendations and motion for the suspension of the Sport Coaching major in the BKin degree program were presented to and approved by

- KSR Faculty Undergraduate Programs Committee (March 4, 2020)(includes an undergraduate student voting representative),
- KSR Faculty Executive Committee (March 11, 2020)(includes an undergraduate student voting representative),
- KSR Virtual Faculty Council (April 1, 2020)(includes four undergraduate student voting representatives),
- GFC ASC Subcommittee on Standards (for discussion): TBD
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for name change and program revision approval; recommendation of suspensions): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

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

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

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

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into another major of specialization in the BKin program. Academic Advisors in the KSR Student Support Services Office will assist students with course selection and planning. KSR will notify each of the students enrolled in the Sport Coaching major of the suspension of the program and of the continued commitment to providing them with assistance in completing their degrees.

Information will also be disseminated via KSR websites, social media, recruitment initiatives, and other relevant forums about the suspension, as well as the opportunities to access the other major areas of specialization of the BKin program.

The proposed suspension of the Sport Coaching Major will not affect program content for students currently in the BKin program as all students will be allowed to continue their degree programs (including the completion of the major areas of specialization currently selected) to completion. Moreover, because the course offerings will remain during this the process of suspension, the courses will remain available for future BKin students to select as concentration options or open options.

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

There are no anticipated impacts of the proposed Major suspension on employers. The Faculty will continue to provide course work to prepare students in this area of content concentration and specialization.

There are no anticipated impacts on professional or regulatory organizations because there are no accreditations or certifications contingent upon the major area of specialization to be suspended. The BKin Majors provide structure and direction for BKin students interested in particular topic areas or areas of specialization, but are not formally recognized by any of the relevant accreditation bodies.

Because students are asked to select their Major or area of concentration at the time of application to the BKin program, the proposed suspension may impact slightly other post secondary institutions whose students typically transfer into our BKin program at the end of their first or second years. However, the first two years of coursework within the BKin is focused on foundational course completion and not coursework related to major concentration areas. Due to the structure of the BKin program and the associated degree transfer agreements, where transfer institutions attempt to mirror in delivery the first two years of the BKin program, students from these institutions would not normally have begun taking courses toward completion of major course requirements yet.

Nevertheless, the information regarding the proposed suspension was provided to the post secondary institutions with which KSR has formal collaborative transfer agreements (Sharon Hobden at MacEwan University, Chris Nichol at Grande Prairie College, and Terri Granigan at Red Deer College) in January 2020. At the time of notification of the suspension of this major, clarification and assurances were provided to the individual at each collaborative institution, that students currently attending those institutions and transferring into the second and third years of the BKin program will be treated as if they were direct entry students into the program. In other words, students who enter the BKin transfer program at any of KSR's collaborative institution transfer partners prior to the year the suspensions take effect will be permitted to complete their degree program as planned, which includes their Major area of concentration. Following these assurances, no concerns were expressed by our collaborative transfer partners with the proposed suspension. Although KSR will not accept any enrolments and/or admissions into the suspended major after the proposed suspension date, the coursework associated with the major will remain active for a period of five years to provide students ample time to complete the major, including those students who transfer to KSR, who may take a 12

month leave of absence, or who may attend part-time. Once the five year period has elapsed the suspended major will no longer be active.

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

As part of the consultative and suspension proposal process, discussions with Student Academic Representatives with Kinesiology, Sport and Recreation Student Society (KSRSS) and students enrolled in the BKin program took place. Students enrolled specifically within the Sport Coaching major were also asked to complete anonymous surveys from which results were collected from students. Responses to the proposal to suspend the Sport Coaching major have generally been of understanding the need for change.

The governance process within the Faculty also includes undergraduate student representation, engagement, and input at every level of the Faculty internal governance structure. At each governance level internally within the Faculty of KSR there is student representation, and engagement with students on the proposal and motion to suspend the BKin Sport Coaching major has occurred with student representatives having both voice and vote at multiple points in the process.

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

All active students in the BKin Sport Coaching major will be allowed to continue in their chosen degree program major area of concentration to completion. The course offerings and practicum placements required for completion of the Sport Coaching major, as of July 1, 2021 will remain active until such time that all students in the declared major have completed their program. These major course offerings and practicum placements will also remain available for all other BKin students to select as major options or open options, until such time that all students in the declared major have completed their program and the five year teach out period has elapsed.

