

The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, October 20, 2016 meeting:

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Agenda Title: **Office of the Registrar: Proposed Approval of Transfer Credit for October 2016**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed Approval of Transfer Credit for October 2016, as submitted by the Office of the Registrar, effective immediately.

Final Item: 4A

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Agenda Title: **Faculty of Arts: Proposed Changes to Existing Admission Requirements**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed Changes to Existing Admission Requirements, as submitted by the Faculty of Arts, to be effective in 2017/18.

Final Item: 4B

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Agenda Title: **Faculty of Arts: Proposed Changes to Existing Transfer and Admission Requirements**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed Changes to Existing Transfer and Admission Requirements, as submitted by the Faculty of Arts, and as set forth in the attachment as revised, to be effective in 2017-18.

Final Item: 4C

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Agenda Title: **Faculty of Arts: Proposed Changes to Existing Requirements for Major and Minor in Art and Design**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed Changes to Existing Requirements for Major and Minor in Art and Design, as submitted by the Faculty of Arts, to be effective in 2017-18.

Final Item: 4D

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Agenda Title: **Proposal from the Department of Biological Sciences, Faculty of Science, to suspend admission to four honors/specialization programs: Animal Biology, Evolutionary Biology, Microbiology, and Plant Biology**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the suspension of admission to honors/specialization programs in Animal Biology, Evolutionary Biology, Microbiology, and Plant Biology, in the Department of Biological Sciences, as submitted by the Faculty of Science, and as set forth in Attachments 1-4, to take effect for the 2017-2018 academic year.

Final Item: 5

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Agenda Title: **Faculty of Graduate Studies and Research: Proposed changes to Existing Admission and Academic Standing Requirements, Master of Science program, Department of Physical Therapy**

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CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to Existing Admission and Academic Standing Requirements, Master of Science, Department of Physical Therapy, as submitted by the Faculty of Graduate Studies & Research and as set forth in Attachment 1, to be published in the 2017-2018 calendar for students admitted in 2018.

Final Item: 6

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Agenda Title: **Proposed Changes to Admission and Academic Regulation, BSc Program in Medical Laboratory Science, Faculty of Medicine and Dentistry**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to the admission and academic regulations, BSc Program in Medical Laboratory Science, as proposed by the Faculty of Medicine and Dentistry, and as set forth in Attachment 1 as revised, to take effect for Fall 2017.

Final Item: 7

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Agenda Title: **Proposed Changes to Admission and Academic Regulations, Radiation Therapy Program, Faculty of Medicine and Dentistry**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority, changes to the admission and academic regulations, Radiation Therapy Program, as proposed by the Faculty of Medicine and Dentistry, and as set forth in Attachment 1 as revised, to take effect for Fall 2017.

Final Item: 8

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**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Items Deemed Minor/Editorial to be approved under an Omnibus Motion**

**4A. Office of the Registrar: Proposed Approval of Transfer Credit for October 2016**

**4B. Faculty of Arts: Proposed Changes to Existing Admission Requirements**

**4C. Faculty of Arts: Proposed Changes to Existing Transfer and Admission Requirements**

**4D. Faculty of Arts: Proposed Changes to Existing Requirements for Major and Minor in Art and Design**

**Item**

|                  |   |
|------------------|---|
| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation                        |
| Proposed by      | Lisa Collins, Vice-Provost and Registrar; Rebecca Nagel, Associate Dean (Student Programs), Faculty of Arts |
| Presenter        | Nat Kav, Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee       |

**Details**

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| Responsibility  | Provost and Vice-President (Academic)  |
| The Purpose of the Proposal is (please be specific)         | See individual items for detail on proposed changes submitted by Faculties and the Office of the Registrar.  |
| The Impact of the Proposal is                               | See individual items for detail on proposed changes submitted by Faculties and the Office of the Registrar.  |
| Replaces/Revises (eg, policies, resolutions)                | Various sections of the University Calendar; see individual items for specific affected Calendar sections. Updates the Alberta Transfer Guide.   |
| Timeline/Implementation Date                                | Item 4A: To take effect upon approval<br>Item 4B: To take effect 2017/18<br>Item 4C: To take effect 2017/18<br>Item 4D: To take effect 2017/18   |
| Estimated Cost and funding source                           | N/A  |
| Next Steps (ie.: Communications Plan, Implementation plans) | N/A  |
| Supplementary Notes and context                             | The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are <b>editorial</b> in nature. ASC's terms of reference provide that "the term ' <b>routine and/or editorial</b> ' refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy" (3.A.i). |

**Engagement and Routing** (Include meeting dates)

Item No. 4A - D

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| Consultative Route<br>(parties who have seen the proposal and in what capacity) | Vice-Provost (Programs) and Chair, GFC Academic Standards Committee; Faculty Councils; Representatives of the Office of the Registrar and the Office of the Provost and Vice-President (Academic) |
| Approval Route (Governance)<br>(including meeting dates)                        | GFC Academic Standards Committee – October 20, 2016   |
| Final Approver  | GFC Academic Standards Committee – October 20, 2016   |

**Alignment/Compliance**

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| Alignment with Guiding Documents   | <p><i>For the Public Good</i></p> <p>GOAL: <b>SUSTAIN</b> 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>   |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers) | <p>1. <b>Post-Secondary Learning Act (PSLA):</b> The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment of students to take courses. The Board has delegated its authority over these areas to GFC. GFC has thus established, and delegated certain powers to, an Academic Standards Committee.</p> <p>2. <b>PSLA</b><br/>"29(1) A faculty council may:<br/>[...]<br/>(c) provide for the admission of students to the faculty,<br/>(d) determine the conditions under which a student must withdraw from or may continue the student's program of studies in the faculty<br/>[...]<br/>subject to any conditions or restrictions that are imposed by the general faculties council.</p> <p>3. <b>GFC ASC Terms of Reference (Mandate of the Committee)</b><br/>"D. Alberta Transfer Guide<br/>i. ASC approves, for inclusion in the Alberta Transfer Guide, courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. Approval will be based upon an assessment of course content and level of instructor qualifications.<br/>ii. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta.<br/>iii. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta.<br/>iv. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta."</p> <p>4. <b>UAPPOL Transfer Credit Articulation Procedure (Overview and Procedure):</b> "The University of Alberta will accept for transfer credit the courses recommended by Faculties and approved by ASC for inclusion</p> |

in the Alberta Transfer guide, to the extent that the courses fit the degree program that the student wishes to enter. Credit for such courses will be considered in a credit-no credit basis only and will not be included in the University grade point average calculation on the University transcript. Faculties may have other requirements...Transfer credit is assessed on an individual course-by-course basis for by a block transfer agreement.”

**5. GFC Academic Standards Committee Terms of Reference (Mandate of the Committee)**

A. Definitions

i. “Routine and/or Editorial

[...]

the term “routine and/or editorial” refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and which do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy.

[...]

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

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

ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations”

**3. UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as

the councils of such Faculties will determine.”

**4. UAPPOL Admissions Procedure:**

“PROCEDURE

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

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

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

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

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

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

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

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

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

Item No. 4A - D

1. Attachment A: Office of the Registrar: Proposed Approval of Transfer Credit for October 2016
2. Attachment B: Faculty of Arts: Changes to Admission Requirements
3. Attachment C: Faculty of Arts: Proposed Changes to Existing Transfer and Admission Requirements
4. Attachment D: Faculty of Arts: Proposed Changes to Existing Requirements for Major and Minor in Art and

*Prepared by:* Meg Brolley, GFC Secretary, [meg.brolley@ualberta.ca](mailto:meg.brolley@ualberta.ca)

October 6, 2016

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR  
 Proposals Recommended for APPROVAL of Transfer Credit at the  
 Academic Standards Committee Meeting on October 20, 2016

| Proposal ID # and Sending Institution   | Sending Institution Courses | UofA Courses  | Transfer Agreement Footnotes | Comments   |
|---|-----------------------------|---|------------------------------|--|
| <b>CONCORDIA UNIVERSITY OF EDMONTON</b> |                             |   |                              |  |
| TBD                                     | PACT 137 (3)                | PAC 137 (3) OR<br>AUPAC 169<br>(1)/ AUPAC 269<br>(1)/ AUPED 1XX (1) |                              |  |
| <b>GRANDE PRAIRIE REGIONAL COLLEGE</b>  |                             |   |                              |  |
| 135068                                  | NT 2500 (3)                 | AUIND 2XX (3)   |                              | GPRC's NT 2500 (3) was previously approved for NS2xx (3). The new agreement will be: NT 2500 (3) = NS2xx (3) OR AUIND 2xx (3).   |
| <b>KING'S UNIVERSITY, THE</b>           |                             |   |                              |  |
| 140460                                  | SSCI 310 (3)                | AUSOC 339 (3)   |                              | King's SSCI 310 (3) was previously approved for Option 2xx [Arts] (3). Student will not also receive credit for SOC 418 at UofA. This course will not apply to a Sociology major or minor in the Faculty of Arts at UofA. Credit allowed for only one of King's PSYC 310, SOCI 310 or SSCI 310 at UofA. The new agreement will be: SSCI 310 (3) = Option 2xx [Arts] OR AUSOC 339 (3). Student will not also receive credit for SOC 418 at UofA. This course will not apply to a Sociology major or minor in the Faculty of Arts at UofA. Credit allowed for only one of King's PSYC 310, SOCI 310 or SSCI 310 at UofA. |
| 140452                                  | SOCI 310 (3)                | AUSOC 339 (3)   |                              | King's SOCI 310 (3) was previously approved for Option 2xx [Arts] (3). Student will not also receive credit for SOC 418 at UofA. This course will not apply to a Sociology major or minor in the Faculty of Arts at UofA. Credit allowed for only one of King's PSYC 310, SOCI 31 or SSCI 310 at UofA. The new agreement will be: SOCI 310 (3) = Option 2xx [Arts] OR AUSOC 339 (3). Student will not also receive credit for SOC 418 at UofA. This course will not apply to a Sociology major or minor in the Faculty of Arts at UofA. Credit allowed for only one of King's PSYC 310, SOCI 310 or SSCI 310 at UofA.  |

October 6, 2016

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR  
Proposals Recommended for APPROVAL of Transfer Credit at the  
Academic Standards Committee Meeting on October 20, 2016

| Proposal ID # and Sending Institution | Sending Institution Courses | UofA Courses | Transfer Agreement Footnotes | Comments |
|---------------------------------------|-----------------------------|--------------|------------------------------|----------|
| <b>MACEWAN UNIVERSITY</b>             |                             |              |                              |          |
| TBD                                   | ENGL 286 (3)                | ENGL 2XX (3) |                              |          |

# UNDERGRADUATE ADMISSION

Normal Implementation Effective 2017-18  
Arts Academic Affairs – March 30, 2016  
Arts Executive Committee – May 12, 2016  
Arts Faculty Council – May 25, 2016

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## 16.2.1 BA

Admission to the Faculty of Arts is competitive. The number of high school and transfer admissions or readmissions to the Faculty may be limited in any given year depending on the number of applicants and their qualifications. Some majors require higher averages and/or specific courses and additional admission criteria. Presentation of the minimum requirements does not guarantee admission. Applicants will be assessed on the basis of their academic records as described below.

### I. High School Requirements

High school applicants will be considered for admission based on their admission average on five subjects noted below. See §14.1 for minimum grade and admission average requirements.

#### Subject Requirements

- (1) English Language Arts 30-1
- (2) Four subjects from Group A, B and/or C. A maximum of one Group B may be presented for admission. In order to maximize their future program and course choices, all students are encouraged to present a broad range of subjects across Group A and C.
- (3) Mathematics 30-2 may be used for admission to the Faculty of Arts, though some disciplines require Mathematics 30-1 as a prerequisite for required courses (see notes below). Only one of Mathematics

Admission to the Faculty of Arts is competitive. The number of high school and transfer admissions or readmissions to the Faculty may be limited in any given year depending on the number of applicants and their qualifications. Some majors require higher averages and/or specific courses and additional admission criteria. Presentation of the minimum requirements does not guarantee admission. Applicants will be assessed on the basis of their academic records as described below.

### I. High School Requirements

High school applicants will be considered for admission based on their admission average on five subjects noted below. See §14.1 for minimum grade and admission average requirements.

#### Subject Requirements

- (1) English Language Arts 30-1
- (2) Four subjects from Group A, B and/or C. A maximum of one Group B may be presented for admission. In order to maximize their future program and course choices, all students are encouraged to present a broad range of subjects across Group A and C.
- (3) Mathematics 30-2 may be used for admission to the Faculty of Arts, though some disciplines require Mathematics 30-1 as a prerequisite for required courses (see notes below). Only one of Mathematics

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| <p>30-1 or 30-2 will be used for admission purposes. (4) See additional requirements below for specific majors and minors.</p> <p>Notes</p> <p>(1) Admission to the major in Planning is competitive and Alberta residence students may be given preference. The minimum requirements are as follows:</p> <p>i) English Language Arts 30-1, Social Studies 30-1, Mathematics 30-1 or Mathematics 30-2 and two subjects from Group A, B and/or C.</p> <p>ii) A maximum of one Group B may be presented for admission.</p> <p>iii) A minimum competitive average of at least 75% in the above five subjects and an AGPA of 2.3 on any transferable courses.</p> <p>iv) A written statement outlining an interest in Planning, including any relevant volunteer or work experience. The statement must be submitted to the Department of Earth and Atmospheric Sciences by May 1.</p> | <p>30-1 or 30-2 will be used for admission purposes. (4) See additional requirements below for specific majors and minors.</p> <p>Notes</p> <p>(1) Admission to the major in Planning is competitive and Alberta residence students may be given preference. The minimum requirements are as follows:</p> <p>i) English Language Arts 30-1, Social Studies 30-1, Mathematics 30-1 or Mathematics 30-2 and two subjects from Group A, B and/or C.</p> <p>ii) A maximum of one Group B may be presented for admission.</p> <p>iii) A minimum competitive average of at least 75% in the above five subjects and an AGPA of 2.3 on any transferable courses.</p> |
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**16.2.2 Admission Chart 6**

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| <p><b>English</b></p> <p>A minimum AGPA of 3.3 with a minimum average of 3.3 or better in English courses (at least ★6).</p> <p>Application to the Honors program in English is normally made at the end of the first year, when students will have completed ★6 selected from ENGL 121, ENGL 122, ENGL 123, ENGL 124, ENGL 125, ENGL 126, WRS 101, or equivalent. Students applying for admission to the Honors program in English should consult <a href="#">BA Honors</a>. See <a href="#">BA (Honors)</a> for Faculty regulations concerning the Honors program.</p>  | <p><b>English</b></p> <p>A minimum AGPA of 3.3 with a minimum average of 3.3 or better in English courses (at least ★6).</p> <p>Application to the Honors program in English is normally made at the end of the first year, when students will have completed ★6 selected from ENGL 102, ENGL 103, ENGL 125, WRS 101, or equivalent. Students applying for admission to the Honors program in English should consult <a href="#">BA Honors</a>. See <a href="#">BA (Honors)</a> for Faculty regulations concerning the Honors program.</p>   |
| <p><b>Creative Writing (Department of English and Film Studies)</b></p> <p>A minimum AGPA of 3.3 with a minimum average of 3.3 or better in all Creative Writing courses completed.</p> <p>Entrance to a Combined Honors in Creative Writing ordinarily takes place at the end of the second year of university study, with the completion of at least one of <a href="#">WRITE 294</a>, <a href="#">WRITE 295</a>, or <a href="#">WRITE 298</a>. <b>Note:</b> The submission of a <a href="#">portfolio</a> is required prior to registration in all Creative Writing courses, except <a href="#">WRITE 298</a>, <a href="#">WRITE 397</a>, <a href="#">WRITE 398</a> and <a href="#">WRITE 498</a>.</p> | <p><b>Creative Writing (Department of English and Film Studies)</b></p> <p>A minimum AGPA of 3.3 with a minimum average of 3.3 or better in all Creative Writing courses completed.</p> <p>Entrance to a Combined Honors in Creative Writing ordinarily takes place at the end of the second year of university study, with the completion of at least one of <a href="#">WRITE 294</a>, <a href="#">WRITE 295</a>, or <a href="#">WRITE 298</a>. <b>Note:</b> The submission of a <a href="#">writing sample</a> is required prior to registration in all Creative Writing courses, except <a href="#">WRITE 298</a>, <a href="#">WRITE 397</a>, <a href="#">WRITE 398</a> and <a href="#">WRITE 498</a>.</p> |
| <p><b>Chinese, or Japanese or East Asian Studies (Department of East Asian Studies)</b></p> <p>A minimum AGPA of 3.0 is required for all routes. Honors in Chinese also requires an average of 3.3 or better in all Chinese courses. Honors in Japanese requires an average of 3.3 or better in all Japanese courses and Honors in East Asian Studies requires an</p>   | <p><b>East Asian Studies</b></p> <p>A minimum AGPA of 3.0 is required with an average of 3.3 or better in the area of the major by the Department of East Asian Studies.</p>   |