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

The approach by the Faculty of has always been to readily accommodate formal student requests in circumstances such as these and there is no anticipation of that changing.

Because the BKin program is structured in such a way that the degree core is the same regardless of major and because major core course requirements often apply to and across multiple majors, KSR anticipates that these students will not face significant challenges in doing so. Options and supports will be communicated through announcements regarding the suspension of the major that will be communicated through the KSRSS student group, placed in the Faculty bi-weekly Undergraduate Newsletter to all undergraduate students, in direct communications to students enrolled in the Sport Coaching major, as well as in postings within the Student Service Office and advisement sessions.

3.1 Identify which stakeholder groups were consulted:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Employers and Professional Associations |
| <input checked="" type="checkbox"/> Regulatory and other Accreditation Bodies | <input checked="" type="checkbox"/> Advisory Committee(s) |
| | <input checked="" type="checkbox"/> Other (identify below) |

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

Early consultations and proposal for the suspension of the BKin Sport Coaching Major were presented to and discussed at the Faculty held retreat of the Academic Programs Committee in December of 2019 as well as at meetings in January 2020 with Faculty leads within the Sport Coaching Major, which included primary Faculty members and the Director of Athletics in KSR. Early consultations also took place with the Undergraduate Programs Committee and Academic Student representatives from the Kinesiology, Sport, and Recreation Student Society (KSRSS) in January of 2020.

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

Because all core and option courses required for completion of the BKin Sport Coaching major are delivered within the Faculty and will continue to be offered, there will be no immediate associated resource savings of this suspension. Class or section sizes are not anticipated to be significantly affected by the proposed suspensions, due to the low enrolments in this major and the fact that the vast majority of both core and option courses of the major can still be taken by interested students as options within other majors or as open options within the Faculty.

The Faculty will revise records, documents, and promotional materials under its control (e.g., Faculty website, Faculty forms and publications), as well as within recruitment initiatives, to incorporate the announcement of the suspension of this major. The University will revise records and documents under its control (e.g., University website, University publications) to incorporate the suspensions. Formal procedures (i.e., calendar language changes through internal and external governance processes for program changes) will also be taken to revise references to the suspension of the major in the University Calendar, and in any University policy or procedure descriptions that include mention of the BKin or majors. The costs associated with these tasks would be considered part of normal operations of updating and absorbed into existing budgets, meaning no new expenses for the Faculty or the University would be incurred.

The proposed major suspension will affect the Office of the Registrar related to necessary changes to the first level specialization codes. The cost of these tasks would be absorbed into existing budgets such that no new expenses for the University would be incurred.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

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

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

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

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

OTHER CONSIDERATIONS

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

RECOMMENDATION (FOR DEPARTMENT USE)

	Recommendation(s)
	Rationale for Recommendation:

	Reviewer(s)
	Date Completed

CALENDAR CHANGE PROPOSAL FORM
Faculty of Kinesiology, Sport, and Recreation
For 2020-2021 Calendar (as addenda)

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 Information or Notes

Full Course Description

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

**BKin Degree Program
Program Structure**

The Bachelor of Kinesiology degree program consists of ★120 and has both a professional and discipline focus. The program consists of the following components:

1) Degree Core: ★69. These courses provide the foundation of knowledge in professional and discipline areas of the field.

2) Activity Core: ★12. 100-level Physical Activity Courses (PAC) and Dance Activity Courses (DAC) focus on the ability to demonstrate the basic skills of activity, the development of theoretical knowledge fundamental to the activity, and to gain an understanding of error detection and correction. The 300-level PAC courses are advanced level courses designed to offer theory and skills required for coaching activity including experience with advanced error detection and correction. The focus is on the development of coaching skills in both practice and competitive arenas.

Notes

1. A minimum of ★3 in PAC/DAC must be taken at the 300- or 400-level.
2. A maximum of ★18 in PAC/DAC courses may be credited toward the BKin degree

Approval

KSR Undergraduate Programs Committee: March 4, 2020

KSR Faculty Council: April 1, 2020

Proposed Course Description

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

**BKin Degree Program
Program Structure**

The Bachelor of Kinesiology degree program consists of ★120 and has both a professional and discipline focus. The program consists of the following components:

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Notes

1. A minimum of ★3 in PAC/DAC must be taken at the 300- or 400-level.
2. A maximum of ★18 in PAC/DAC courses may be credited toward the BKin degree

program.

3. Any units of course weight above the required ★12 are included in the Open Option Component of the degree.

3. Major: ★30. Five majors provide specializations in professional areas of kinesiology, sport, health, and well-being. Each major must include a practicum of at least ★9. Students normally select their major during the second year of their program.
Note: Students in Sport Coaching will do KIN 246 (★3), KIN 347(★3), KIN 346 (★3), and KIN 446 (★6), to fulfill their practicum requirements.

4. Option Component: A group of courses totalling ★9 of which at least ★3 must be taken from outside the Faculty.

Course Sequence

[...]

Notes

Students must choose one of following practicum options:
★9: Part-time practicum (must register in KIN 492 only), or
★15: Full-time practicum (must register in KIN 493 only)
Practicum opportunities may be limited for those students wishing to do a part-time practicum. Students interested in the major in Sport Coaching should see Sport Coaching. A maximum of ★18 in Practicum course offerings may be credited toward the BKin degree program.

Majors

Students normally select from one of five majors at the end of Year 2 of the program. Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for information about specific course requirements for their major.

Approval

KSR Undergraduate Programs Committee: March 4, 2020
KSR Faculty Council: April 1, 2020

program.

3. Any units of course weight above the required ★12 are included in the Open Option Component of the degree.

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Majors

Students normally select from one of five majors at the end of Year 2 of the program. Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for information about specific course requirements for their major.

[Effective July 1, 2021, there will be no further admissions to the Bachelor of Kinesiology, Sport Coaching major. Students who entered the Bachelor of Kinesiology, Sport Coaching major program prior to July 1, 2021 must complete all program requirements by June 30, 2026. The last degree with this specific major will be granted at Convocation 2026. Continuing students must refer to the Calendar under which they were admitted for program completion, promotion and graduation requirements.]

Adapted Physical Activity (★30):

[...]

Physical Activity and Health (★30):

[...]

Sport Coaching:

This major provides students with a range of knowledge and experiences to become a competent practicing sport coach. Theories and areas of practice covered include the scientific, social scientific and pedagogical aspects of coaching. Clear links will be made to real-life coaching scenarios with a focus on understanding the integrated and complex nature of coaching and all that underlies the practice of quality sport coaching.

Required Courses for Major (★24)

Year 2 (★6):

KIN 245 - Introduction to the Profession of Coaching

KIN 246 - Coaching Practicum I

Year 3 (★6):

KIN 346 - Coaching Practicum II

KIN 347 - Applied Coaching Practice

Year 4 (★12):

KIN 403 - The Application of Psychological Skills to Sport and Physical Activity

KIN 446 - Coaching Practicum III

KIN 447 - Advanced Topics in Coaching

Option Courses for Major (★6)

Students should contact the Student Services

Office for a current list of approved options for this

Adapted Physical Activity (★30):

[...]

Physical Activity and Health (★30):

[...]

Sport Coaching:

[Effective July 1, 2021, there will be no further admissions to the Bachelor of Kinesiology, Sport Coaching major. Students who entered the Bachelor of Kinesiology, Sport Coaching major program prior to July 1, 2021 must complete all program requirements by June 30, 2026. The last degree with this specific major will be granted at Convocation 2026. Continuing students must refer to the Calendar under which they were admitted for program completion, promotion and graduation requirements.]

This major provides students with a range of knowledge and experiences to become a competent practicing sport coach. Theories and areas of practice covered include the scientific, social scientific and pedagogical aspects of coaching. Clear links will be made to real-life coaching scenarios with a focus on understanding the integrated and complex nature of coaching and all that underlies the practice of quality sport coaching.

Required Courses for Major (★24)

Year 2 (★6):

KIN 245 - Introduction to the Profession of Coaching

KIN 246 - Coaching Practicum I

Approval

KSR Undergraduate Programs Committee: March 4, 2020

KSR Faculty Council: April 1, 2020

major.

Sport Performance (★30):

[...]

Individualized Major (★30):

[...]

Highlight and strikethrough removed text on this side

Year 3 (★6):

KIN 346 - Coaching Practicum II

KIN 347 - Applied Coaching Practice

Year 4 (★12):

KIN 403 - The Application of Psychological Skills to Sport and Physical Activity

KIN 446 - Coaching Practicum III

KIN 447 - Advanced Topics in Coaching

Option Courses for Major (★6)

Students should contact the Student Services Office for a current list of approved options for this major.