# FACULTY OF ARTS – REGULATIONS FOR STUDENTS CHANGES

Normal Implementation Effective 2017-18  
 Arts Academic Affairs – October 28 2015  
 Arts Executive Committee – November 5, 2015  
 Arts Faculty Council – November 27, 2015 (revised October 20/16)

| 42.2 Admission and Transfer  |  |
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| <p>The admission and transfer requirements of the Faculty of Arts are in §16.2 with additional general admission information in §§13 to 14.</p> <p><i>No Changes Until</i></p> <p>(3) <b>Letter of Permission:</b> Following initial admission, students are expected to complete all remaining program requirements at the University of Alberta. For academically justifiable reasons such as planned participation in an <b>Exchange</b> or language <b>Bursary</b> program, <del>or to partake in an international or cultural experience,</del> it is possible to receive a Letter of Permission to take courses at another institution. To apply for a Letter of Permission students must:</p> <ul style="list-style-type: none"> <li>a. be eligible to register in a degree program in the Faculty of Arts; and</li> <li>b. have successfully completed a minimum of *24 at the University of Alberta; and</li> <li>c. present “Satisfactory” academic standing.</li> </ul> <p>Approval will <b>not</b> be granted for requests where the student has already received the maximum allowable transfer courses (*60). The Faculty is not obligated to grant transfer credit unless a Letter of Permission was obtained in advance of studying elsewhere. Qualified students should contact the Undergraduate Student Services Office, 1-17 Humanities Centre, to apply for a Letter of Permission. Students who wish to apply for <del>Exchange</del> programs must obtain the appropriate forms from the appropriate office (usually <del>the Education Abroad Program</del>).</p> <p>(4) <b>Exchange Programs:</b> <del>For students already admitted to a degree program in the Faculty of Arts who are participating in approved programs,</del> credit will be considered on a credit-fail (CR-F) basis only. Grades achieved in such courses will not be included in promotion or graduation average calculations, but are included when assessing admission and transfer to other programs.</p> | <p>The admission and transfer requirements of the Faculty of Arts are in §16.2 with additional general admission information in §§13 to 14.</p> <p><i>No Changes Until</i></p> <p>(3) <b>Letter of Permission:</b> Following initial admission, students are expected to complete all remaining program requirements at the University of Alberta. For academically justifiable reasons such as planned participation in an <b>Education Abroad</b> or language <b>bursary</b> program it is possible to receive a Letter of Permission to take courses at another institution. To apply for a Letter of Permission students must:</p> <ul style="list-style-type: none"> <li>a. be eligible to register in a degree program in the Faculty of Arts; and</li> <li>b. have successfully completed a minimum of *24 at the University of Alberta; and</li> <li>c. present “Satisfactory” academic standing.</li> </ul> <p>Approval will <b>not</b> be granted for requests where the student has already received the maximum allowable transfer courses (*60). <b>Approval will not be granted for a student to take a course at another institution if the equivalent course is offered on a University of Alberta campus in Edmonton in the same term, except in the case of Education Abroad programs.</b></p> <p>The Faculty is not obligated to grant transfer credit unless a Letter of Permission was obtained in advance of studying elsewhere. Qualified students should contact the Undergraduate Student Services Office, 1-17 Humanities Centre, to apply for a Letter of Permission. Students who wish to apply for <u>off-campus</u> programs must obtain the appropriate forms from the appropriate office (usually <u>University of Alberta International</u>).</p> <p>(4) <b>Education Abroad:</b> <b>The Faculty of Arts encourages all students who have:</b></p> <ul style="list-style-type: none"> <li>a) completed at least *15 credits at the University of Alberta,</li> <li>b) who are in satisfactory standing in their programs, and</li> <li>c) present a CGPA of at least 2.3, and</li> <li>d) have a GPA of at least 2.3 in their most recently completed terms.</li> </ul> <p><b>to consider a period of education abroad. See Faculty of Arts website for Education Abroad opportunities and details.</b></p> |

There are extensive Education Abroad program offerings. Letters of Permission will be considered for students participating on University of Alberta-managed programs exclusively. Students wishing to participate on a study abroad or exchange program must ensure that it is listed on our website to obtain credit toward their academic program. Credit will not be granted where prior permission has not been obtained.

Approval will **not** be granted for requests where the student has already received the maximum allowable transfer courses (\*60).

Where possible, credit for courses successfully completed in Education Abroad programs will be granted; however, there may be courses required in a program for which there is no substitute available elsewhere. Thus a period of study abroad may extend the time required to complete a degree.

**C**redit will be considered on a credit-fail (CR-F) basis only. Grades achieved in such courses will not be included in promotion or graduation average calculations, but are included when assessing admission and transfer to other programs.

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| <p><b>44.2.3 Major and Minor in Art and Design</b></p> <p>A major or minor in Art and Design may only be declared after the successful completion of <a href="#">ART 134</a> and <a href="#">DES 135</a> or postsecondary equivalent. Students are expected to have successfully completed prerequisite courses with a minimum averaged grade of <b>B</b>. Registration may be withheld in cases where the averaged grade in prerequisite courses is below a <b>B</b>.</p> | <p><b>44.2.3 Major and Minor in Art and Design</b></p> <p>Students are expected to have successfully completed prerequisite courses with a minimum averaged grade of <b>B-</b>. Registration may be withheld in cases where the averaged grade in prerequisite courses is below a <b>B-</b>.</p> |
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**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposal from the Department of Biological Sciences, Faculty of Science, to suspend admission to four honors/specialization programs: Animal Biology, Evolutionary Biology, Microbiology, and Plant Biology.**

**Motion:** THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the suspension of admission to honors/specialization programs in Animal Biology, Evolutionary Biology, Microbiology, and Plant Biology, in the Department of Biological Sciences, as submitted by the Faculty of Science, and as set forth in Attachments 1-4, to take effect for the 2017-2018 academic year.

**Item**

|                  |   |
|------------------|---|
| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation  |
| Proposed by      | Jonathan Schaeffer, Dean, Faculty of Science<br>Michael Caldwell, Chair, Department of Biological Sciences, Faculty of Science              |
| Presenter        | Jocelyn Hall, Associate Chair, Undergraduate, Department of Biological Sciences<br>Brenda Leskiw, former Associate Dean, Faculty of Science |

**Details**

|   |   |
|---|---|
| Responsibility  | Provost and Vice-President (Academic)   |
| The Purpose of the Proposal is (please be specific)         | To suspend admission into the following honors/specialization programs:<br>(1) Animal Biology<br>(2) Evolutionary Biology<br>(3) Microbiology<br>(4) Plant Biology  |
| The Impact of the Proposal is                               | All students in the honors/specialization programs proposed for suspension will be given the opportunity to complete their programs. There will be no changes to our current course offerings. Students in renamed programs will be offered more flexibility in these programs as result of proposed changes.   |
| Replaces/Revises (eg, policies, resolutions)                | Existing Honors and Specialization programs in Department of Biological Sciences, Faculty of Science.   |
| Timeline/Implementation Date                                | 2017-2018   |
| Estimated Cost and funding source                           | N/A   |
| Next Steps (ie.: Communications Plan, Implementation plans) |   |
| Supplementary Notes and context                             | The Department of Biological Sciences is proposing a departmental-wide consolidation of programs which will reduce the current number of honors/specialization programs from seven to three. The proposals includes the suspension of four programs (Animal Biology, Evolutionary Biology, Microbiology, and Plant Biology) and the renaming of following three programs which will be considered by the GFC Academic Planning Committee: |

Item No. 5

|  |   |
|--|---|
|  | <p>(1) Ecology, Evolution and Environmental Biology (newly proposed name for Ecology);</p> <p>(2) Integrative Physiology (newly proposed name for Physiology and Developmental Biology); and</p> <p>(3) Molecular, Cellular and Developmental Biology (newly proposed name for Molecular Genetics).</p> |
|--|---|

**Engagement and Routing** (Include meeting dates)

|   |   |
|---|---|
| <p>Participation:<br/>(parties who have seen the proposal and in what capacity)</p> <p>&lt;For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a>&gt;</p> | <p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>Proposed changes to our programs were presented at Faculty of Science – Associate Chair’s Meeting (15 January 2016).</li> </ul>   |
|   | <p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>Undergraduate students enrolled in Biological Sciences general and honors/special programs were consulted via online survey (554 respondents) and focal groups (March 2015). As a result of these inquiries, we also received an unsolicited 2-page letter of support from an undergraduate student.</li> <li>Proposed changes were presented to members of the Department of Biological Sciences Council on April 15, 2015, December 9, 2015. Please note that one undergraduate served on Departmental Council that year.</li> <li>Jennifer Sipkens, Executive Director, Alberta Society of Professional Biologists was consulted and verified that proposed changes will not affect our students’ eligibility to apply for Professional Biologist status.</li> <li>Proposed name changes were presented at ACAT Sciences Articulation Committee 9 May 2016. No concerns were voiced. Attendees included representatives from Ambrose University, Univ. of Lethbridge, MacEwan, Grand Prairie Regional College, Lakeland College, Mount Royale Univ., Red Deer College, Univ. of Alberta, Univ. of Calgary, Medicine Hat College, and St. Mary’s University. ACAT secretariats (Clare Ard and Eric Dohei) and Caroline Nixon from Alberta Education were also in attendance.</li> <li>Office of the Provost and Vice-President (Academic) reviewed all forms and provided comments July 2016.</li> <li>GFC Academic Standards Committee Subcommittee on Standards – October 6, 2016</li> </ul> |
|   | <p><b><u>Those who are actively participating:</u></b></p> <ul style="list-style-type: none"> <li>Dr. Brenda Leskiw, former Associate Dean, and Dr. Gerda de Vries, Associate Dean, Faculty of Sciences, have been actively participating in reviewing forms and are supportive of these changes.</li> </ul>  |
| <p>Approval Route (Governance)<br/>(including meeting dates)</p>  | <p>Department of Biological Sciences Councils (note: one undergraduate student served on Department Council that year): 15 April 2015 (discussion), 9 December 2015 (discussion &amp; vote), and 10 February 2016 (vote).</p> <p>Approved by the Faculty of Science (FEC delegated body) on September 20, 2016.</p>   |

|                |   |
|----------------|---|
| Final Approver | GFC Academic Standards Committee – October 20, 2016 |
|----------------|---|

**Alignment/Compliance**

|   |  |
|---|--|
| <p>Alignment with Guiding Documents</p>   | <p><b>For the Public Good</b><br/>The proposal aligns with For the Public Good in the following areas:<br/>1. providing meaningful educational experiences,<br/>2. increased recruitment to attract top students, and<br/>3. increased participation in experiential learning opportunities,</p>   |
| <p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)</p> | <p>1. <b>Post-Secondary Learning Act (PSLA).</b> “26(1) Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university”</p> <p>2. <b>PSLA</b> Section 29(1) “A faculty council may<br/>(a) determine the programs of study for which the faculty is established<br/>[ ]<br/>(c) provide for the admission of students to the faculty<br/>[ ]<br/>(e) authorize the granting of degrees, subject to any conditions or restrictions that are imposed by the general faculties council.”</p> <p>3. <b>UAPPOL Admissions Policy:</b> “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)<br/>The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar.<br/>The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine. The responsibility for admission decisions for Open Studies will be vested in the Office of the Registrar.<br/>Those responsible for admissions decisions will interpret and apply the established admission requirements and regulations, in a transparent process, in order to admit the best-qualified applicants from the total number of applicants who are eligible for admission, in accordance with Faculty enrolment targets or program quotas. The basis on which a student is admitted, and any academic provisions of admission, will not diminish or eliminate that student’s rights and responsibilities, as detailed in the University Calendar.”</p> <p>4. <b>GFC Academic Standards Committee</b> Terms of Reference (3. Mandate)</p> |

Item No. 5

|  |   |
|--|---|
|  | <p>The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are routine or editorial in nature.</p> <p>“A. Definitions<br/>i. [...] the term ‘routine and/or editorial’ refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy.”</p> <p>“B. Admission and Transfer [...]”<br/>ii. ASC acts for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations”</p> |
|--|---|

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - 7) - Proposal Template: Program Suspension – Animal Biology
2. Attachment 2 (page(s) 1 - 7) - Proposal Template: Program Suspension – Evolutionary Biology
3. Attachment 3 (page(s) 1 - 7) - Proposal Template: Program Suspension – Microbiology
4. Attachment 4 (page(s) 1 - 7) - Proposal Template: Program Suspension – Plant Biology
5. Attachment 5 (page(s) 1 - 16) – Proposed University Calendar Changes

*Prepared by:* Jocelyn Hall, Associate Chair, Undergraduate Studies, Department of Biological Sciences, [Jocelyn.hall@ualberta.ca](mailto:Jocelyn.hall@ualberta.ca) (with assistance from Faculty of Science and Office of the Provost and Vice-President (Academic))

## Proposal Template: Program Suspension, Reactivation and Termination

*This template is for the presentation of proposals for suspension or termination of an existing program or specialization within an existing program; and for reactivation of a suspended program or specialization.*

### Basic Information

|   |   |
|---|---|
| <b>Institution</b>  | <b>University of Alberta</b>  |
| <b>Program/specialization title</b>                                     | <b>Bachelor of Science:<br/>(1) Specialization in Animal Biology<br/>(2) Honors in Animal Biology</b> |
| <b>Credential awarded</b>   | <b>BSc</b>  |
| <b>Proposed date(s) of suspension term, reactivation or termination</b> | <b>July 1 2016 - June 30, 2022</b>  |

### A: Suspension

1. Rationale for suspension (for example, changes in applications, enrolment, employer demand, program obsolescence, etc.). Comment on the alignment of the proposed change with the institution’s strategic direction and priorities. If enrolment is a key rationale, provide historical enrolment data.

#### **Summary of Suite of Program Changes in the Department of Biological Sciences<sup>1</sup>**

The Department of Biological Sciences recently undertook a re-evaluation of all our undergraduate programs. The proposed changes to consolidate our undergraduate honors and specialization programs will enhance undergraduate student experiences and more accurately communicate the breadth, strengths and focus of the Biological Sciences programs. We are a large and diverse department that provides substantive experiential learning, however the size of our department can pose challenges for undergraduate students trying to choose our programs or discern differences amongst the breadth of disciplines. We currently offer seven honors and seven specialization programs, which mostly reflected outdated boundaries of departments that were merged into a larger Biological Sciences Department over 20 years ago. The proposed changes avoid taxonomic

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<sup>1</sup> Please note that this section entitled “Summary of Suite of Program Changes in the Department of Biological” is repeated in seven documents submitted at same time: Animal Biology Suspension, Ecology Name Change, Evolutionary Biology Suspension, Microbiology Suspension, Molecular Genetics Name Change, Physiology and Developmental Biology Name Change, and Plant Biology Suspension.

designations (e.g., Animal Biology, Plant Biology) and more appropriately reflect broader areas in Biological Sciences, rather than revolve content around specific organisms that may be used to study these important disciplines. The outcome of this re-evaluation is a reduction in our total number of programs, while still providing students with an exemplary education that reflects appropriate depth and breadth to meet the challenges of changing and broad career opportunities in the Biological Sciences.

The set of Program Name Changes and Program Suspension submitted reflects this departmental-wide consolidation of seven honors/specialization programs (Animal Biology, Ecology, Evolutionary Biology, Molecular Genetics, Microbiology, Physiology and Developmental Biology, and Plant Biology) to three:

- (1) Ecology, Evolution and Environmental Biology (newly proposed name for Ecology);
- (2) Integrative Physiology (newly proposed name for Physiology and Developmental Biology); and
- (3) Molecular, Cellular and Developmental Biology (newly proposed name for Molecular Genetics).

Simultaneously, we propose to suspend the following honors/specialization programs:

- (1) Animal Biology
- (2) Evolutionary Biology
- (3) Microbiology
- (4) Plant Biology

We are not proposing changes to either of our joint programs: (1) Immunology and Infection (joint with Medical Microbiology and Immunology) or (2) Paleontology (joint with Department of Earth and Atmospheric Sciences). Nor are we proposing any changes to the General Biological Sciences Major.

These changes result in programs that have broad appeal, provide greater flexibility, and accurately describe program learning outcomes and content. We are not changing the core requirements of any of the three newly named programs but rather highlighting expanded listings of course choices to meet the learning outcomes of the programs. All programs continue to share a common set of first year course requirements.

All students in suspended programs will be given the opportunity to complete their programs. For those students who are interested in these suspended programs, all of them are fully captured in the three renamed programs. Depending on interests, there is one of the newly named programs that is a natural fit, for others, there may be more than one of the newly named programs that would work. For example, Evolutionary Biology has always been an integral part of the Ecology program. Similarly, Microbiology and Plant Biology courses were incorporated into and remain key to our Molecular, Cellular and Developmental Biology Programs (newly proposed name for Molecular Genetics Programs). Students interested in the Plant Biology and Microbiology programs will just as easily fit in the Ecology, Evolution and Environmental Biology Programs (newly proposed name for Ecology Programs) if they are more interested how these organisms evolve and interact in their environment than their molecular basis. Along these veins, all three newly

named programs would fulfill goals of students interested in Animal Biology, depending on whether they wanted to focus on their physiology, their ecology and evolution, or their molecular and cellular processes.

This consolidation of programs also permits students to explore more of the large and diverse Department of Biological Sciences offerings. If they discover an unexpected interest (ie, genetics students discovering love for plant biology), they are now able to more easily take additional courses in that area without having to formally change programs. Switching programs often results in students taking an extra term or extra year to complete requirements. Similarly, students who have identified and maintain a particular fascination (e.g., animal biology) will have the direction to take classes that provide substantial depth of knowledge in that discipline. The consolidated course listings within the three renamed programs makes them less restrictive for undergraduate students, thus taking perhaps overly complicated programs to ones that provide more choice. The learning outcomes, core requirements, rigor, depth, and excellence of our programs remain the same.

Further, the newly structured programs maintain and increase the flexibility for students to participate in the Science Internship Program (SIP) and/or completion of the Research Certificate in Science (Biological Sciences). These two opportunities are aligned with the University of Alberta's new Institutional Strategic Plan "For the Public Good" that sets out to increase access to internships and support for excellence in teaching, particularly experiential learning, as objectives.

This restructuring was initiated at a Department of Biological Sciences Executive Retreat in November 2014, wherein we challenged ourselves to reexamine our undergraduate programs as though they were new rather than products of historical departments. The proposed restructuring was then discussed and/or voted on at three departmental council meetings (15 April 2015, 9 December 2015, 10 February 2016). Further, we facilitated department-wide discussion of changes via two avenues. First, we developed a departmental website that included our student survey (see below) and proposed changes to our programs. Second, we coordinated three informal meetings to which our invested stakeholders attended and discussed changes to our newly named programs (30 November 2015, 1 December 2015, 4 December 2015).