Sport Performance (★30):

[...]

Individualized Major (★30):

[...]

Highlight and underline new text on this side

Rationale for the proposed change:

Rationale for the proposed change:

A review of the majors within the BKin undergraduate program identified lower enrolment in and low student demand for the Sport Coaching major. Consultations with enrolled students and faculty teaching courses within the Sport Coaching major also identified low satisfaction with core courses and content requirements of this Major. In contrast with the other specified major concentration areas of the Bachelor of Kinesiology (BKin) degree program, the Sport Coaching major is comparatively of low demand. Further to this, the Sport Coaching major is a resource-intensive major relative to the number of students it serves, which presents areas of redundancy and significant sustainability challenges for the capacity of the Faculty of Kinesiology, Sport, and Recreation (KSR) to deliver this major.

This proposal for calendar change is an attempt to communicate that there will be no further admissions to this major for the 2021-2022 academic year (for which applications open October 1, 2020). No further admissions to this major will occur after July 1, 2021. At that point there will also no longer be program requirements for this major as of the start of the Fall 2021-2022 academic year. Current, returning, and admitted students (in Fall 2020) must refer to the year they were admitted for program information. This addenda is intended to communicate to and provide direction for students about the suspension and timelines for program completion. Students currently enrolled in the program as of July 1, 2021 will be allowed to and supported in completing program requirements until June 20, 2026.

Enrolments (by FLE and headcounts) for the most recent 5-year period, of the BKin majors, including the current academic year.

Approval

KSR Undergraduate Programs Committee: March 4, 2020

KSR Faculty Council: April 1, 2020

BKIN Enrolment	2019-20	2018-19	2017-18	2016-17	2015-16
Total head count of the BKin	484	470	455	438	375
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Individualized Major	4.4	3.5	8.2	14.7	8.2
Undeclared	2.6	1	7.8	28.9	59.6

Approval

KSR Undergraduate Programs Committee: March 4, 2020

KSR Faculty Council: April 1, 2020

CALENDAR CHANGE PROPOSAL FORM

Faculty of Kinesiology, Sport, and Recreation

For 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 Information or Notes

Full Description

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

BKin Degree Program Program Structure

The Bachelor of Kinesiology degree program consists of ★120 and has both a professional and discipline focus. The program consists of the following components:

1) Degree Core: ★69. These courses provide the foundation of knowledge in professional and discipline areas of the field.

2) Activity Core: ★12. 100-level Physical Activity Courses (PAC) and Dance Activity Courses (DAC) focus on the ability to demonstrate the basic skills of activity, the development of theoretical knowledge fundamental to the activity, and to gain an understanding of error detection and correction. The 300-level PAC courses are advanced level courses designed to offer theory and skills required for coaching activity including experience with advanced error detection and correction. The focus is on the development of coaching skills in both practice and competitive arenas.

Notes

1. A minimum of ★3 in PAC/DAC must be taken at the 300- or 400-level.
2. A maximum of ★18 in PAC/DAC courses may be credited toward the BKin degree program.

Proposed Description

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

BKin Degree Program Program Structure

The Bachelor of Kinesiology degree program consists of ★120 and has both a professional and discipline focus. The program consists of the following components:

1) Degree Core: ★69. These courses provide the foundation of knowledge in professional and discipline areas of the field.

2) Activity Core: ★12. 100-level Physical Activity Courses (PAC) and Dance Activity Courses (DAC) focus on the ability to demonstrate the basic skills of activity, the development of theoretical knowledge fundamental to the activity, and to gain an understanding of error detection and correction. The 300-level PAC courses are advanced level courses designed to offer theory and skills required for coaching activity including experience with advanced error detection and correction. The focus is on the development of coaching skills in both practice and competitive arenas.

Notes

1. A minimum of ★3 in PAC/DAC must be taken at the 300- or 400-level.
2. A maximum of ★18 in PAC/DAC courses may be credited toward the BKin degree program.

Approval

KSR Undergraduate Programs Committee: March 4, 2020

KSR Faculty Council: April 1, 2020

3. Any units of course weight above the required ★12 are included in the Open Option Component of the degree.

3. Major: ★30. Five majors provide specializations in professional areas of kinesiology, sport, health, and well-being. Each major must include a practicum of at least ★9. Students normally select their major during the second year of their program.

Note: Students in Sport Coaching will do KIN 246 (★3), KIN 347 (★3), KIN 346 (★3), and KIN 446 (★6), to fulfill their practicum requirements.

4. Option Component: A group of courses totalling ★9 of which at least ★3 must be taken from outside the Faculty.

Course Sequence

[...]

Notes

Students must choose one of following practicum options:

- ★9: Part-time practicum (must register in KIN 492 only), or
- ★15: Full-time practicum (must register in KIN 493 only)

Practicum opportunities may be limited for those students wishing to do a part-time practicum.

Students interested in the major in Sport Coaching should see Sport Coaching.

A maximum of ★18 in Practicum course offerings may be credited toward the BKin degree program.

Majors

Students normally select from one of five majors

Approval

KSR Undergraduate Programs Committee: March 4, 2020
KSR Faculty Council: April 1, 2020

3. Any units of course weight above the required ★12 are included in the Open Option Component of the degree.

3. Major: ★30. Four majors provide specializations in professional areas of kinesiology, sport, health, and well-being. Each major must include a practicum of at least ★9.

Note: Effective July 1, 2021, there will be no further admissions into the Sport Coaching major. Students who entered the Bachelor of Kinesiology program Sport Coaching major, prior to July 1 2021, will have until June 30, 2026 to complete all program requirements. Refer to the Calendar in effect at the time you were admitted or readmitted for the regulations governing the degree program requirements. The last degree with the Sport Coaching specific major will be granted at Convocation 2026.

4. Option Component: A group of courses totalling ★9 of which at least ★3 must be taken from outside the Faculty.

Course Sequence

[...]

Notes

Students must choose one of following practicum options:

- ★9: Part-time practicum (must register in KIN 492 only), or
- ★15: Full-time practicum (must register in KIN 493 only)

Practicum opportunities may be limited for those students wishing to do a part-time practicum.

A maximum of ★18 in Practicum course offerings may be credited toward the BKin degree program.

Majors

Students should contact the Student Services

at the end of Year 2 of the program. Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for information about specific course requirements for their major.

Office of the Faculty of Kinesiology, Sport, and Recreation for information about specific course requirements for their major.

Adapted Physical Activity (★30):

[...]

Adapted Physical Activity (★30):

[...]

Physical Activity and Health (★30):

[...]

Physical Activity and Health (★30):

[...]

Sport Coaching:

This major provides students with a range of knowledge and experiences to become a competent practicing sport coach. Theories and areas of practice covered include the scientific, social scientific and pedagogical aspects of coaching. Clear links will be made to real-life coaching scenarios with a focus on understanding the integrated and complex nature of coaching and all that underlies the practice of quality sport coaching.

Required Courses for Major (★24)

Year 2 (★6):

KIN 245 – Introduction to the Profession of Coaching

KIN 246 – Coaching Practicum I

Year 3 (★6):

KIN 346 – Coaching Practicum II

KIN 347 – Applied Coaching Practice

Year 4 (★12):

KIN 403 – The Application of Psychological Skills to Sport and Physical Activity

KIN 446 – Coaching Practicum III

KIN 447 – Advanced Topics in Coaching

Option Courses for Major (★6)

Students should contact the Student Services Office for a current list of approved options for this major.

Sport Performance (★30):

[...]

Sport Performance (★30):

[...]

Individualized Major (★30):

Individualized Major (★30):

Approval

KSR Undergraduate Programs Committee: March 4, 2020

KSR Faculty Council: April 1, 2020

This major affords students the opportunity to design a combination or collection of courses that meets their individual interests and needs, provided that an opportunity to pursue their area of interest is not available through the other ~~four~~ majors. It may also enable students who choose to spend one term or year abroad an opportunity to design a major area of study around their international courses. This must be done in consultation with ~~an Undergraduate Programs Advisor~~ and requires approval of the Associate Dean (Undergraduate Programs).

General Requirements

Students wishing to enter into this major must submit a written proposal to the Associate Dean (Undergraduate Programs) that contains the following information:

A clear description of the focus and the objectives of the major.

A detailed list of courses to be taken and indication of how they relate to the stated objectives.