Importantly, students also support this restructuring. In March 2015, we conducted an anonymous online survey of our Biological Sciences students. We also led three focal meetings with groups of students including students registered in our honors/specialization programs and in the general program (two on 27 March 2015, one on 30 March 2015). Of the 554 respondents to the online survey, 192 were in our honor/specialization programs (= 44% of total students enrolled in the honors/specialization programs) and 353 were in the General Biological Sciences Program (= 23% of the total number of students in the General Program). The majority of these respondents (71%) stated that our seven honors/specialization programs have limited (which allowed us to determine which programs to maintain) and strong (which allowed us to determine which programs to suspend) overlap. Similarly, students indicated that having three honors/specialization

programs versus seven was acceptable (29%), slightly acceptable (26%), neutral (20%), slightly unacceptable (18%), and unacceptable (7%). In sum, 75% of the students surveyed either accepted or were neutral about the consolidation to three honors/specialization programs. A few comments regarding these changes are provided here:

- “I actually quite like the idea of three overarching areas of study. It makes decision-making easier and less overwhelming while still maintaining the aspect of choice.”
- “It is confusing distinguishing between the many different programs.”
- “It can be a little bit overwhelming differentiating between all of the programs.”
- “There is so much overlap between all of the biological sciences programs – especially between different ‘animal related’/‘plant’/‘ecology’ related programs that even though there are quite a few different programs offered, the overlap effectively reduces the number of programs offered because they’re all so similar.”
- “I feel as though the programs that exist are not easily understandable.”

Conversely, a small minority opinion is that the focus of seven programs provides appropriate depth for students who have a passion in one of these areas (e.g., Microbiology, Plant Biology). We greatly appreciate these concerns and will ameliorate them in three ways. First, we will effectively use our departmental website to help students choose courses that meet degree requirements and emphasize particular subdisciplines by identifying informal streams within newly named programs. Second, we will maintain our set of faculty advisors who can actively help students identify interests and understand appropriate course sequences to achieve their academic goals. Finally, we are not changing our course offerings, such that with few minor exceptions all of our current courses are still available to our students. In other words, all newly named programs accommodate these interests.

### **Rationale for suspending our Animal Biology Programs**

Over the past decade, enrolment in the honors and specialization Animal Biology programs has been between 60-85 students/year:

| Academic Year | Total number of students registered in our honors/specialization programs | Number of students enrolled in Honors and Specialization Animal Biology Programs (percentage of total students) |
|---------------|---|---|
| 2006-07       | 581   | 75 (12.9%)  |
| 2007-08       | 552   | 78 (14.1%)  |
| 2008-09       | 498   | 81 (16.3%)  |
| 2009-10       | 529   | 78 (14.7%)  |
| 2010-11       | 526   | 77 (14.6%)  |
| 2011-12       | 528   | 81 (15.3%)  |
| 2012-13       | 475   | 84 (17.7%)  |
| 2013-14       | 453   | 64 (14.1%)  |
| 2014-15       | 472   | 76 (16.1%)  |
| 2015-16       | 433   | 62 (14.4%)  |

Our proposal to suspend programs that have reasonably healthy enrolment numbers is based on restructuring our departmental honors and specialization to provide fewer but more cohesive and flexible programs. This streamlining of our programs specifically eliminates programs that are taxonomic specific and/or reflect historical departmental boundaries (e.g., Zoology Department). The course requirements of these programs are completely captured within other programs, including the Ecology, Evolutionary Biology and Environmental Biology (newly proposed named for Ecology) and Integrative Physiology (newly proposed name for Physiology and Developmental Biology) honors and specialization programs. Finally, we will effectively use our websites to highlight and identify course selections for students interested in animal biology within existing programs. In sum, although the students will no longer have Animal Biology as part of their formal transcripts, there is no loss of the essence of these programs. The opportunity to take a focused breadth and depth of courses remains the same for these students.

2. Anticipated impacts on students and graduates and plans to ameliorate these impacts. Describe the institution's plan to teach-out active students and stop-outs. Include evidence of consultation with students and a communications plan for informing stopped-out students of the change.

Courses required in the suspended Animal Biology program will continue to be offered. Emphasis in Animal Biology was previously available in multiple programs and will still be available to our students. Advisors will still be available to assist them with course selection.

As summarized above, 75% of students surveyed (out of 554 respondents) indicated they accepted or were neutral about a reduction to three honors/specialization programs for the Department of Biological Sciences.

3. Identify anticipated impacts on external stakeholders (e.g. employers, professional/regulatory organizations, other post-secondary institutions) and provide evidence of consultation.

There is no anticipated impact on professional or regulatory organizations because no professional, regulatory, or post-secondary institution requires or relies on credentials awarded to students through the Animal Biology programs. As the component courses of Animal Biology will still be taught, employers can still seek out students with specific and required knowledge in this discipline. It is just that that student transcripts will no longer have the Honors or Specialization in Animal Biology designations.

We will notify individual students enrolled in the Animal Biology programs of the suspension of the program and our continued commitment to providing them with assistance in completing their degrees. We will post information on Departmental and

Faculty of Science websites and other announcement venues about the suspension of the Honors and Specialization programs in Animal Biology.

Because all of our honors and specialization programs have a common first year (which is maintained in the three newly renamed programs), the proposed suspension will not significantly affect other post-secondary institutions where students transfer in our programs at the end of their first year. The requirements for year two in retained programs are very similar.

We will not accept any enrolments into the suspended Animal Biology programs after the approved suspension date, which will be advertised in the University Calendar for one year preceding the change. However, these programs will remain active for seven years to provide students who may have taken a leave of absence or have approval for reduced course load sufficient time to complete the programs. Once the seven-year period is over, the suspended programs will no longer be active.

4. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, classroom and lab space). Discuss plans for the reallocation of any resources freed up by the proposed suspension.

There will be no impact on Departmental teaching resources because the courses offered in these suspended programs will continue to be offered. We do not anticipate any impact on class sizes and section numbers. In fact, enrolment is increasing in our departmental courses likely due to recently changed requirements for the General Biological Sciences major.

The Department of Biological Sciences, Faculty of Science, and University will revise documents under their control (e.g., websites, forms) to incorporate the suspension of Animal Biology Programs. We will undertake the formal changes necessary in the University Calendar to reflect the suspensions. The suspensions would also impact the Office of the Registrar, which would make necessary changes to first level specialization codes. The costs associated with these changes fall into normal updating of University programs, websites, and forms and will not result in any net new expenses for the University.

### ***B: Reactivation***

1. Rationale for reactivation (for example, increased employer demand, student demand, new funding sources, etc.). Comment on the alignment of the proposed change with the institution's strategic direction and priorities.
2. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, and classroom and lab space).

3. Provide a simplified enrolment plan using the following table. Include assumptions and explanatory notes (e.g., attrition, part-time enrolment).

| <b>Proposed Enrolment</b>           | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Annual Ongoing</b> |
|-------------------------------------|---------------|---------------|---------------|---------------|---------------|-----------------------|
| <b>Intake (head count)</b>          | 0             | 0             | 0             | 0             | 0             | 0                     |
| <b>Total head count</b>             | 0             | 0             | 0             | 0             | 0             | 0                     |
| <b>Total FLE</b>                    | 0             | 0             | 0             | 0             | 0             | 0                     |
| <b>Anticipated No. of Graduates</b> | 0             | 0             | 0             | 0             | 0             | 0                     |

**C: Termination**

1. Describe measures taken by the institution to ensure that active students and stop-outs have had ample opportunity to complete their programs of study.
2. Where applicable, summarize the actual re-allocation of resources during the period of suspension, and any additional re-allocation anticipated upon termination, and specify the impacts of re-allocation on institutional operations.

## Proposal Template: Program Suspension, Reactivation and Termination

*This template is for the presentation of proposals for suspension or termination of an existing program or specialization within an existing program; and for reactivation of a suspended program or specialization.*

### Basic Information

|   |   |
|---|---|
| <b>Institution</b>  | <b>University of Alberta</b>  |
| <b>Program/specialization title</b>                                     | <b>Bachelor of Science:<br/>(1) Specialization in Evolutionary Biology<br/>(2) Honors in Evolutionary Biology</b> |
| <b>Credential awarded</b>   | <b>BSc</b>  |
| <b>Proposed date(s) of suspension term, reactivation or termination</b> | <b>July 1, 2017 - June 30, 2024</b>   |

### A: Suspension

1. Rationale for suspension (for example, changes in applications, enrolment, employer demand, program obsolescence, etc.). Comment on the alignment of the proposed change with the institution’s strategic direction and priorities. If enrolment is a key rationale, provide historical enrolment data.

#### **Summary of Suite of Program Changes in the Department of Biological Sciences<sup>1</sup>**

The Department of Biological Sciences recently undertook a re-evaluation of all our undergraduate programs. The proposed changes to consolidate our undergraduate honors and specialization programs will enhance undergraduate student experiences and more accurately communicate the breadth, strengths and focus of the Biological Sciences programs. We are a large and diverse department that provides substantive experiential learning, however the size of our department can pose challenges for undergraduate students trying to choose our programs or discern differences amongst the breadth of disciplines. We currently offer seven honors and seven specialization programs, which mostly reflected outdated boundaries of departments that were merged into a larger Biological Sciences Department over 20 years ago. The proposed changes avoid taxonomic

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designations (e.g., Animal Biology, Plant Biology) and more appropriately reflect broader areas in Biological Sciences, rather than revolve content around specific organisms that may be used to study these important disciplines. The outcome of this re-evaluation is a reduction in our total number of programs, while still providing students with an exemplary education that reflects appropriate depth and breadth to meet the challenges of changing and broad career opportunities in the Biological Sciences.

The set of Program Name Changes and Program Suspension submitted reflects this departmental-wide consolidation of seven honors/specialization programs (Animal Biology, Ecology, Evolutionary Biology, Molecular Genetics, Microbiology, Physiology and Developmental Biology, and Plant Biology) to three:

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- (2) Integrative Physiology (newly proposed name for Physiology and Developmental Biology); and
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Simultaneously, we propose to suspend the following honors/specialization programs:

- (1) Animal Biology
- (2) Evolutionary Biology
- (3) Microbiology
- (4) Plant Biology

We are not proposing changes to either of our joint programs: (1) Immunology and Infection (joint with Medical Microbiology and Immunology) or (2) Paleontology (joint with Department of Earth and Atmospheric Sciences). Nor are we proposing any changes to the General Biological Sciences Major.

These changes result in programs that have broad appeal, provide greater flexibility, and accurately describe program learning outcomes and content. We are not changing the core requirements of any of the three newly named programs but rather highlighting expanded listings of course choices to meet the learning outcomes of the programs. All programs continue to share a common set of first year course requirements.

All students in suspended programs will be given the opportunity to complete their programs. For those students who are interested in these suspended programs, all of them are fully captured in the three renamed programs. Depending on interests, there is one of the newly named programs that is a natural fit, for others, there may be more than one of the newly named programs that would work. For example, Evolutionary Biology has always been an integral part of the Ecology program. Similarly, Microbiology and Plant Biology courses were incorporated into and remain key to our Molecular, Cellular and Developmental Biology Programs (newly proposed name for Molecular Genetics Programs). Students interested in the Plant Biology and Microbiology programs will just as easily fit in the Ecology, Evolution and Environmental Biology Programs (newly proposed name for Ecology Programs) if they are more interested how these organisms evolve and interact in their environment than their molecular basis. Along these veins, all three newly

named programs would fulfill goals of students interested in Animal Biology, depending on whether they wanted to focus on their physiology, their ecology and evolution, or their molecular and cellular processes.

This consolidation of programs also permits students to explore more of the large and diverse Department of Biological Sciences offerings. If they discover an unexpected interest (ie, genetics students discovering love for plant biology), they are now able to more easily take additional courses in that area without having to formally change programs. Switching programs often results in students taking an extra term or extra year to complete requirements. Similarly, students who have identified and maintain a particular fascination (e.g., animal biology) will have the direction to take classes that provide substantial depth of knowledge in that discipline. The consolidated course listings within the three renamed programs makes them less restrictive for undergraduate students, thus taking perhaps overly complicated programs to ones that provide more choice. The learning outcomes, core requirements, rigor, depth, and excellence of our programs remain the same.

Further, the newly structured programs maintain and increase the flexibility for students to participate in the Science Internship Program (SIP) and/or completion of the Research Certificate in Science (Biological Sciences). These two opportunities are aligned with the University of Alberta's new Institutional Strategic Plan "For the Public Good" that sets out to increase access to internships and support for excellence in teaching, particularly experiential learning, as objectives.

This restructuring was initiated at a Department of Biological Sciences Executive Retreat in November 2014, wherein we challenged ourselves to reexamine our undergraduate programs as though they were new rather than products of historical departments. The proposed restructuring was then discussed and/or voted on at three departmental council meetings (15 April 2015, 9 December 2015, 10 February 2016). Further, we facilitated department-wide discussion of changes via two avenues. First, we developed a departmental website that included our student survey (see below) and proposed changes to our programs. Second, we coordinated three informal meetings to which our invested stakeholders attended and discussed changes to our newly named programs (30 November 2015, 1 December 2015, 4 December 2015).

Importantly, students also support this restructuring. In March 2015, we conducted an anonymous online survey of our Biological Sciences students. We also led three focal meetings with groups of students including students registered in our honors/specialization programs and in the general program (two on 27 March 2015, one on 30 March 2015). Of the 554 respondents to the online survey, 192 were in our honor/specialization programs (= 44% of total students enrolled in the honors/specialization programs) and 353 were in the General Biological Sciences Program (= 23% of the total number of students in the General Program). The majority of these respondents (71%) stated that our seven honors/specialization programs have limited (which allowed us to determine which programs to maintain) and strong (which allowed us to determine which programs to suspend) overlap. Similarly, students indicated that having three honors/specialization

programs versus seven was acceptable (29%), slightly acceptable (26%), neutral (20%), slightly unacceptable (18%), and unacceptable (7%). In sum, 75% of the students surveyed either accepted or were neutral about the consolidation to three honors/specialization programs. A few comments regarding these changes are provided here:

- “I actually quite like the idea of three overarching areas of study. It makes decision-making easier and less overwhelming while still maintaining the aspect of choice.”
- “It is confusing distinguishing between the many different programs.”
- “It can be a little bit overwhelming differentiating between all of the programs.”
- “There is so much overlap between all of the biological sciences programs – especially between different ‘animal related’/‘plant’/‘ecology’ related programs that even though there are quite a few different programs offered, the overlap effectively reduces the number of programs offered because they’re all so similar.”
- “I feel as though the programs that exist are not easily understandable.”

Conversely, a small minority opinion is that the focus of seven programs provides appropriate depth for students who have a passion in one of these areas (e.g., Microbiology, Plant Biology). We greatly appreciate these concerns and will ameliorate them in three ways. First, we will effectively use our departmental website to help students choose courses that meet degree requirements and emphasize particular subdisciplines by identifying informal streams within newly named programs. Second, we will maintain our set of faculty advisors who can actively help students identify interests and understand appropriate course sequences to achieve their academic goals. Finally, we are not changing our course offerings, such that with few minor exceptions all of our current courses are still available to our students. In other words, all newly named programs accommodate these interests.

### **Rationale for suspending our Evolutionary Biology Programs**

Historically, this program has had a low enrolment of around 10 students each year:

| Academic Year | Total number of students registered in our honors/specialization programs | Number of students enrolled in Evolutionary Biology Honors & Specialization programs (percentage of total students) |
|---------------|---|---|
| 2006-07       | 581   | 10 (1.7%)   |
| 2007-08       | 552   | 10 (1.8%)   |
| 2008-09       | 498   | 12 (2.4%)   |
| 2009-10       | 529   | 14 (2.7%)   |
| 2010-11       | 526   | 10 (1.9%)   |
| 2011-12       | 528   | 9 (1.7%)  |
| 2012-13       | 475   | 7 (1.5%)  |
| 2013-14       | 453   | 6 (1.3%)  |
| 2014-15       | 472   | 6 (1.3%)  |
| 2015-16       | 433   | 10 (2.3%)   |

Courses required in the suspended Evolutionary Biology program will continue to be offered. Emphasis in Evolutionary Biology was previously offered in multiple programs and will still be available to our students. Advisors will still be available to assist them with course selection. All evolution specific courses were already captured in existing programs. In Ecology, Evolution, and Environmental Biology (proposed new name for the current Ecology Programs), all courses currently required for the Evolutionary Biology program are now incorporated into newly arranged lists. Notably List D is entitled Evolution and Systematics, highlighting the integration of Ecology and Evolutionary Biology.

2. Anticipated impacts on students and graduates and plans to ameliorate these impacts. Describe the institution's plan to teach out active students and stop-outs. Include evidence of consultation with students and a communications plan for informing stopped-out students of the change.

We will notify individual students enrolled in the Evolutionary Biology programs of the suspension of the program and our continued commitment to providing them with assistance in completing their degrees. We will post information on Departmental and Faculty of Science websites and other announcement venues about the cancellation of the Honors and Specialization programs in Evolutionary Biology.

As summarized above, 75% of students surveyed (out of 554 respondents) indicated they accepted or were neutral about a reduction to three honors/specialization programs for the Department of Biological Sciences.

3. Identify anticipated impacts on external stakeholders (e.g. employers, professional/regulatory organizations, other post-secondary institutions) and provide evidence of consultation.

There is no anticipated impact on professional or regulatory organizations because no professional, regulatory, or post-secondary institution requires or relies on credentials awarded to students through the Evolutionary Biology programs. As the component courses of Evolutionary Biology will still be taught, employers can still seek out students with specific and required knowledge in Evolutionary Biology. It is just that that student transcripts will no longer have the Honors or Specialization in Evolutionary Biology designations.

Because all of our honors and specialization programs have a common first year (which is maintained in three newly renamed programs), the proposed suspension will not significantly affect other post-secondary institutions where students transfer in our programs at the end of their first year. The requirements for year two in retained programs are similar.