Specific Requirements

Choose one of:

★9 Professional Practicum (KIN 492) and ★21 additional course work related to the major
★15 Professional Practicum (KIN 493) and additional ★15 of course work related to the major

Additional Information

The additional coursework related to the major normally consists of:

★15 taken at the 300- or 400-level
Minimum ★9 taken from DANCE, HE ED, KERLS, KIN, and/or RLS courses.

~~Highlight and strikethrough~~ removed text on this side

This major affords students the opportunity to design a combination or collection of courses that meets their individual interests and needs, provided that an opportunity to pursue their area of interest is not available through the other three majors. It may also enable students who choose to spend one term or year abroad an opportunity to design a major area of study around their international courses. This must be done in consultation with the student's assigned KSR Academic Advisor and requires approval of the Associate Dean (Undergraduate Programs).

General Requirements

Students wishing to enter into this major must submit a written proposal to the Associate Dean (Undergraduate Programs) that contains the following information:

A clear description of the focus and the objectives of the major.

A detailed list of courses to be taken and indication of how they relate to the stated objectives.

Specific Requirements

Choose one of:

★9 Professional Practicum (KIN 492) and ★21 additional course work related to the major
★15 Professional Practicum (KIN 493) and additional ★15 of course work related to the major

Additional Information

The additional coursework related to the major normally consists of:

★15 taken at the 300- or 400-level
Minimum ★9 taken from DANCE, HE ED, KERLS, KIN, and/or RLS courses.

Highlight and underline new text on this side

Rationale for the proposed change:

A review of the majors within the BKin undergraduate program identified lower enrolment in and low student demand for the Sport Coaching major. Consultations with enrolled students and faculty teaching courses within the Sport Coaching major also identified low satisfaction with

Approval

KSR Undergraduate Programs Committee: March 4, 2020

KSR Faculty Council: April 1, 2020

core courses and content requirements of this Major. In contrast with the other specified major concentration areas of the Bachelor of Kinesiology (BKin) degree program, the Sport Coaching major is comparatively of low demand. Further to this, the Sport Coaching major is a resource-intensive major relative to the number of students it serves, which presents areas of redundancy and significant sustainability challenges for the capacity of the Faculty of Kinesiology, Sport, and Recreation (KSR) to deliver this major.

This proposal for calendar change is an attempt to communicate the close of admissions to this major for the 2021-2022 academic year (for which applications will have opened October 1, 2020). No further admissions to this major will occur after July 1, 2021. At this point there will also no longer be program requirements for this major as of the start of the Fall 2021-2022 academic year and must be reflected within this academic calendar for this academic year. Current, returning, and admitted students (in Fall 2020) must refer to the year they were admitted for program information. This proposed change is intended to reflect program and major requirements for the 2021-2022 calendar year for which Fall 2021 admissions to KSR will refer to for program completion requirements. Students currently enrolled in the program as of July 1, 2021 will be allowed to and supported in completing program requirements until June 20, 2026.

Enrolments (by FLE and headcounts) for the most recent 5-year period, of the BKin majors, including the current academic year.

BKIN Enrolment	2019-20	2018-19	2017-18	2016-17	2015-16
Total head count of the BKin	484	470	455	438	375
Sport Coaching Major	14	8	12	13	10
Adapted Physical Activity Major	116	114	87	70	47
Sport Performance Major	169	166	176	177	161
Physical Activity & Health Major	176	175	160	121	69
Individualized Major	6	5	10	17	13
Undeclared	3	2	10	40	75
Total FLE of the BKin	430	422	400	378	296
Sport Coaching Major	10.8	7.7	11.6	11.7	8.3
Adapted Physical Activity Major	103.1	106.1	81.5	61.7	38.7
Sport Performance Major	148.9	148.2	155.4	154.7	125.8
Physical Activity & Health Major	160.1	155.4	135.4	106.4	55.7
Individualized Major	4.4	3.5	8.2	14.7	8.2
Undeclared	2.6	1	7.8	28.9	59.6

Approval

KSR Undergraduate Programs Committee: March 4, 2020

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FINAL Item No. 8

**Governance Executive Summary
Action Item**

Agenda Title	Proposal for the Termination of the Bachelor of Education, Adult Education Route
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Motion