We will not accept any enrolments into the suspended Evolutionary Biology programs after the approved suspension date, which will be advertised in the University Calendar for one

year preceding the change. However, these programs will remain active for seven years to provide students who may have taken a leave of absence or have approval for reduced course load sufficient time to complete the programs. Once the seven-year period is over, the suspended programs will no longer be active.

4. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, classroom and lab space). Discuss plans for the reallocation of any resources freed up by the proposed suspension.

There will be no impact on departmental teaching resources because the courses included in these programs will continue to be offered. We do not anticipate any affect on class sizes and section numbers. Enrolment is increasing in Biological Sciences courses despite the dearth of students enrolled in some programs, especially due to more rigorous requirements for the General Biological Sciences major.

The Department of Biological Sciences, Faculty of Science, and University will revise documents under their control (e.g., websites, forms) to incorporate the suspension of Evolutionary Biology Programs. We will undertake the formal changes necessary in the University Calendar to reflect the suspensions. The suspensions would also impact the Office of the Registrar, which would make necessary changes to first level specialization codes. The costs associated with these changes fall into normal updating of University programs, websites, and forms and will not result in any net new expenses for the University.

### ***B: Reactivation***

1. Rationale for reactivation (for example, increased employer demand, student demand, new funding sources, etc.). Comment on the alignment of the proposed change with the institution’s strategic direction and priorities.
2. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, and classroom and lab space).
3. Provide a simplified enrolment plan using the following table. Include assumptions and explanatory notes (e.g., attrition, part-time enrolment).

| <b>Proposed Enrolment</b>           | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Annual Ongoing</b> |
|-------------------------------------|---------------|---------------|---------------|---------------|---------------|-----------------------|
| <b>Intake (head count)</b>          | 0             | 0             | 0             | 0             | 0             | 0                     |
| <b>Total head count</b>             | 0             | 0             | 0             | 0             | 0             | 0                     |
| <b>Total FLE</b>                    | 0             | 0             | 0             | 0             | 0             | 0                     |
| <b>Anticipated No. of Graduates</b> | 0             | 0             | 0             | 0             | 0             | 0                     |

**C: Termination**

1. Describe measures taken by the institution to ensure that active students and stop-outs have had ample opportunity to complete their programs of study.
2. Where applicable, summarize the actual re-allocation of resources during the period of suspension, and any additional re-allocation anticipated upon termination, and specify the impacts of re-allocation on institutional operations.

## Proposal Template: Program Suspension, Reactivation and Termination

*This template is for the presentation of proposals for suspension or termination of an existing program or specialization within an existing program; and for reactivation of a suspended program or specialization.*

### Basic Information

|   |   |
|---|---|
| <b>Institution</b>  | <b>University of Alberta</b>  |
| <b>Program/specialization title</b>                                     | <b>Bachelor of Science:<br/>(1) Specialization in Microbiology<br/>(2) Honors in Microbiology</b> |
| <b>Credential awarded</b>   | <b>BSc</b>  |
| <b>Proposed date(s) of suspension term, reactivation or termination</b> | <b>July 1, 2016 - June 30, 2024</b>   |

### A: Suspension

1. Rationale for suspension (for example, changes in applications, enrolment, employer demand, program obsolescence, etc.). Comment on the alignment of the proposed change with the institution’s strategic direction and priorities. If enrolment is a key rationale, provide historical enrolment data.

#### **Summary of Suite of Program Changes in the Department of Biological Sciences<sup>1</sup>**

The Department of Biological Sciences recently undertook a re-evaluation of all our undergraduate programs. The proposed changes to consolidate our undergraduate honors and specialization programs will enhance undergraduate student experiences and more accurately communicate the breadth, strengths and focus of the Biological Sciences programs. We are a large and diverse department that provides substantive experiential learning, however the size of our department can pose challenges for undergraduate students trying to choose our programs or discern differences amongst the breadth of disciplines. We currently offer seven honors and seven specialization programs, which mostly reflected outdated boundaries of departments that were merged into a larger Biological Sciences Department over 20 years ago. The proposed changes avoid taxonomic

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<sup>1</sup> Please note that this section entitled “Summary of Suite of Program Changes in the Department of Biological” is repeated in seven documents submitted at same time: Animal Biology Suspension, Ecology Name Change, Evolutionary Biology Suspension, Microbiology Suspension, Molecular Genetics Name Change, Physiology and Developmental Biology Name Change, and Plant Biology Suspension.

designations (e.g., Animal Biology, Plant Biology) and more appropriately reflect broader areas in Biological Sciences, rather than revolve content around specific organisms that may be used to study these important disciplines. The outcome of this re-evaluation is a reduction in our total number of programs, while still providing students with an exemplary education that reflects appropriate depth and breadth to meet the challenges of changing and broad career opportunities in the Biological Sciences.

The set of Program Name Changes and Program Suspension submitted reflects this departmental-wide consolidation of seven honors/specialization programs (Animal Biology, Ecology, Evolutionary Biology, Molecular Genetics, Microbiology, Physiology and Developmental Biology, and Plant Biology) to three:

- (1) Ecology, Evolution and Environmental Biology (newly proposed name for Ecology);
- (2) Integrative Physiology (newly proposed name for Physiology and Developmental Biology); and
- (3) Molecular, Cellular and Developmental Biology (newly proposed name for Molecular Genetics).

Simultaneously, we propose to suspend the following honors/specialization programs:

- (1) Animal Biology
- (2) Evolutionary Biology
- (3) Microbiology
- (4) Plant Biology

We are not proposing changes to either of our joint programs: (1) Immunology and Infection (joint with Medical Microbiology and Immunology) or (2) Paleontology (joint with Department of Earth and Atmospheric Sciences). Nor are we proposing any changes to the General Biological Sciences Major.

These changes result in programs that have broad appeal, provide greater flexibility, and accurately describe program learning outcomes and content. We are not changing the core requirements of any of the three newly named programs but rather highlighting expanded listings of course choices to meet the learning outcomes of the programs. All programs continue to share a common set of first year course requirements.

All students in suspended programs will be given the opportunity to complete their programs. For those students who are interested in these suspended programs, all of them are fully captured in the three renamed programs. Depending on interests, there is one of the newly named programs that is a natural fit, for others, there may be more than one of the newly named programs that would work. For example, Evolutionary Biology has always been an integral part of the Ecology program. Similarly, Microbiology and Plant Biology courses were incorporated into and remain key to our Molecular, Cellular and Developmental Biology Programs (newly proposed name for Molecular Genetics Programs). Students interested in the Plant Biology and Microbiology programs will just as easily fit in the Ecology, Evolution and Environmental Biology Programs (newly proposed name for Ecology Programs) if they are more interested how these organisms evolve and interact in their environment than their molecular basis. Along these veins, all three newly

named programs would fulfill goals of students interested in Animal Biology, depending on whether they wanted to focus on their physiology, their ecology and evolution, or their molecular and cellular processes.

This consolidation of programs also permits students to explore more of the large and diverse Department of Biological Sciences offerings. If they discover an unexpected interest (ie, genetics students discovering love for plant biology), they are now able to more easily take additional courses in that area without having to formally change programs. Switching programs often results in students taking an extra term or extra year to complete requirements. Similarly, students who have identified and maintain a particular fascination (e.g., animal biology) will have the direction to take classes that provide substantial depth of knowledge in that discipline. The consolidated course listings within the three renamed programs makes them less restrictive for undergraduate students, thus taking perhaps overly complicated programs to ones that provide more choice. The learning outcomes, core requirements, rigor, depth, and excellence of our programs remain the same.

Further, the newly structured programs maintain and increase the flexibility for students to participate in the Science Internship Program (SIP) and/or completion of the Research Certificate in Science (Biological Sciences). These two opportunities are aligned with the University of Alberta's new Institutional Strategic Plan "For the Public Good" that sets out to increase access to internships and support for excellence in teaching, particularly experiential learning, as objectives.

This restructuring was initiated at a Department of Biological Sciences Executive Retreat in November 2014, wherein we challenged ourselves to reexamine our undergraduate programs as though they were new rather than products of historical departments. The proposed restructuring was then discussed and/or voted on at three departmental council meetings (15 April 2015, 9 December 2015, 10 February 2016). Further, we facilitated department-wide discussion of changes via two avenues. First, we developed a departmental website that included our student survey (see below) and proposed changes to our programs. Second, we coordinated three informal meetings to which our invested stakeholders attended and discussed changes to our newly named programs (30 November 2015, 1 December 2015, 4 December 2015).

Importantly, students also support this restructuring. In March 2015, we conducted an anonymous online survey of our Biological Sciences students. We also led three focal meetings with groups of students including students registered in our honors/specialization programs and in the general program (two on 27 March 2015, one on 30 March 2015). Of the 554 respondents to the online survey, 192 were in our honor/specialization programs (= 44% of total students enrolled in the honors/specialization programs) and 353 were in the General Biological Sciences Program (= 23% of the total number of students in the General Program). The majority of these respondents (71%) stated that our seven honors/specialization programs have limited (which allowed us to determine which programs to maintain) and strong (which allowed us to determine which programs to suspend) overlap. Similarly, students indicated that having three honors/specialization

programs versus seven was acceptable (29%), slightly acceptable (26%), neutral (20%), slightly unacceptable (18%), and unacceptable (7%). In sum, 75% of the students surveyed either accepted or were neutral about the consolidation to three honors/specialization programs. A few comments regarding these changes are provided here:

- “I actually quite like the idea of three overarching areas of study. It makes decision-making easier and less overwhelming while still maintaining the aspect of choice.”
- “It is confusing distinguishing between the many different programs.”
- “It can be a little bit overwhelming differentiating between all of the programs.”
- “There is so much overlap between all of the biological sciences programs – especially between different ‘animal related’/‘plant’/‘ecology’ related programs that even though there are quite a few different programs offered, the overlap effectively reduces the number of programs offered because they’re all so similar.”
- “I feel as though the programs that exist are not easily understandable.”

Conversely, a small minority opinion is that the focus of seven programs provides appropriate depth for students who have a passion in one of these areas (e.g., Microbiology, Plant Biology). We greatly appreciate these concerns and will ameliorate them in three ways. First, we will effectively use our departmental website to help students choose courses that meet degree requirements and emphasize particular subdisciplines by identifying informal streams within newly named programs. Second, we will maintain our set of faculty advisors who can actively help students identify interests and understand appropriate course sequences to achieve their academic goals. Finally, we are not changing our course offerings, such that with few minor exceptions all of our current courses are still available to our students. In other words, all newly named programs accommodate these interests.

### **Rationale for suspension of Microbiology Programs**

To generate, broader and more flexible programs, we propose to suspend the honors and specialization programs in Microbiology. Historically, enrollment in the honors and specialization Microbiology programs have been 50-60 students/year:

| Academic Year | Total number of students registered in our honors/specialization programs | Number of students enrolled in Honors and Specialization Microbiology Programs (percentage of total students) |
|---------------|---|---|
| 2006-07       | 581   | 56 (9.6%)   |
| 2007-08       | 552   | 55 (10%)  |
| 2008-09       | 498   | 40 (8%)   |
| 2009-10       | 529   | 55 (10.4%)  |
| 2010-11       | 526   | 50 (9.5%)   |
| 2011-12       | 528   | 55 (10.4%)  |
| 2012-13       | 475   | 47 (10%)  |
| 2013-14       | 453   | 48 (10.6%)  |
| 2014-15       | 472   | 57 (12.1%)  |

|         |     |           |
|---------|-----|-----------|
| 2015-16 | 433 | 43 (9.9%) |
|---------|-----|-----------|

Note that the enrolment for these programs was reported under the General Biological Sciences Program and this specialization was terminated erroneously in 2012. A reactivation proposal has also been submitted to ensure that students who received a BSc in Biological Science - Microbiology, have recognized credentials. However, due to the restructuring of departmental honors and specializations, the Microbiology program will be suspended.

This streamlining of our programs specifically eliminates programs that are taxonomic specific and/or reflect historical departmental boundaries (e.g., Microbiology Department). The course requirements of these programs are completely captured in our renamed programs. Specifically the Molecular, Cellular and Developmental Biology honors and specialization programs (proposed new name for our current Molecular Genetics programs) allow students to specialize in Microbiology-specific courses during their 3<sup>rd</sup> and 4<sup>th</sup> years.

Finally, due to recent attrition in microbiology faculty and absence of filling these positions, we are not currently able to offer some upper division MICRB courses required for the Honors Microbiology program. Although these courses are required for the Microbiology honors programs, they are incorporated into other programs as part of large lists of optional courses, such that our inability to offer these courses only impacts the Honors Microbiology program. Thus, we leveraged that microbiology has always been integral to the genetics program, so the microbiology courses in that program will be strengthened. Further, microbiology courses are integral components of newly revised lists in the Ecology, Evolution, and Environmental Biology (newly proposed name for our Ecology Programs) lists A-D, reflecting the importance of this field that was already captured in these Programs.

2. Anticipated impacts on students and graduates and plans to ameliorate these impacts. Describe the institution's plan to teach out active students and stop-outs. Include evidence of consultation with students and a communications plan for informing stopped-out students of the change.

The courses required for the Microbiology program will be maintained and we will continue to offer them as outlined in the University Calendar. Emphasis in Microbiology was previously available in multiple programs and will still be available to our students. All Microbiology specific courses were already captured in existing programs.

We will notify individual students enrolled in the Microbiology programs of the suspension of the program and our continued commitment to providing them with assistance in completing their degrees. Advisors will still be available to assist them with course selection. We will post information on Departmental and Faculty of Science websites and

other announcement venues about the cancellation of the Honors and Specialization programs in Microbiology.

As summarized above, 75% of students surveyed (out of 554 respondents) indicated they accepted or were neutral about a reduction to three honors/specialization programs for the Department of Biological Sciences.

3. Identify anticipated impacts on external stakeholders (e.g. employers, professional/regulatory organizations, other post-secondary institutions) and provide evidence of consultation.

There is no anticipated impact on professional or regulatory organizations because no professional, regulatory, or post-secondary institution requires or relies on credentials awarded to students through the Microbiology programs. As the component courses of Microbiology will still be taught, employers can still seek out students with specific and required knowledge of Microbiology. It is just that that student transcripts will no longer have the Honors or Specialization in Microbiology designations.

Because all of our honors and specialization programs have a common first year (which is maintained in the three newly renamed programs), the proposed suspension will not significantly affect other post-secondary institutions where students transfer into our programs at the end of their first year. The requirements for year two in retained programs are very similar.

We will not accept any enrolments into the suspended Microbiology programs after the approved suspension date, which will be advertised in the University Calendar for one year preceding that date. However, these programs will remain active for seven years to provide students who may have taken a leave of absence or have approval for reduced course load sufficient time to complete the programs. Once the seven-year period is over, the suspended programs will no longer be active.

4. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, classroom and lab space). Discuss plans for the reallocation of any resources freed up by the proposed suspension.

There will be no impact on departmental teaching resources because the courses included in these programs will continue to be offered. We do not anticipate any affect on class sizes or section numbers. In fact, enrollment is increasing in our departmental courses likely due to more rigorous requirements for the General Biological Sciences major.

The Department of Biological Sciences, Faculty of Science, and University will revise documents under their control (e.g., websites, forms) to incorporate the suspension of Microbiology Programs. We will undertake the formal changes necessary in the University Calendar to reflect the suspensions. The suspensions would also impact the Office of the Registrar, which would make necessary changes to first level specialization codes. The costs associated with these changes fall into normal updating of University programs, websites, and forms and will not result in any net new expenses for the University.

**B: Reactivation**

1. Rationale for reactivation (for example, increased employer demand, student demand, new funding sources, etc.). Comment on the alignment of the proposed change with the institution’s strategic direction and priorities.
  
2. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, and classroom and lab space).
  
3. Provide a simplified enrolment plan using the following table. Include assumptions and explanatory notes (e.g., attrition, part-time enrolment).

| <b>Proposed Enrolment</b>           | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Annual Ongoing</b> |
|-------------------------------------|---------------|---------------|---------------|---------------|---------------|-----------------------|
| <b>Intake (head count)</b>          | 0             | 0             | 0             | 0             | 0             | 0                     |
| <b>Total head count</b>             | 0             | 0             | 0             | 0             | 0             | 0                     |
| <b>Total FLE</b>                    | 0             | 0             | 0             | 0             | 0             | 0                     |
| <b>Anticipated No. of Graduates</b> | 0             | 0             | 0             | 0             | 0             | 0                     |

**C: Termination**

1. Describe measures taken by the institution to ensure that active students and stop-outs have had ample opportunity to complete their programs of study.
  
2. Where applicable, summarize the actual re-allocation of resources during the period of suspension, and any additional re-allocation anticipated upon termination, and specify the impacts of re-allocation on institutional operations.

## Proposal Template: Program Suspension, Reactivation and Termination

*This template is for the presentation of proposals for suspension or termination of an existing program or specialization within an existing program; and for reactivation of a suspended program or specialization.*

### Basic Information

|   |   |
|---|---|
| <b>Institution</b>  | <b>University of Alberta</b>  |
| <b>Program/specialization title</b>                                     | <b>Bachelor of Science:</b><br><b>(1) Specialization in Plant Biology</b><br><b>(2) Honors in Plant Biology</b> |
| <b>Credential awarded</b>   | <b>BSc</b>  |
| <b>Proposed date(s) of suspension term, reactivation or termination</b> | <b>July 1, 2016 - June 30, 2022</b>   |

### A: Suspension

1. Rationale for suspension (for example, changes in applications, enrolment, employer demand, program obsolescence, etc.). Comment on the alignment of the proposed change with the institution’s strategic direction and priorities. If enrolment is a key rationale, provide historical enrolment data.

#### **Summary of Suite of Program Changes in the Department of Biological Sciences<sup>1</sup>**

The Department of Biological Sciences recently undertook a re-evaluation of all our undergraduate programs. The proposed changes to consolidate our undergraduate honors and specialization programs will enhance undergraduate student experiences and more accurately communicate the breadth, strengths and focus of the Biological Sciences programs. We are a large and diverse department that provides substantive experiential learning, however the size of our department can pose challenges for undergraduate students trying to choose our programs or discern differences amongst the breadth of disciplines. We currently offer seven honors and seven specialization programs, which mostly reflected outdated boundaries of departments that were merged into a larger Biological Sciences Department over 20 years ago. The proposed changes avoid taxonomic

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<sup>1</sup> Please note that this section entitled “Summary of Suite of Program Changes in the Department of Biological” is repeated in seven documents submitted at same time: Animal Biology Suspension, Ecology Name Change, Evolutionary Biology Suspension, Microbiology Suspension, Molecular Genetics Name Change, Physiology and Developmental Biology Name Change, and Plant Biology Suspension.

designations (e.g., Animal Biology, Plant Biology) and more appropriately reflect broader areas in Biological Sciences, rather than revolve content around specific organisms that may be used to study these important disciplines. The outcome of this re-evaluation is a reduction in our total number of programs, while still providing students with an exemplary education that reflects appropriate depth and breadth to meet the challenges of changing and broad career opportunities in the Biological Sciences.

The set of Program Name Changes and Program Suspension submitted reflects this departmental-wide consolidation of seven honors/specialization programs (Animal Biology, Ecology, Evolutionary Biology, Molecular Genetics, Microbiology, Physiology and Developmental Biology, and Plant Biology) to three:

- (1) Ecology, Evolution and Environmental Biology (newly proposed name for Ecology);
- (2) Integrative Physiology (newly proposed name for Physiology and Developmental Biology); and
- (3) Molecular, Cellular and Developmental Biology (newly proposed name for Molecular Genetics).

Simultaneously, we propose to suspend the following honors/specialization programs:

- (1) Animal Biology
- (2) Evolutionary Biology
- (3) Microbiology
- (4) Plant Biology

We are not proposing changes to either of our joint programs: (1) Immunology and Infection (joint with Medical Microbiology and Immunology) or (2) Paleontology (joint with Department of Earth and Atmospheric Sciences). Nor are we proposing any changes to the General Biological Sciences Major.

These changes result in programs that have broad appeal, provide greater flexibility, and accurately describe program learning outcomes and content. We are not changing the core requirements of any of the three newly named programs but rather highlighting expanded listings of course choices to meet the learning outcomes of the programs. All programs continue to share a common set of first year course requirements.

All students in suspended programs will be given the opportunity to complete their programs. For those students who are interested in these suspended programs, all of them are fully captured in the three renamed programs. Depending on interests, there is one of the newly named programs that is a natural fit, for others, there may be more than one of the newly named programs that would work. For example, Evolutionary Biology has always been an integral part of the Ecology program. Similarly, Microbiology and Plant Biology courses were incorporated into and remain key to our Molecular, Cellular and Developmental Biology Programs (newly proposed name for Molecular Genetics Programs). Students interested in the Plant Biology and Microbiology programs will just as easily fit in the Ecology, Evolution and Environmental Biology Programs (newly proposed name for Ecology Programs) if they are more interested how these organisms evolve and interact in their environment than their molecular basis. Along these veins, all three newly

named programs would fulfill goals of students interested in Animal Biology, depending on whether they wanted to focus on their physiology, their ecology and evolution, or their molecular and cellular processes.

This consolidation of programs also permits students to explore more of the large and diverse Department of Biological Sciences offerings. If they discover an unexpected interest (ie, genetics students discovering love for plant biology), they are now able to more easily take additional courses in that area without having to formally change programs. Switching programs often results in students taking an extra term or extra year to complete requirements. Similarly, students who have identified and maintain a particular fascination (e.g., animal biology) will have the direction to take classes that provide substantial depth of knowledge in that discipline. The consolidated course listings within the three renamed programs makes them less restrictive for undergraduate students, thus taking perhaps overly complicated programs to ones that provide more choice. The learning outcomes, core requirements, rigor, depth, and excellence of our programs remain the same.

Further, the newly structured programs maintain and increase the flexibility for students to participate in the Science Internship Program (SIP) and/or completion of the Research Certificate in Science (Biological Sciences). These two opportunities are aligned with the University of Alberta's new Institutional Strategic Plan "For the Public Good" that sets out to increase access to internships and support for excellence in teaching, particularly experiential learning, as objectives.

This restructuring was initiated at a Department of Biological Sciences Executive Retreat in November 2014, wherein we challenged ourselves to reexamine our undergraduate programs as though they were new rather than products of historical departments. The proposed restructuring was then discussed and/or voted on at three departmental council meetings (15 April 2015, 9 December 2015, 10 February 2016). Further, we facilitated department-wide discussion of changes via two avenues. First, we developed a departmental website that included our student survey (see below) and proposed changes to our programs. Second, we coordinated three informal meetings to which our invested stakeholders attended and discussed changes to our newly named programs (30 November 2015, 1 December 2015, 4 December 2015).

Importantly, students also support this restructuring. In March 2015, we conducted an anonymous online survey of our Biological Sciences students. We also led three focal meetings with groups of students including students registered in our honors/specialization programs and in the general program (two on 27 March 2015, one on 30 March 2015). Of the 554 respondents to the online survey, 192 were in our honor/specialization programs (= 44% of total students enrolled in the honors/specialization programs) and 353 were in the General Biological Sciences Program (= 23% of the total number of students in the General Program). The majority of these respondents (71%) stated that our seven honors/specialization programs have limited (which allowed us to determine which programs to maintain) and strong (which allowed us to determine which programs to suspend) overlap. Similarly, students indicated that having three honors/specialization

programs versus seven was acceptable (29%), slightly acceptable (26%), neutral (20%), slightly unacceptable (18%), and unacceptable (7%). In sum, 75% of the students surveyed either accepted or were neutral about the consolidation to three honors/specialization programs. A few comments regarding these changes are provided here:

- “I actually quite like the idea of three overarching areas of study. It makes decision-making easier and less overwhelming while still maintaining the aspect of choice.”
- “It is confusing distinguishing between the many different programs.”
- “It can be a little bit overwhelming differentiating between all of the programs.”
- “There is so much overlap between all of the biological sciences programs – especially between different ‘animal related’/‘plant’/‘ecology’ related programs that even though there are quite a few different programs offered, the overlap effectively reduces the number of programs offered because they’re all so similar.”
- “I feel as though the programs that exist are not easily understandable.”

Conversely, a small minority opinion is that the focus of seven programs provides appropriate depth for students who have a passion in one of these areas (e.g., Microbiology, Plant Biology). We greatly appreciate these concerns and will ameliorate them in three ways. First, we will effectively use our departmental website to help students choose courses that meet degree requirements and emphasize particular subdisciplines by identifying informal streams within newly named programs. Second, we will maintain our set of faculty advisors who can actively help students identify interests and understand appropriate course sequences to achieve their academic goals. Finally, we are not changing our course offerings, such that with few minor exceptions all of our current courses are still available to our students. In other words, all newly named programs accommodate these interests.

### **Rationale for suspending Plant Biology Programs**

The proposed suspension of the Plant Biology Honors and Specialization programs will generate, broader and more flexible programs. Historically, these programs have had low enrolment at circa 10 students/year:

| Academic Year | Total number of students registered in our honors/specialization programs | Number of students enrolled in Honors and Specialization Plant Biology Programs (percentage of total students) |
|---------------|---|--|
| 2006-07       | 581   | 8 (1.4%)   |
| 2007-08       | 552   | 7 (1.3%)   |
| 2008-09       | 498   | 5 (1%)   |
| 2009-10       | 529   | 8 (1.5%)   |
| 2010-11       | 526   | 9 (1.7%)   |
| 2011-12       | 528   | 8 (1.5%)   |
| 2012-13       | 475   | 5 (1.1%)   |
| 2013-14       | 453   | 6 (1.3%)   |

|         |     |          |
|---------|-----|----------|
| 2014-15 | 472 | 7 (1.5%) |
| 2015-16 | 433 | 6 (1.4%) |

Note that there is no record in PaPRS for Plant Biology and enrolment for this specialization was historically reported under the General Biological Sciences Major. A new specialization proposal was submitted to ensure that students who received a BSc in Biological Science - Plant Biology, have recognized credentials. However, due to the restructuring of departmental honors and specializations, the Plant Biology program will be suspended.

Our courses required for this program will be maintained and we will continue to offer them as outlined in the University Calendar. In contrast to student enrollments in the Plant Biology programs, enrollment and demand has increased for our Botany courses.

Emphasis on Plant Biology will still be available to our students interested in this field. All Plant Biology specific courses were already captured in existing programs, although they have been highlighted differently in the restructuring. In Ecology, Evolution, and Environmental Biology (proposed new name for current Ecology Programs), all courses currently required for Plant Biology are listed in List A (Biological Diversity; e.g., BOT 321 Flowering Plants), List B (Biological Processes; e.g., BOT 308 Plant Anatomy), List C (Ecology and Environmental Biology; e.g., BOT 332, Plant Ecology). It is important to note that these courses were always an integral component of the Ecology program. Similarly, a Plant Biology focus is now laid out in course options in the revised Molecular, Cellular and Developmental Biology program (proposed new name for our current Molecular Genetics program). The ability to focus on molecular plant sciences has been added and emphasized there.

2. Anticipated impacts on students and graduates and plans to ameliorate these impacts. Describe the institution's plan to teach out active students and stop-outs. Include evidence of consultation with students and a communications plan for informing stopped-out students of the change.

All students currently in the Honors and Specialization Plant Biology programs will be provided the opportunity to complete their programs in Biological Sciences. The individual courses that make up the Plant Biology programs will continue to be offered for the foreseeable future. Advisors will still be available to assist them with course selection. We will notify individual students enrolled in the Plant Biology programs of the suspension of the program and our continued commitment to providing them with assistance in completing their degrees. We will post information on departmental and Faculty of Science websites and other announcement venues about the cancellation of the Honors and Specialization programs in Plant Biology.

As summarized above, 75% of students surveyed (out of 554 respondents) indicated they accepted or were neutral about a reduction to three honors/specialization programs for the Department of Biological Sciences.

3. Identify anticipated impacts on external stakeholders (e.g. employers, professional/regulatory organizations, other post-secondary institutions) and provide evidence of consultation.

There is no anticipated impact on professional or regulatory organizations because no professional, regulatory, or post-secondary institution requires or relies on credentials awarded to students through the Plant Biology programs. As the component courses of Plant Biology will still be taught, employers can still seek out students with specific and required knowledge in Plant Biology. It is just that that student transcripts will no longer have the Honors or Specialization in Plant Biology designations.

Because all of our honors and specialization programs have a common first year, the proposed suspension will not significantly affect other post-secondary institutions where students transfer into our programs at the end of their first year. The requirements for year two in renamed programs are similar.

We will not accept any enrolments into the suspended Plant Biology programs after the approved suspension date, which will be advertised in the University Calendar for one year preceding that date. However, these programs will remain active for seven years to provide students who may have taken a leave of absence or have approval for reduced course load sufficient time to complete the programs. Once the seven-year period is over, the suspended programs will no longer be active.

4. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, classroom and lab space). Discuss plans for the reallocation of any resources freed up by the proposed suspension.

There will be no impact on departmental teaching resources because the courses included in these programs will continue to be offered. We do not anticipate course sizes to be impacted by these changes. Enrollment is increasing in courses despite the dearth of students enrolled in program. These courses count towards the General Biological Sciences major, which make up a substantial portion of students enrolled in our courses. This change in program will not impact students enrolled in the Major Teaching Subject in the Secondary Education Route, Biological Sciences, which requires students to take BOT 205, Fundamentals of Plant Biology. We will continue to offer this course.

The Department of Biological Sciences, Faculty of Science, and University will revise documents under their control (e.g., websites, forms) to incorporate the suspension of Plant Biology Programs. We will undertake the formal changes necessary in the University Calendar to reflect these suspensions. The suspensions would also impact the Office of the Registrar, which would make necessary changes to first level specialization codes. The costs associated with these changes fall into normal updating of University programs, websites, and forms and will not result in any net new expenses for the University.

**B: Reactivation**

1. Rationale for reactivation (for example, increased employer demand, student demand, new funding sources, etc.). Comment on the alignment of the proposed change with the institution’s strategic direction and priorities.
  
2. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, and classroom and lab space).
  
3. Provide a simplified enrolment plan using the following table. Include assumptions and explanatory notes (e.g., attrition, part-time enrolment).

| <b>Proposed Enrolment</b>           | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Annual Ongoing</b> |
|-------------------------------------|---------------|---------------|---------------|---------------|---------------|-----------------------|
| <b>Intake (head count)</b>          | 0             | 0             | 0             | 0             | 0             | 0                     |
| <b>Total head count</b>             | 0             | 0             | 0             | 0             | 0             | 0                     |
| <b>Total FLE</b>                    | 0             | 0             | 0             | 0             | 0             | 0                     |
| <b>Anticipated No. of Graduates</b> | 0             | 0             | 0             | 0             | 0             | 0                     |

**C: Termination**

1. Describe measures taken by the institution to ensure that active students and stop-outs have had ample opportunity to complete their programs of study.
  
2. Where applicable, summarize the actual re-allocation of resources during the period of suspension, and any additional re-allocation anticipated upon termination, and specify the impacts of re-allocation on institutional operations.

## Biological Sciences Program Changes

| CURRENT   | PROPOSE   |
|---|---|
| <p><b>Faculty Overview</b></p> <p>The Faculty of Science offers degrees in Applied Mathematics, Atmospheric Sciences, Astrophysics, Biochemistry, Biological Sciences (<del>Animal Biology, Ecology, Evolutionary Biology, Microbiology, Molecular Genetics, Physiology and Developmental Biology, Plant Biology</del>), Chemistry, Cell Biology, Computing Science, Computing Science with Business Minor, Environmental Earth Sciences, Geology, Geophysics, Immunology and Infection, Mathematical Physics, Mathematics, Mathematics (Computational Science) Mathematics and Economics, Mathematics and Finance, Neuroscience, Paleontology, Pharmacology, Physics, Physiology, Psychology, and Statistics.</p> <p>A Business Minor, an Arts Minor and an Agricultural, Life and Environmental Sciences minor are available in the BSc General program.</p> <p>A Science Internship Program (SIP) is available to Faculty of Science BSc students to enhance their studies and provide relevant work experience. Students must complete an 8-, 12- or 16- month work experience term at the end of their third year to receive SIP designation on their degree parchment. For more details, please see Science Internship Program.<br/>–See more<br/>at: <a href="http://calendar.ualberta.ca/content.php?catoid=6&amp;navoid=837#faculty-overview">http://calendar.ualberta.ca/content.php?catoid=6&amp;navoid=837#faculty-overview</a></p> | <p><b>Faculty Overview</b></p> <p>The Faculty of Science offers degrees in Applied Mathematics, Atmospheric Sciences, Astrophysics, Biochemistry, Biological Sciences (<b>Ecology, Evolution and Environmental Biology; Integrative Physiology; and Molecular, Cellular and Developmental Biology</b>), Chemistry, Cell Biology, Computing Science, Computing Science with Business Minor, Environmental Earth Sciences, Geology, Geophysics, Immunology and Infection, Mathematical Physics, Mathematics, Mathematics (Computational Science) Mathematics and Economics, Mathematics and Finance, Neuroscience, Paleontology, Pharmacology, Physics, Physiology, Psychology, and Statistics.</p> <p>A Business Minor, an Arts Minor and an Agricultural, Life and Environmental Sciences minor are available in the BSc General program.</p> <p>A Science Internship Program (SIP) is available to Faculty of Science BSc students to enhance their studies and provide relevant work experience. Students must complete an 8-, 12- or 16- month work experience term at the end of their third year to receive SIP designation on their degree parchment. For more details, please see Science Internship Program. - See more<br/>at: <a href="https://www.ualberta.ca/science/student-services/science-internship-program">https://www.ualberta.ca/science/student-services/science-internship-program</a></p> |

| CURRENT (2016-2017)  | PROPOSED   |
|--|--|
| <p>Course Sequence in Biological Sciences</p> <ul style="list-style-type: none"> <li>● <del>Animal Biology</del></li> <li>● <del>Bioinformatics</del></li> <li>● <del>Ecology</del></li> <li>● <del>Evolutionary Biology</del></li> <li>● <del>Microbiology</del></li> </ul> | <p>Course Sequence in Biological Sciences</p> <ul style="list-style-type: none"> <li>● <b>Ecology, Evolution and Environmental Biology</b></li> <li>● <b>Integrative Physiology</b></li> <li>● <b>Molecular, Cellular and Developmental Biology</b></li> </ul> |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• <del>Molecular Genetics</del></li> <li>• <del>Physiology and Developmental Biology</del></li> <li>• <del>Plant Biology</del></li> </ul> |  |
|--|--|

**CURRENT**

**Honors in Biological Sciences [Science]**

All students in Honors and Specialization programs in Biological Science take a common core of four BIOL courses in the first and second years. Thereafter, they follow the course sequence of one of the areas of concentration in either Honors or Specialization in Biological Sciences identified in Science Chart 2 Course Sequence in Biological Sciences. At the time of application, students indicate their chosen area of concentration on the application; if admitted, they follow the appropriate course sequence. The title of the area of concentration will appear on their degree. Additional course requirements for Honors students include [BIOL 499](#) and program specific courses. [BIOL 499](#), a directed research project, must be conducted on a topic appropriate to the student's area of concentration. [BIOL 499](#) is a recommended option for Specialization students.

~~Streams have been developed within several programs~~ in Biological Sciences. These are lists of courses that provide guidance to students wishing to focus further on specific areas of Biology. Students in a program are not required to declare or follow a stream, and stream designations do not appear on transcripts. ~~On the Course Sequence chart, available streams are noted under Years 3 and 4.~~ Streams are described in full on the Department of Biological Sciences website. Students should consult with advisors in choosing and following streams within their programs.

Students may receive block Transfer in the Biological Sciences at the University of Calgary or the University of Lethbridge if the appropriate courses are completed. Interested students may contact the Department of Biological Sciences for details.