THAT the General Faculties Council recommend that the Board of Governors approve the termination of the Bachelor of Education, Adult Education route, as submitted by the Faculty of Education and as set forth in Attachment 1, to be effective upon final approval.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Jennifer Tupper, Dean, Faculty of Education
Presenter(s)	Jennifer Tupper, Dean, Faculty of Education Bill Dunn, Associate Dean, Teacher Education, Faculty of Education

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To seek recommendation of the termination of the Bachelor of Education, Adult Education route.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The Bachelor of Education (B.Ed.) program offered by the Faculty of Education has three routes: Elementary Education, Secondary Education, and Adult Education. The Elementary Education and Secondary Education routes lead to K-12 teacher certification. The Adult Education route does not lead to teacher certification since it is geared toward educating adults in colleges and other settings.</p> <p>Students were last admitted to the Adult Education route in 2002, and only four students were admitted in that year. Applications and enrolment had decreased in the years leading up to 2002. The reasons for the decline are not entirely clear but may be related to changing needs in colleges and other adult education settings. Without enough students to run a viable program, the Faculty of Education placed a moratorium on new admissions after the 2002 intake. The last students completed the program in approximately 2006.</p> <p>In 2015, the Faculty of Education was advised that it was necessary to seek government approval for an official suspension, termination, or reactivation. The Faculty of Education requested a suspension, which was approved for two years, beginning on July 1, 2016. The approval letter indicated that the program should be either terminated or reactivated at the end of the two-year suspension period.</p> <p>Now that the two-year suspension period has ended, there is still a lack of evidence that the viability of the program has improved since the original moratorium. Furthermore, given that the program has not been offered in many years, program review and renewal would need to occur prior to reactivation. In other words, regardless of whether the program is reactivated now or terminated now and possibly reactivated at some point in the future, it will still be necessary to submit an updated</p>

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	program proposal for government approval. Therefore, it seems appropriate to terminate the program at this time. If viability questions are resolved and program renewal carried out, a new program could be proposed at that time.
Supplementary Notes and context	<i>As of June, 2019, the Board of Governors approves program suspensions and has delegated authority to General Faculties Council to approve program terminations, but because this suspension/termination process started prior to June 2019 under the former approval process, the Board will need to approve this termination</i>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the 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"> • Dr. Bill Dunn, Associate Dean, Teacher Education, Faculty of Education • Dr. Maryanne Doherty, Associate Dean, Undergraduate Programs and Services, Faculty of Education
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Students in the Department of Educational Policy Studies; • Chair of the Department of Educational Policy Studies (Dr. Larry Prochner and Dr. Jorge Sousa, Acting Chair January 1 – June 30, 2020); • Faculty of Education Undergraduate Student Services Office; • Faculty of Education Students' Association; • Dean of the Faculty of Education (Dr. Jennifer Tupper); • Office of the Registrar; • Dr. Tammy Hopper, Vice-Provost (Academic Programs).
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Department of Educational Policy Studies Council • Undergraduate Academic Affairs Council • Faculty of Education Council
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Department of Educational Policy Studies Council – January 17th, 2020 (for recommendation) - Motion to terminate was defeated by the council);</p> <p>Faculty of Education Undergraduate Academic Affairs Council (UAAC) – February, 13, 2020 (for recommendation) – Motion to terminate was passed by UAAC with delegated authority from the Education Faculty Council;</p> <p>Education Faculty Council – May 6, 2020 (for recommendation) – Minutes from February 13 UAAC meeting were received with no request to reconsider the UAAC decision.</p> <p>(Note: All of the above-noted committees include undergraduate student representation: 7 students on the Department of Educational Policy Studies Council; 3 students on the Faculty of Education Undergraduate Academic Affairs Council; 2 students on the Faculty of Education Council)</p> <p>GFC Academic Standards Committee - June 25, 2020 GFC Academic Planning Committee - September 9, 2020 General Faculties Council - October 19, 2020 Board Learning, Research, and Student Experience Committee – November 20, 2020 Board of Governors – December 10, 2020</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="570 630 1544 840"> <tr> <td data-bbox="570 630 1089 840"> <input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 630 1544 840"> <input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<p><i>Post-Secondary Learning Act (PSLA)</i> Academic Standards Committee Academic Planning Committee General Faculties Council Board Learning, Research and Student Experience Committee</p>			

Attachments (each to be numbered 1 - <>)

1. Proposal Template: Termination of the Bachelor of Education, Adult Education route (4 pages)
2. Approval Letter - 2016 BEd Adult Rout Suspensions' (1 page)

Prepared by:

Dr. Bill Dunn, Associate Dean, Teacher Education, Undergraduate Student Services, Faculty of Education, wdunn@ualberta.ca.