**PROPOSED**

**Honors in Biological Sciences [Science]**

All students in Honors and Specialization programs in Biological Science take a common core of four BIOL courses in the first and second years. Thereafter, they follow the course sequence of one of the areas of concentration in either Honors or Specialization in Biological Sciences identified in Science Chart 2 Course Sequence in Biological Sciences. At the time of application, students indicate their chosen area of concentration on the application; if admitted, they follow the appropriate course sequence. The title of the area of concentration will appear on their degree. Additional course requirements for Honors students include [BIOL 499](#) and program specific courses. [BIOL 499](#), a directed research project, must be conducted on a topic appropriate to the student's area of concentration. [BIOL 499](#) is a recommended option for Specialization students.

Streams have been developed in Biological Sciences. These are lists of courses that provide guidance to students wishing to focus further on specific areas of Biology. Students in a program are not required to declare or follow a stream, and stream designations do not appear on transcripts. Streams are described in full on the Department of Biological Sciences website. Students should consult with advisors in choosing and following streams within their programs.

Students may receive block Transfer in the Biological Sciences at the University of Calgary or the University of Lethbridge if the appropriate courses are completed. Interested students may contact the Department of Biological Sciences for details.

|                                      |                                      |
|--------------------------------------|--------------------------------------|
| <b>Honors in Biological Sciences</b> | <b>Honors in Biological Sciences</b> |
|--------------------------------------|--------------------------------------|

|   |  |
|---|--|
| <p>Admission to the BSc Honors in Biological Sciences program see <a href="#">Admissions Chart 7</a> , Faculty of Science.</p> <p>Continuation in the Honors in Biological Sciences program requires successful completion of at least ★24 with a minimum 3.0 GPA in the previous Fall/Winter. In addition, graduation requires a minimum 3.0 GPA on the last ★60 credited to the degree.</p> <p>Effective September 2016, there will be no further admissions to BSc Honors or BSc Specialization in Bioinformatics. Students who entered one of these programs prior to September 2016 must complete all program requirements by April 30, 2020. Refer to the <a href="#">Calendar in effect</a> at the time you were admitted or readmitted for the regulations governing the degree program requirements. The last BSc Honors or BSc Specialization in Bioinformatics will be granted at Spring Convocation 2020.</p> | <p>Admission to the BSc Honors in Biological Sciences program see <a href="#">Admissions Chart 7</a> , Faculty of Science.</p> <p>Continuation in the Honors in Biological Sciences program requires successful completion of at least ★24 with a minimum 3.0 GPA in the previous Fall/Winter. In addition, graduation requires a minimum 3.0 GPA on the last ★60 credited to the degree.</p> <p>Effective September 2016, there will be no further admissions to BSc Honors or BSc Specialization in Bioinformatics. Students who entered one of these programs prior to September 2016 must complete all program requirements by April 30, 2020. Refer to the <a href="#">Calendar in effect</a> at the time you were admitted or readmitted for the regulations governing the degree program requirements. The last BSc Honors or BSc Specialization in Bioinformatics will be granted at Spring Convocation 2020.</p> <p><b>Effective September 2017, there will be no further admissions to BSc Honors or BSc Specialization in Animal Biology, Evolutionary Biology, Microbiology and Plant Biology. Students who entered one of these programs prior to September 2017 must complete all program requirements by April 30, 2024. Refer to the Calendar in effect at the time you were admitted or readmitted for the regulations governing the degree program requirements. The last BSc Honors or BSc Specialization in Animal Biology, Evolutionary Biology, Microbiology and Plant Biology will be granted at Spring Convocation 20XX.</b></p> |
|---|--|

**CURRENT**

**PROPOSED**

|   |   |
|---|---|
| <p>Specialization in Biological Sciences<br/>All students in Honors and Specialization programs in Biological Science take a common core of four BIOL courses in the first and second years. Thereafter, they follow the course sequence of one of the areas of concentration in either Honors or Specialization in Biological Sciences identified in <a href="#">Science Chart 2 Course Sequence in Biological</a></p> | <p>Specialization in Biological Sciences<br/>All students in Honors and Specialization programs in Biological Science take a common core of four BIOL courses in the first and second years. Thereafter, they follow the course sequence of one of the areas of concentration in either Honors or Specialization in Biological Sciences identified in <a href="#">Science Chart 2 Course Sequence in Biological</a></p> |
|---|---|

Sciences. Students must declare an area of concentration and follow the appropriate course sequence. The title of the area of concentration will appear on their degree. Additional course requirements for Honors students include BIOL 499 and program specific courses. BIOL 499, a directed research project, must be conducted on a topic appropriate to the student's area of concentration. BIOL 499 is a recommended option for Specialization students.

Streams have been developed ~~within several programs~~ in Biological Sciences. These are lists of courses that provide guidance to students wishing to focus further on specific areas of Biology. Students in a program are not required to declare or follow a stream, and stream designations do not appear on transcripts. ~~On the Course Sequence chart, available streams are noted under Years 3 and 4.~~ Streams are described in full on the Department of Biological Sciences website. Students should consult with advisors in choosing and following streams within their programs.

Students may receive block Transfer in the Biological Sciences at the University of Calgary or the University of Lethbridge if the appropriate courses are completed. Interested students may contact the Department of Biological Sciences for details.

- See more at:

[http://calendar.ualberta.ca/preview\\_program.php?catoid=6&poid=2951&hl=%22specialization+in+biological+sciences%22&returnto=search#sthash.Mfd1bbi7.dpuf](http://calendar.ualberta.ca/preview_program.php?catoid=6&poid=2951&hl=%22specialization+in+biological+sciences%22&returnto=search#sthash.Mfd1bbi7.dpuf)

### **Specialization in Biological Sciences [Science]**

Admission to the BSc Specialization in Biological Sciences program see [Admissions Chart 7](#) , Faculty of Science.

Continuation in the Specialization in Biological Sciences program requires successful completion of at least ★24 with a minimum 2.3 GPA in the previous Fall/Winter. In addition, graduation requires a minimum 2.3 GPA on all courses credited to the degree.

Sciences. Students must declare an area of concentration and follow the appropriate course sequence. The title of the area of concentration will appear on their degree. Additional course requirements for Honors students include BIOL 499 and program specific courses. BIOL 499, a directed research project, must be conducted on a topic appropriate to the student's area of concentration. BIOL 499 is a recommended option for Specialization students.

Streams have been developed in Biological Sciences. These are lists of courses that provide guidance to students wishing to focus further on specific areas of Biology. Students in a program are not required to declare or follow a stream, and stream designations do not appear on transcripts. Streams are described in full on the Department of Biological Sciences website. Students should consult with advisors in choosing and following streams within their programs.

Students may receive block Transfer in the Biological Sciences at the University of Calgary or the University of Lethbridge if the appropriate courses are completed. Interested students may contact the Department of Biological Sciences for details.

- See more

at: [http://calendar.ualberta.ca/preview\\_program.php?catoid=6&poid=2951&hl=%22specialization+in+biological+sciences%22&returnto=search#sthash.Mfd1bbi7.dpuf](http://calendar.ualberta.ca/preview_program.php?catoid=6&poid=2951&hl=%22specialization+in+biological+sciences%22&returnto=search#sthash.Mfd1bbi7.dpuf)

### **Specialization in Biological Sciences [Science]**

Admission to the BSc Specialization in Biological Sciences program see [Admissions Chart 7](#) , Faculty of Science.

Continuation in the Specialization in Biological Sciences program requires successful completion of at least ★24 with a minimum 2.3 GPA in the previous Fall/Winter. In addition, graduation requires a minimum 2.3 GPA on all courses credited to the degree.

|  |   |
|--|---|
|  | <p>Effective September 2017, there will be no further admissions to BSc Honors or BSc Specialization in Animal Biology, Evolutionary Biology, Microbiology and Plant Biology. Students who entered one of these programs prior to September 2017 must complete all program requirements by April 30, 2024. Refer to the Calendar in effect at the time you were admitted or readmitted for the regulations governing the degree program requirements. The last BSc Honors or BSc Specialization in Animal Biology, Evolutionary Biology, Microbiology and Plant Biology will be granted at Spring Convocation 20XX.</p> |
|--|---|

| Admissions Chart 7<br>CURRENT   |  |   |
|---|--|---|
| Program   | Honors Required Averaged   | Specialization Required Average   |
| <p><b>Note:</b> Effective September 2016, there will be no further admissions to BSc Honors or BSc Specialization in Bioinformatics.</p>  | <p><b>High School</b> - minimum 80%<br/><b>Transfer</b> - a minimum 3.0 GPA on ★24 in each preceding Fall/Winter.<br/>(<b>Note:</b> A minimum grade of B- is required in <a href="#">MICRB 265</a> and <a href="#">MICRB 311</a>, if taken, in order to transfer to the Microbiology Honors program).<br/>For admission requirements, see <a href="#">BSc (Honors)</a></p>   | <p><b>High School</b> - minimum 75%<br/><b>Transfer</b> - a minimum 2.3 GPA on ★24 in each preceding Fall/Winter.<br/>For admission requirements, see <a href="#">Bachelor of Science (Specialization)</a></p>  |
| Admissions Chart 7<br>PROPOSED  |  |   |
| Program   | Honors Required Averaged   | Specialization Required Average   |
| <p><b>Biological Sciences</b></p> <p><b>Note:</b> Effective September 2016, there will be no further admissions to BSc Honors or BSc Specialization in Bioinformatics.</p> <p><b>Note:</b> Effective September 2017, there will be no further admissions to BSc Honors or BSc</p> | <p><b>High School</b> - minimum 80%<br/><b>Transfer</b> - a minimum 3.0 GPA on ★24 in each preceding Fall/Winter.<br/>For admission requirements, see <a href="#">BSc (Honors)</a> see <a href="http://calendar.ualberta.ca/preview_program.php?catoid=6&amp;poid=2598&amp;hl=%22honors+in+specialization%22&amp;returnto=search">http://calendar.ualberta.ca/preview_program.php?catoid=6&amp;poid=2598&amp;hl=%22honors+in+specialization%22&amp;returnto=search</a></p> | <p><b>High School</b> - minimum 75%<br/><b>Transfer</b> - a minimum 2.3 GPA on ★24 in each preceding Fall/Winter.<br/>For admission requirements, see <a href="#">BSc (Specialization)</a> - See more <a href="http://calendar.ualberta.ca/preview_program.php?catoid=6&amp;poid=2951&amp;hl=%22specialization+in+biological+sciences%22&amp;returnto=search#sthash.Mfd1bbi7.dpuf">http://calendar.ualberta.ca/preview_program.php?catoid=6&amp;poid=2951&amp;hl=%22specialization+in+biological+sciences%22&amp;returnto=search#sthash.Mfd1bbi7.dpuf</a></p> |

|  |  |  |
|--|--|--|
| Specialization in Animal Biology, Evolutionary Biology, Microbiology and Plant Biology |  |  |
|--|--|--|

**Science Chart 2: Course Sequence in Biological Science**

**Animal Biology**

Effective September 2017, there will be no further admissions to BSc Honors or BSc Specialization in Animal Biology. Students who entered one of these programs prior to September 2017 must complete all program requirements by April 30, 2024. Refer to the Calendar in effect at the time you were admitted or readmitted for the regulations governing the degree program requirements. The last BSc Honors or BSc Specialization in Animal Biology will be granted at Spring Convocation 20XX.

**Evolutionary Biology**

Effective September 2017, there will be no further admissions to BSc Honors or BSc Specialization in Evolutionary Biology. Students who entered one of these programs prior to September 2017 must complete all program requirements by April 30, 2024. Refer to the Calendar in effect at the time you were admitted or readmitted for the regulations governing the degree program requirements. The last BSc Honors or BSc Specialization in Evolutionary Biology will be granted at Spring Convocation 20XX.

**Microbiology**

Effective September 2017, there will be no further admissions to BSc Honors or BSc Specialization in Microbiology. Students who entered one of these programs prior to September 2017 must complete all program requirements by April 30, 2024. Refer to the Calendar in effect at the time you were admitted or readmitted for the regulations governing the degree program requirements. The last BSc Honors or BSc Specialization in Microbiology will be granted at Spring Convocation 20XX.

**Plant Biology**

Effective September 2017, there will be no further admissions to BSc Honors or BSc Specialization in Plant Biology. Students who entered one of these programs prior to September 2017 must complete all program requirements by April 30, 2024. Refer to the Calendar in effect at the time you were admitted or readmitted for the regulations governing the degree program requirements. The last BSc Honors or BSc Specialization in Plant Biology will be granted at Spring Convocation 20XX.

| CURRENT (2017-2018)                   | PROPOSED   |
|---------------------------------------|--|
| <b>Ecology</b>                        | <b>Ecology, Evolution and Environmental Biology (Honors)</b> |
| BIOL 107, 108<br>CHEM 101, 164 or 261 | BIOL 107, 108<br>CHEM 101, 164 or 261                        |

|   |  |
|---|--|
| <p>MATH 114 (or 113 or 117 or 144)-or 125<br/>STAT 151<br/>*6 Arts options (junior level ENGL or junior WRS recommended)<br/>*6 Science options (EAS 100 recommended)</p>   | <p>MATH 114 (or 117 or 134 or 144 or 125)<br/>STAT 151<br/>*6 Arts options (junior level ENGL or junior WRS recommended)<br/>*6 Science options (EAS 100 recommended)</p>  |
| <p><b>Year 2</b></p>  | <p><b>Year 2</b></p>   |
| <p>BIOCH 200<br/>BIOL 207, 208<br/>BIOL 221<br/>BOT 205<br/>MICRB 265<br/>ZOOL 224 or 325 or PALEO 201<br/>ZOOL 250 or ENT 220<br/>*6 Arts options</p>  | <p>BIOL 207, 208, 221<br/>*3 from List A (Biological Diversity)<br/>*3 from Lists A or B (Biological Diversity or Processes)<br/>*9 Science or approved options<br/>*6 Arts options</p>  |
| <p><b>Years 3 and 4</b></p>   | <p><b>Years 3 and 4</b></p>  |
| <p>BIOL 330<br/>*12 from BIOL 331, 332, 340; BOT 332; ZOOL 371<br/>*3 from BIOL 380; BOT 303, 340; ENT 321; GENET 270, 305; IMIN 200; MICRB 311; ZOOL 241, 242, 303<br/>*6 from BIOL 322, BOT 314, 321, 322, 330; ENT 427; ZOOL 351, 352, 405, 406, 407, 408<br/>*9 from BIOL 333, 361, 364, 366, 367, 381, 384, 398, 399, 430, 433, 434, 464, 468, 471, 490, 498, 499; MICRB 491; ZOOL 340, 354, 370, 472<br/>*6 Arts options<br/>*18 approved options<br/>*3 from BIOL 365, 432; MA SC 4XX, ZOOL 434<br/>Available streams include: conservation/wildlife biology, freshwater biology, and plant ecology.<br/>Notes<br/>(1) MA-SC courses on this list are offered at Bamfield Marine Sciences Centre.<br/>(2) Honors students are required to take BIOL 430 and 499 and reduce approved options by *9.<br/>(3) Credit in SCI 100 will be considered equivalent to BIOL 107, 108; CHEM 101, 164; EAS 100; MATH 114; *3 Science options and *6 Approved options.</p> | <p><b>BIOL 499</b><br/>*3 from List A (Biological Diversity: at 300-level or higher)<br/>*3 from List B (Biological Processes)<br/>*3 from List C (Ecology &amp; Environmental Biology)<br/>*3 from List D (Evolution &amp; Systematics)<br/>*15 from Lists C or D (at least *9 at 400 level)<br/>*6 from List E (Scientific Methodology)<br/>*6 Arts options<br/>*15 Science or approved options</p> <p><b>List A (Biological Diversity)</b><br/>BIOL 322, 361, 495 (if appropriate topic); BOT 205, 314, 321, 322, 330, 411; ENT 220, 222; MA SC 402, (if appropriate topic), 410, 412; MICRB 265; PALEO 201; ZOOL 224, 250, 351, 352, 405, 406, 407, 408</p> <p><b>List B (Biological Processes)</b><br/>BIOL 495 (if appropriate topic); BOT 303, 308, 340; GENET 270, 305, 364; IMIN 200, 324; MA SC 415; MICRB 311; ZOOL 241, 242, 303, 340, 452</p> <p><b>List C (Ecology &amp; Environmental Biology)</b><br/>BIOL 331, 332, 333, 340, 341, 361, 364, 366, 367, 381, 384, 433, 434, 440, 468, 471, 495 (if appropriate topic); BOT 330, 332; MA SC 401, 402, 425, 430, 437; MICRB 320, 423, 491; ZOOL 371, 472</p> |

|  |  |
|--|--|
|  | <p><b>List D (Evolution &amp; Systematics)</b><br/>         BIOL 322, 335, 380, 421, 495 (if appropriate topic); ENT 327; MA SC 402; PALEO 414, 418, 419; ZOOL 325, 350</p> <p><b>List E (Scientific Methodology)</b><br/>         BIOIN 301, 401; BIOL 330, 335, 365, 392, 421, 430, 432; BOT 322, 332; ENT 327; IMIN 410; MA SC 402; MICRB 315, 392; PALEO 400; ZOOL 350, 351</p> <p><b>Notes</b></p> <p>(1) May not use same course to fill more than one program requirement.<br/>         (2) Up to *12 from approved options may be taken from other faculties.<br/>         (3) BIOL 298, 398, 399, 498, 499 and INTD 400 may count towards Science or approved options.<br/>         (4) Credit in SCI 100 will be considered equivalent to BIOL 107, 108; CHEM 101, 102, 261; MATH 114, *3 Science options and *6 approved options.</p> |
|--|--|

| CURRENT (2017-2018)  | PROPOSED  |
|--|---|
| <b>Physiology and Developmental Biology</b>  | <b>Integrative Physiology (Honors)</b>  |
| <b>Year 1</b>  | <b>Year 1</b>   |
| BIOL 107, 108<br>CHEM 101, 164 or 261<br>MATH 114 (or <del>113</del> or 117 or 144) or 125<br>STAT 151<br>*6 Science options<br>*6 Arts options (junior level ENGL or junior WRS recommended)                        | BIOL 107, 108<br>CHEM 101, 164 or 261<br>MATH 114 (or 117 or <b>134 or</b> 144 or 125)<br>STAT 151<br>*6 Science options<br>*6 Arts options (junior level ENGL or junior WRS recommended)   |
| <b>Year 2</b>  | <b>Year 2</b>   |
| BIOCH 200<br>BIOL 201 or CELL 201<br>BIOL 207, 208<br>ZOOL 241, 242, <del>250</del><br>*3 Arts option<br>*6 approved options<br>Note: students intending to take BIOCH 310, 320 or 330 are required to take CHEM 263 | BIOCH 200 (see note 1)<br>BIOL 201 or CELL 201<br>BIOL 207, 208 (see note 1)<br>ZOOL 241, 242<br><b>*3 from ENT 220; ZOOL 250, 325</b><br><b>*3 Arts options</b><br><b>*3 Junior Physiology options (BOT 205, GENET 270, IMIN 200, MICRB 265)</b> |

|   |   |
|---|---|
|   | <p><u>*3 Science options</u></p> <p><b>Notes:</b><br/> (1) Students intending to take BIOCH 3XX as an option in years 3 &amp; 4 will need to take CHEM 102 and CHEM 263 in years 1 and 2.</p>   |
| <p><b>Years 3 and 4</b></p>   | <p><b>Years 3 and 4</b></p>   |
| <p>ZOOL 303, 325, 344<br/> *3 from ZOOL 402, 441, 442, 450 or BIOL 445<br/> *3 from BIOCH 310, 320, 330 or CELL 300<br/> *9 from ZOOL 340, 342, 343, 352 or BIOL 341 or 391<br/> *9 Arts options<br/> *12 approved options<br/> *15 from list below<br/> Recommended options include, but are not restricted to additional courses from above and the following: BIOCH 310, 320, 330; BIOL 341, 391, 398, 399, 490, 495, 498, 499, 545; BOT 303, 340, 403, 445; CELL 300, 301, 402, 415; ENT 321, 378; GENET 270, 301, 302, 304, 375, 390, 412, 418, 420; IMIN 200, 371, 372, 401, 452; INT D 400; MA SC 403, 415; MICRB 265, 311; NEURO 443, 472; PHYSL 372, 401, 402, 403, 404, 545; PMCOL 371; ZOOL 340, 342, 343, 352, 370, 402, 441, 442, 450, 452.</p> <p><b>Notes</b><br/> (1) MA SC courses on this list are offered at Bamfield Marine Sciences Centre.<br/> (2) Honors students are required to take BIOL 499 and reduce approved options by *6.<br/> (3) The above program is distinct from the Honors Physiology Program offered by the Department of Physiology, Faculty of Medicine and Dentistry. Applicants should contact the current Advisor in the Department of Biological Sciences to ensure that this is the Program for which they wish to register.<br/> (4) Credit in SCI 100 will be considered equivalent to BIOL 107, 108; CHEM 101, 261; MATH 114, *6 Science options and *6 Approved options.</p> | <p><u>BIOL 499</u><br/> <u>ZOOL 303</u><br/> <u>ZOOL 344</u><br/> *3 from BIOCH 310, 320, 330, CELL 300<br/> *12 from BIOL 341, 391; BOT 340; IMIN 371; ZOOL 340, 342, 343, 352</p> <p><u>*3 from List A.</u><br/> <u>*15 from required advanced option List B</u><br/> *9 Arts options<br/> *6 Science or approved options</p> <p><u>List A: Discussion Courses</u><br/> BIOL 445; BOT 445, 464; ZOOL 402, 441, 442, 452</p> <p><u>List B: Required Advanced Option (Advanced Physiology courses). Additional courses not listed may be approved.</u><br/> BIOCH 310, 320, 330; BIOL 341, 391, 398, 399, 409, 445, 490, 495 (if appropriate topic), 498, 499; BOT 303, 340, 380, 445, 464; CELL 300, 301, 402, 415; ENT 321; GENET 301, 302, 304, 375, 390, 412, 418, 420; IMIN 371, 372, 401, 405; INT D 400; MA SC 415; MICRB 311; NEURO 410, 443, 472, 496; PMCOL 371; PHYSL 372, 400, 401, 402, 403, 404, 405, 444; ZOOL 340, 342, 343, 352, 370, 402, 441, 442, 452</p> <p><b>Notes</b><br/> (1) *6 at 400 level is required and can be met by *3 from List A and *3 from List B or approved Science options.<br/> (2) May not use same course to fill more than one program requirement.<br/> (3) Up to *12 from approved options may be taken from other faculties.<br/> (4) Credit in SCI 100 will be considered equivalent to BIOL 107, 108; CHEM 101, 102.</p> |

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|  | 261; MATH 114, *3 Science options and *6 approved options. |
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| CURRENT (2017-2018)  | PROPOSED  |
|--|---|
| <b>Molecular Genetics</b>  | <b>Molecular, Cellular and Developmental Biology (Honors)</b>   |
| <b>Year 1</b>  | <b>Year 1</b>   |
| BIOL 107, 108, 207<br>CHEM 101, 102, 164 or 261<br>MATH 114 (or 113 or 117 or 144) or 125<br>STAT 151<br>*6 Arts options (junior level ENGL or junior WRS recommended)<br>Note: Although BIOL 207 is recommended in Year 1, alternatively, BIOL 201 (or CELL 201) may be taken in Year 1. BIOL 207 must be completed before Winter term of Year 2.   | BIOL 107, 108<br>CHEM 101, 102, 164 or 261<br>MATH 114 (or 117 or 134 or 144 or 125)<br>STAT 151<br>*3 Science option<br>*6 Arts options (junior level ENGL or WRS recommended)<br><b>Note</b><br>BIOL 207 is recommended in Year 1 by deferring the *3 Science option until Year 2.  |
| <b>Year 2</b>  | <b>Year 2</b>   |
| BIOCH 200<br>BIOL 201 or CELL 201<br>BIOL 208<br>CHEM 263<br>GENET 270<br>MICRB 265<br>*6 Arts options<br>*6 Science options<br>Note: GENET 270 must be taken during Year 2 to permit completion of the program in four years.   | BIOCH 200<br>BIOL 201, 207, 208<br>BOT 205<br>CHEM 263<br>GENET 270<br>MICRB 265<br>*6 Arts options   |
| <b>Years 3 and 4</b>   | <b>Years 3 and 4</b>  |
| One of BIOCH 310, 320, 330 or CELL 300 (BIOCH 320 strongly recommended)<br>Students required to take at least<br>*6 from GENET 301, 302, 304 and *6 from BIOL 380, GENET 305, 390.<br>*9 from List A<br>*3 from List B<br>*15 from List C<br>*6 in Arts options<br>*12 in approved options<br>List A: GENET 364, 408, 412, 415, 418 and either GENET 422 or 424.<br>List B: BIOL 391; GENET 375, 420.<br>List C: Including, but not restricted to the following: ANAT 400; BIOCH 310, 320, 330, 401, 410, 420, | *3 from BIOL 391 or GENET 375<br>BIOL 499<br>GENET 390<br>*12 from List A<br>*3 from BOT 445, 464; GENET 422, 424; MICRB 392, 410, 423, 491<br>*6 from List B (*6 at 400 level)<br>*6 from Arts options<br>*21 from Science or approved options (see List C for suggestions.)<br><br><b>List A</b><br>BIOIN 301; BIOL 321, 380; BOT 303, 308, 340, 380, 382; GENET 301, 302, 304, 305, 364; MICRB 311, 315, 316, 320, 343 |

430, 450; BIOL 221, 315, 391, 398, 399, 490, 495, 498, 499; BOT 303, 382, 445, 464; CELL 300, 301, 402, 415, 445; CHEM 371, 373; ENT 321; GENET 301, 302, 304, 305, 364, 375, 390, 408, 412, 418, 420, 422, 424; IMIN 200, 324, 371, 401; INT D 400; MICRB 311, 316, 320, 343, 345, 392, 415; ONCOL 320, 425; PHYSL 210, 401; ZOOL 241, 242, 303, 340, 342, 402, 441, 442.

**Notes**

(1) Honors students are required to take BIOL 499 and reduce approved options by \*6.  
 (2) Credit in SCI 100 will be considered equivalent to BIOL 107, 108;  
 CHEM 101, 102, 261; MATH 114, \*3 Science options and \*6 Approved options.

**List B**

BIOIN 301, 401; BOT 303, 308, 340, 445, 464; GENET 364, 408, 412, 418, 420, 422, 424; MICRB 345, 392, 410, 423, 491.

**List C**

Including but not restricted to the following: Any courses in Lists A and B plus:

ANAT 400; BIOCH 310, 320, 330, 401, 410, 420, 430, 441, 450; 455, 460; BIOL 315, 322, 330, 333, 335, 340, 341, 364, 367, 391, 398, 399, 430, 433, 470, 490, 495 (if appropriate topic), 498, 499; BOT 314, 321, 330, CELL 300, 301, 402, 415, 445; CHEM 211, 213, 303, 361, 363, 371, 373; CMPUT 101, 174, 175; ENT 321, 378; IMIN 200, 324, 371, 401; INT D 400; MMI 351; ONCOL 320, 425; PHYS 124, 126; PHYSL 210, 401; PL SC 335, 355, 380, 385, 465; REN R 421, 468; ZOOL 241, 242, 303, 340, 342, 343, 352, 370, 402, 441, 442, 450, 452

**Notes**

(1) May not use same course to fill more than one program requirement.  
 (2) Up to \*12 from approved options may be taken from other faculties.  
 (3) Credit in SCI 100 will be considered equivalent to BIOL 107, 108; CHEM 101, 102, 261; MATH 114, \*3 Science options and \*6 approved options.

| CURRENT (2017-2018)  | PROPOSED   |
|--|--|
| <b>Ecology</b>   | <b>Ecology, Evolution and Environmental Biology (Specialization)</b>   |
| <b>Year 1</b>  | <b>Year 1</b>  |
| BIOL 107, 108<br>CHEM 101, 164 or 261<br>MATH 114 (or 113 or 117 or 134/144) or 125<br>STAT 151<br>*6 Arts options (junior level ENGL or junior WRS recommended)<br>*6 Science options (EAS 100 recommended) | BIOL 107, 108<br>CHEM 101, 164 or 261<br>MATH 114 (or 117 or 134 or 144 or 125)<br>STAT 151<br>*6 Arts options (junior level ENGL or junior WRS recommended)<br>*6 Science options (EAS 100 recommended) |
| <b>Year 2</b>  | <b>Year 2</b>  |
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| <p>BIOCH 200<br/>         BIOL 207, 208<br/>         BIOL 221<br/>         BOT 205<br/>         MICRB 265<br/>         ZOOL 224 or 325 or PALEO 201<br/>         ZOOL 250 or ENT 220<br/>         *6 Arts options</p>   | <p>BIOL 207, 208, 221<br/>         *3 from List A (Biological Diversity)<br/>         *3 from Lists A or B (Biological Diversity or Processes)<br/>         *9 Science or approved options<br/>         *6 Arts options</p>   |
| <p><b>Years 3 and 4</b></p>   | <p><b>Years 3 and 4</b></p>   |
| <p>BIOL 330<br/>         *12 from BIOL 331, 332, 340; BOT 332; ZOOL 371<br/>         *3 from BIOL 380; BOT 303, 340; ENT 321; GENET 270, 305; IMIN 200; MICRB 311; ZOOL 241, 242, 303<br/>         *6 from BIOL 322, BOT 314, 321, 322, 330; ENT 427; ZOOL 351, 352, 405, 406, 407, 408<br/>         *9 from BIOL 333, 361, 364, 366, 367, 381, 384, 398, 399, 430, 433, 434, 464, 468, 471, 490, 498, 499; MICRB 491; ZOOL 340, 354, 370, 472<br/>         *6 Arts options<br/>         *18 approved options<br/>         *3 from BIOL 365, 432; MA SC 4XX, ZOOL 434<br/>         Available streams include: conservation/wildlife biology, freshwater biology, and plant ecology.<br/>         Notes<br/>         (1) MA SC courses on this list are offered at Bamfield Marine Sciences Centre.<br/>         (2) Honors students are required to take BIOL 430 and 499 and reduce approved options by *9.<br/>         (3) Credit in SCI 100 will be considered equivalent to BIOL 107, 108; CHEM 101, 164; EAS 100; MATH 114; *3 Science options and *6 Approved options.</p> | <p>*3 from List A (Biological Diversity: at 300-level or higher)<br/>         *3 from List B (Biological Processes)<br/>         *3 from List C (Ecology &amp; Environmental Biology)<br/>         *3 from List D (Evolution &amp; Systematics)<br/>         *12 from Lists C or D (at least *6 at 400 level)<br/>         *3 from List E (Scientific Methodology)<br/>         *6 Arts options<br/>         *27 Science or approved options</p> <p><b>List A (Biological Diversity)</b><br/>         BIOL 322, 361, 495 (if appropriate topic); BOT 205, 314, 321, 322, 330, 411; ENT 220, 222; MA SC 402, (if appropriate topic), 410, 412; MICRB 265; PALEO 201; ZOOL 224, 250, 351, 352, 405, 406, 407, 408</p> <p><b>List B (Biological Processes)</b><br/>         BIOL 495 (if appropriate topic); BOT 303, 308, 340; GENET 270, 305, 364; IMIN 200, 324; MA SC 415; MICRB 311; ZOOL 241, 242, 303, 340, 452</p> <p><b>List C (Ecology &amp; Environmental Biology)</b><br/>         BIOL 331, 332, 333, 340, 341, 361, 364, 366, 367, 381, 384, 433, 434, 440, 468, 471, 495 (if appropriate topic); BOT 330, 332; MA SC 401, 402, 425, 430, 437; MICRB 320, 423, 491; ZOOL 371, 472</p> <p><b>List D (Evolution &amp; Systematics)</b><br/>         BIOL 322, 335, 380, 421, 495 (if appropriate topic); ENT 327; MA SC 402; PALEO 414, 418, 419; ZOOL 325, 350</p> <p><b>List E (Scientific Methodology)</b><br/>         BIOIN 301, 401; BIOL 330, 335, 365, 392, 421, 430, 432; BOT 322, 332; ENT 327; IMIN 410; MA SC 402; MICRB 315, 392; PALEO 400; ZOOL</p> |

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|  | <p><b>350, 351</b></p> <p><b>Notes</b></p> <p>(1) May not use same course to fill more than one program requirement.</p> <p>(2) Up to *12 from approved options may be taken from other faculties.</p> <p>(3) BIOL 298, 398, 399, 498, 499 and INTD 400 may count towards Science or approved options.</p> <p>(4) Credit in SCI 100 will be considered equivalent to BIOL 107, 108; CHEM 101, 102, 261; MATH 114, *3 Science options and *6 approved options.</p> |
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| <b>CURRENT (2017-2018)</b>   | <b>PROPOSED</b>   |
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| <b><u>Physiology and Developmental Biology</u></b>   | <b><u>Integrative Physiology (Specialization)</u></b>   |
| <b>Year 1</b>  | <b>Year 1</b>   |
| BIOL 107, 108<br>CHEM 101, 164 or 261<br>MATH 114 (or <del>113</del> or 117 or 144) or 125<br>STAT 151<br>*6 Science options<br>*6 Arts options (junior level ENGL or junior WRS recommended)                        | BIOL 107, 108<br>CHEM 101, 164 or 261<br>MATH 114 (or 117 or <b>134 or</b> 144 or 125)<br>STAT 151<br>*6 Science options<br>*6 Arts options (junior level ENGL or junior WRS recommended)   |
| <b>Year 2</b>  | <b>Year 2</b>   |
| BIOCH 200<br>BIOL 201 or CELL 201<br>BIOL 207, 208<br>ZOOL 241, 242, <del>250</del><br>*3 Arts option<br>*6 approved options<br>Note: students intending to take BIOCH 310, 320 or 330 are required to take CHEM 263 | BIOCH 200 (see note 1)<br>BIOL 201 or CELL 201<br>BIOL 207, 208 (see note 1)<br>ZOOL 241, 242<br><br><b>*3 from ENT 220; ZOOL 250, 325</b><br><b>*3 Arts options</b><br><b>*3 Junior Physiology Options (BOT 205, GENET 270, IMIN 200, MICRB 265)</b><br><b>*3 Science options (see note 2)</b><br><br><b>Notes:</b><br><b>(1) Students intending to take BIOCH 3XX as an option in years 3 &amp; 4 will need to take CHEM 102 and CHEM 263 in years 1 and 2.</b> |
| <b>Years 3 and 4</b>   | <b>Years 3 and 4</b>  |
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| <p>ZOOL 303, 325, 344<br/> *3 from ZOOL 402, 441, 442, 450 or BIOL 445<br/> *3 from BIOCH 310, 320, 330 or CELL 300<br/> *9 from ZOOL 340, 342, 343, 352 or BIOL 341 or 394<br/> *9 Arts options<br/> *12 approved options<br/> *15 from list below<br/> Recommended options include, but are not restricted to additional courses from above and the following: BIOCH 310, 320, 330; BIOL 341, 391, 398, 399, 490, 495, 498, 499, 545; BOT 303, 340, 403, 445; CELL 300, 301, 402, 415; ENT 321, 378; GENET 270, 301, 302, 304, 375, 390, 412, 418, 420; IMIN 200, 371, 372, 401, 452; INT D 400; MA SC 403, 415; MICRB 265, 311; NEURO 443, 472; PHYSL 372, 401, 402, 403, 404, 545; PMCOL 371; ZOOL 340, 342, 343, 352, 370, 402, 441, 442, 450, 452.</p> <p><b>Notes</b><br/> (1) MA SC courses on this list are offered at Bamfield Marine Sciences Centre.<br/> (2) Honors students are required to take BIOL 499 and reduce approved options by *6.<br/> (3) The above program is distinct from the Honors Physiology Program offered by the Department of Physiology, Faculty of Medicine and Dentistry. Applicants should contact the current Advisor in the Department of Biological Sciences to ensure that this is the Program for which they wish to register.<br/> (4) Credit in SCI 100 will be considered equivalent to BIOL 107, 108; CHEM 101, 261; MATH 114, *6 Science options and *6 Approved options.</p> | <p>*3 from BIOCH 310, 320, 330, CELL 300<br/> <u>ZOOL 303</u><br/> <u>ZOOL 344</u><br/> *12 from BIOL 341, 391; BOT 340; IMIN 371;<br/> <u>ZOOL 340, 342, 343, 352</u><br/> *3 from List A.<br/> *15 from Required Advanced Option List B<br/> *9 Arts options<br/> *12 Science options</p> <p><u>List A: Discussion Courses</u><br/> BIOL 445; BOT 445, 464; ZOOL 402, 441, 442, 452</p> <p><u>List B: Required Advanced Option (Advanced Physiology courses). Additional courses not listed may be approved.</u><br/> BIOCH 310, 320, 330; BIOL 341, 391, 398, 399, 409, 445, 490, 495 (if appropriate topic), 498, 499; BOT 303, 340, 380, 445, 464; CELL 300, 301, 402, 415; ENT 321; GENET 301, 302, 304, 375, 390, 412, 418, 420; IMIN 371, 372, 401, 405; INT D 400; MA SC 415; MICRB 311; NEURO 410, 443, 472, 496; PMCOL 371; PHYSL 372, 400, 401, 402, 403, 404, 405, 444; ZOOL 340, 342, 343, 352, 370, 402, 441, 442, 452</p> <p><b>Notes:</b><br/> (1) *6 at 400 level is required and can be met by *3 from List A and *3 from List B or approved Science options.<br/> (2) May not use same course to fill more than one program requirement.<br/> (3) Up to *12 from approved options may be taken from other faculties.<br/> (4) Credit in SCI 100 will be considered equivalent to BIOL 107, 108; CHEM 101, 102, 261; MATH 114, *3 Science options and *6 approved options.</p> |
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| CURRENT (2017-2018)       | PROPOSED  |
|---------------------------|---|
| <b>Molecular Genetics</b> | <b>Molecular, Cellular and Developmental Biology (Specialization)</b> |
| <b>Year 1</b>             | <b>Year 1</b>   |
| BIOL 107, 108, 207        | BIOL 107, 108   |