Dr. Maryanne Doherty, Associate Dean, Undergraduate Programs and Services, Undergraduate Student Services, Faculty of Education, mdoherty@ualberta.ca.

Proposal Template: Program Termination

SECTION 1: PROPOSAL INFORMATION

1.1 Fill in the table below:

Institution	University of Alberta
Program/specialization name	Adult Education Route, Faculty of Education
Credential awarded	Bachelor of Education, Adult Education Route
Proposed effective date of termination	Immediate

1.2 Confirm whether:

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

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

See Attached

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

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

- 1.2.2 No active students remain in the program .
- Active program students remain in the program .

SECTION 2: RATIONALE

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

Students were last admitted to this program in 2002, and only four students were admitted in that year. Applications and enrolment had decreased in the years leading up to 2002. Without enough students to run a viable program, the Faculty of Education placed a moratorium on new admissions. The last students completed the program in approximately 2006.

In 2015, the Faculty of Education was advised that it was necessary to seek government approval for an official suspension, termination, or reactivation. The Faculty of Education requested a suspension, which was approved for two years, beginning on July 1, 2016. The approval letter indicated that the program should be either terminated or reactivated at the end of the two-year suspension period.

Now that the two-year suspension period has ended, there is still a lack of evidence that the viability of the program has improved since the original moratorium. Furthermore, given that the program has not been offered in many years, program review and renewal would need to occur prior to reactivation. In other words, regardless of whether the program is reactivated now or terminated now and possibly reactivated at some point in the future, it will still be necessary to submit an updated program proposal for government approval. Therefore, it seems appropriate to terminate the program at this time. If viability questions are resolved and program renewal carried out, a new program could be proposed at that time.

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

See Attached

SECTION 3: ACCESS

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

Since no student has been admitted into the Adult Education route since 2002, there are no adverse impacts on current students or for Campus Alberta.

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

This was a unique program in Alberta, but consultation with various stakeholders during the suspension phase clearly identified that the current route and requirements were both cumbersome and no longer in demand. The Faculty of Education may consider developing a new version of the program that is more responsive to the current context.

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

We contacted the Education Students' Association to seek input and were advised that there were no concerns. Since the program has not been active since 2002, this programming change is not likely to impact students negatively.

SECTION 4: IMPACT

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

Since the program has not been offered for over 10 years, no impact on external stakeholders is anticipated by this programming change.

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

Since the program has not been offered for over 10 years, and there will be no anticipated impact on external stakeholders by this programming change there are no plans to communicate the termination decision. Any pertinent audiences are, therefore, already aware that this program will be terminated.

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

Due to the fact that this route has not been offered for over 10 years, reallocation of resources will not be necessary. Faculty members in this area will continue to contribute their expertise toward other programming in the Faculty of Education. Consequently, classroom space, human resources and budget support are not affected.

OTHER CONSIDERATIONS

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

None.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:

AR 49688

June 28, 2016

Dr. David Turpin
President and Vice-Chancellor
University of Alberta
2-24 South Academic Building
Edmonton AB T6G 2G7



Dear Dr. Turpin:

Advanced Education has completed its review of University of Alberta's proposal to suspend the Bachelor of Education Adult program. The department approves the suspension for the term of July 1, 2016 to June 30, 2018.

The department approves the suspension on the understanding that The Board of Governors or delegated institutional authority proposes suspension due to no enrolment in the program. I request that, six months prior to the suspension end date, the university either reactivate or terminate the program through a submission to the Provider and Program Registry System.

Under the Programs of Study Regulation, proposed changes to this program require ministry approval. This includes changes to the program of studies, name, load, or duration, as well as the suspension of admissions, termination, reactivation, or transfer.

I appreciate the University of Alberta's commitment to high-quality programming and your ongoing process of program review and renewal.

Sincerely,

A handwritten signature in black ink, appearing to read "Rod Skura".

For Rod Skura
Deputy Minister

cc: Honourable Marlin Schmidt
Minister of Advanced Education

Michael Phair, Chair, Board of Governors, University of Alberta