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| <p>CHEM 101, 102, 164 or 261<br/> MATH 114 (or 113 or 117 or 144) or 125<br/> STAT 151<br/> *6 Arts options (junior level ENGL or junior WRS recommended)<br/> <b>Note:</b> Although BIOL 207 is recommended in Year 1, alternatively, BIOL 201 (or CELL 201) may be taken in Year 1. BIOL 207 must be completed before Winter term of Year 2.</p>   | <p>CHEM 101, 102, 164 or 261<br/> MATH 114 (or 117 or 134 or 144 or 125)<br/> STAT 151<br/> *3 Science option<br/> *6 Arts options (junior level ENGL or WRS recommended)<br/> <br/> <b>Note</b><br/> BIOL 207 is recommended in Year 1 by deferring the *3 Science option until Year 2.</p>  |
| <p><b>Year 2</b><br/> BIOCH 200<br/> BIOL 201 or CELL 201<br/> BIOL 208<br/> CHEM 263<br/> GENET 270<br/> MICRB 265<br/> *6 Arts options<br/> *6 Science options<br/> <b>Note:</b> GENET 270 must be taken during Year 2 to permit completion of the program in four years.</p>  | <p><b>Year 2</b><br/> BIOCH 200<br/> BIOL 201, 207, 208<br/> <b>BOT 205</b><br/> CHEM 263<br/> GENET 270<br/> MICRB 265<br/> *6 Arts options</p>  |
| <p><b>Years 3 and 4</b><br/> One of BIOCH 310, 320, 330 or CELL 300 (BIOCH 320 strongly recommended)<br/> Students required to take at least<br/> *6 from GENET 301, 302, 304 and *6 from BIOL 380, GENET 305, 390.<br/> *9 from List A<br/> *3 from List B<br/> *15 from List C<br/> *6 in Arts options<br/> *12 in approved options<br/> List A: GENET 364, 408, 412, 415, 418 and either GENET 422 or 424.<br/> List B: BIOL 391; GENET 375, 420.<br/> List C: Including, but not restricted to the following: ANAT 400; BIOCH 310, 320, 330, 401, 410, 420, 430, 450; BIOL 221, 315, 391, 398, 399, 490, 495, 498, 499; BOT 303, 382, 445, 464; CELL 300, 301, 402, 415, 445; CHEM 371, 373; ENT 321; GENET 301, 302, 304, 305, 364, 375, 390, 408, 412, 418, 420, 422, 424; IMIN 200, 324, 371, 401; INT D 400; MICRB 311, 316, 320, 343, 345, 392, 415; ONCOL 320, 425; PHYSL 210, 401; ZOOL 241, 242, 303, 340, 342, 402, 441, 442.</p> | <p><b>Years 3 and 4</b><br/> *3 from BIOL 391 or GENET 375<br/> <b>GENET 390</b><br/> *12 from List A<br/> *3 from BOT 445, 464; GENET 422, 424; MICRB 392, 410, 423, 491<br/> *6 from List B (at least *3 at 400 level)<br/> *6 from Arts options<br/> *9 from approved options (suggested options in List C)<br/> *18 Science options (suggested options in List C)<br/> <br/> <b>List A</b><br/> BIOIN 301; BIOL 321, 380; BOT 303, 308, 340, 380, 382; GENET 301, 302, 304, 305, 364; MICRB 311, 315, 316, 320, 343<br/> <br/> <b>List B</b><br/> BIOIN 301, 401; BOT 303, 308, 340, 445, 464; GENET 364, 408, 412, 418, 420, 422, 424; MICRB 345, 392, 410, 423, 491<br/> <br/> <b>List C</b><br/> Including but not restricted to the following: Any courses in Lists A and B plus:</p> |

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| <p><b>Notes</b></p> <p>(1) Honors students are required to take BIOL 499 and reduce approved options by *6.</p> <p>(2) Credit in SCI 100 will be considered equivalent to BIOL 107, 108; CHEM 101, 102, 261; MATH 114, *3 Science options and *6 Approved options.</p> | <p>ANAT 400; BIOCH 310, 320, 330, 401, 410, 420, 430, 441, 450; 455, 460; BIOL 315, 322, 330, 333, 335, 340, 341, 364, 367, 391, 398, 399, 430, 433, 470, 490, 495 (if appropriate topic), 498, 499; BOT 314, 321, 330, CELL 300, 301, 402, 415, 445; CHEM 211, 213, 303, 361, 363, 371, 373; COMPUT 101, 174, 175; ENT 321, 378; IMIN 200, 324, 371, 401; INT D 400; MMI 351; ONCOL 320, 425; PHYS 124, 126; PHYSL 210, 401; PL SC 335, 355, 380, 385, 465; REN R 421, 468; ZOOL 241, 242, 303, 340, 342, 343, 352, 370, 402, 441, 442, 450, 452</p> <p><b>Notes:</b></p> <p>(1) May not use same course to fill more than one program requirement.</p> <p>(2) Up to *12 from approved options may be taken from other faculties.</p> <p>(3) Credit in SCI 100 will be considered equivalent to BIOL 107, 108; CHEM 101, 102, 261; MATH 114, *3 Science options and *6 approved options.</p> |
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**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Faculty of Graduate Studies & Research: Proposed changes to Existing Admission and Academic Standing Requirements, Master of Science program, Department of Physical Therapy**

**Motion:** THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to Existing Admission and Academic Standing Requirements, Master of Science, Department of Physical Therapy, as submitted by the Faculty of Graduate Studies & Research and as set forth in Attachment 1, to be published in the 2017-2018 calendar for students admitted in 2018.

**Item**

|                  |   |
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| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation  |
| Proposed by      | Heather Zwicker, Dean and Vice Provost, Faculty of Graduate Studies and Research<br>Chris Andersen, Dean, Faculty of Native Studies                         |
| Presenter        | Berni Martin, Associate Dean Professional Programs, Department of Physical Therapy<br>Deborah Burshtyn, Vice-Dean, Faculty of Graduate Studies and Research |

**Details**

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| Responsibility                                      | Provost and Vice-President (Academic)  |
| The Purpose of the Proposal is (please be specific) | The Department of Physical Therapy is outlining the expectations for the Entrance Requirements with additional weight given to anatomy pre-requisite courses in the admission GPA calculation. The General Academic Standing Requirements have been added to the Calendar with a minimum cumulative GPA of 3.0 and the allowance of only one failed course.  |
| The Impact of the Proposal is                       | For the admission GPA calculation a solid foundation in anatomy is key to understanding human movement and the pathological processes that could arise as a result of disease or injury. The advanced anatomy course covered in the MScPT program is intensive and requires good foundational knowledge for students admitted to the program. To facilitate student success in the MScPT anatomy course, we believe recency of knowledge is important as is a good understanding of the material. Therefore we propose a change to require that anatomy be completed in the previous 5 years. For many students anatomy does not fall within their most recent 60 credits, we believe that students may work harder to learn and understand the content if it is specifically weighted in the GPA calculation.<br><br>For the addition of the General Academic Standing Requirements section, FGSR requires programs that have higher minimum cumulative grade point average compared to FGSR's minimum to provide this in the calendar. |
| Replaces/Revises (eg, policies, resolutions)        | n/a  |
| Timeline/Implementation Date                        | 2017-2018 Calendar for students admitted in 2018.  |
| Estimated Cost and funding source                   | n/a  |

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| Next Steps (ie.: Communications Plan, Implementation plans) | <Please provide details about the next steps for the proposal> |
| Supplementary Notes and context                             | n/a  |

**Engagement and Routing** (Include meeting dates)

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| Participation:<br>(parties who have seen the proposal and in what capacity)  | <u><b>Those who have been informed:</b></u> <ul style="list-style-type: none"> <li>Faculty of Graduate Studies and Research Council—September 14, 2016</li> </ul> |
| <For further information see the link posted on the <u>Governance Toolkit section Student Participation Protocol</u> > | <u><b>Those who have been consulted:</b></u> <ul style="list-style-type: none"> <li></li> </ul>   |
|  | <u><b>Those who are actively participating:</b></u> <ul style="list-style-type: none"> <li></li> </ul>  |
| Approval Route (Governance) (including meeting dates)  | Rehabilitation Medicine Executive Committee—May 19, 2016  |
| Final Approver   | GFC Academic Standards Committee—October 20, 2016   |

**Alignment/Compliance**

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| Alignment with Guiding Documents   | <p><b>GOAL: EXPERIENCE</b>...opening doors to a lifetime of learning experiences.</p> <p><b>OBJECTIVE 10:</b> Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities.</p> <p>Strategy i: Develop continuing and professional education programs that connect the knowledge-mobilization activities of the university’s faculty members to the needs of diverse learner communities.</p> <p>Strategy ii: Create a wide range of opportunities, both in person and virtual, for broad, learning-centred programs for alumni and other communities of learners engaging in continuing and professional education.</p>   |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers) | <ol style="list-style-type: none"> <li><b>Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).</li> <li><b>PSLA:</b> The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</li> <li><b>UAPPOL Admissions Policy:</b> “Admission to the University of Alberta is based on documented academic criteria established by individual</li> </ol> |

Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

**2. UAPPOL Admissions Procedure:**

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

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

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

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

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

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

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

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

- i. All proposals from the Faculties or the Administration related to

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|  | <p>admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals. (GFC 29 SEP 2003) (GFC 31 MAY 2005) (EXEC 04 DEC 2006)</p> <p>ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations, and acts for GFC in approving all proposals for a) change to examination regulations, b) change to existing International Baccalaureate (IB) and Advanced Placement (AP) policies and procedures and c) change to the University Calendar Section on Missed Term Work (under the Section entitled Evaluation Procedures and Grading System).</p> |
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Attachments (each to be numbered 1)

1. Attachment 1 (page(s) 1 - 5) Proposed Calendar Change, Entrance and Academic Standing Requirements, Department of Physical Therapy

*Prepared by:* Janice Hurlburt, Graduate Governance and Policy Coordinator, [jhurlbur@ualberta.ca](mailto:jhurlbur@ualberta.ca)

**2017-2018 University of Alberta Proposed Calendar Graduate Program Changes: to the entrance requirements and the academic standing requirements for the degree of MSc in Physical Therapy**

| Current   | Proposed  |
|---|---|
| <p><b>Physical Therapy [Graduate]</b></p> <p>Return to: Graduate Programs<br/>           Department of Physical Therapy<br/>           2-50 Corbett Hall<br/>           University of Alberta<br/>           Edmonton, Alberta T6G 2G4<br/>           E-mail: <a href="mailto:fgsrpt.info@rehabmed.ualberta.ca">fgsrpt.info@rehabmed.ualberta.ca</a><br/>           [...]</p> <p><b>Graduate Program Requirements</b></p> <p><b>The Degree of MSc in Physical Therapy (course-based) [Graduate]</b></p> <p><b>Note:</b> Effective 2016-2017 Entrance Requirements: Prerequisite courses are required and include the following: Human Anatomy (★3), Human Physiology (★6), Human Movement (★3), English (★3), Statistics (★3), Human Psychology (★3), and Humanities or Social Sciences (★3) – for examples see <a href="#">Programs and Certificates</a>.</p> <p><b>Entrance Requirements</b></p> <hr/> <p>The minimum admission requirements include a baccalaureate degree from the University of Alberta with a grade point average of at least 3.0 in the most recent ★60 or its academic equivalent from a recognized academic institution. Prerequisite courses are required and include the following: Human Anatomy (★3), Human Physiology (★6), English (★3), Statistics (★3), Psychology (★6).</p> | <p><b>Physical Therapy [Graduate]</b></p> <p>Return to: Graduate Programs<br/>           Department of Physical Therapy<br/>           2-50 Corbett Hall<br/>           University of Alberta<br/>           Edmonton, Alberta T6G 2G4<br/>           E-mail: <a href="mailto:mcspt@ualberta.ca">mcspt@ualberta.ca</a><br/>           [...]</p> <p><b>Graduate Program Requirements</b></p> <p><b>The Degree of MSc in Physical Therapy (course-based) [Graduate]</b></p> <p><b>Entrance Requirements</b></p> <hr/> <p>The minimum admission requirements include a baccalaureate degree from the University of Alberta with a grade point average of at least 3.0 in the most recent ★60 or its academic equivalent from a recognized academic institution. Prerequisite courses are required and include the following: Human Anatomy (★3), Human Physiology (★6), <u>Human Movement (★3)</u>, English (★3), Statistics (★3), <u>Human Psychology (★3)</u>, and <u>Humanities or Social Sciences (★3)</u> – for examples see <a href="#">Programs and</a></p> |

Where applicable refer to the English language requirement for the Faculty of Graduate Studies and Research ([English Language Requirement](#)). Applicants must have a TOEFL score of 580 (paper-based) or 92 (Internet-based) or higher.

Activity courses in Physical Education, studio courses in Fine Arts, and practicum courses are not considered part of the required ★60 credits admission requirements and are not included in the calculation of the academic score.  
[...]

The selection process is competitive and will be based mainly on the GPA in the most recent ★60 taken prior to January of the admission year. The grade point average of the prerequisite courses may be included in the admissions evaluation process. In addition to academic requirements an interview will be required. While preference will be given to residents of Alberta, approximately 15% of the available seats will be offered to out-of-province and international applicants.  
[...]

Provincial Licensing: In order to be a practising physical therapist in the Province of Alberta, graduates from the course-based MScPT program at the University of Alberta are required to take the Physiotherapy Competency Examination (PCE) which consists

#### Certificates.

Where applicable refer to the English language requirement for the Faculty of Graduate Studies and Research ([English Language Requirement](#)). Applicants must have a TOEFL score of 580 (paper-based) or 92 (Internet-based) or higher **(or an equivalent approved English language examination result).**

**Additional weight will be given to the anatomy pre-requisite course in the GPA calculation for admissions. Anatomy must be completed within the previous 5 years, and must be completed by February 1 in the year of admission. All other prerequisite courses may be completed in the Winter term of the year of admission (registration by February 1 and completion by June 1).**

Activity courses in Physical Education, studio courses in Fine Arts, and practicum courses are not considered part of the required ★60 credits admission requirements and are not included in the calculation of the academic score.  
[...]

The selection process is competitive and will be based mainly on the GPA in the most recent taken prior to January of the admission year. The grade point average of the prerequisite courses may be included in the admissions evaluation process. In addition to academic requirements an interview will be required. While preference will be given to residents of Alberta, approximately 15% of the available seats will be offered to out-of-province and international applicants.  
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Provincial Licensing: In order to be a practising physical therapist in the Province of Alberta, graduates from the course-based MScPT program at the University of Alberta are required to take the Physiotherapy Competency Examination (PCE) which consists of both

of both written (Qualifying Examination) and clinical (Physiotherapy National Examination) examinations. The fee for the examination is the responsibility of the student. Information on the cost of the examination can be obtained from the Physiotherapy Alberta - College and Association. Successful completion of the PCE will enable graduating physical therapists to practice in Alberta. Contact (780) 438-0338 for more information.

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[moved from below]

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### **General Academic Standing Requirements**

The Department of Physical Therapy requires that all students pursuing a Master of Science in Physical Therapy (MScPT) degree must maintain a minimum cumulative grade point average of 3.0. A student whose academic standing falls below a grade point average of 3.0 at any time will typically be placed on Academic Probation and may be required to withdraw. Additionally, students in the MScPT program may fail only one academic or clinical course. If the department and FGSR recommend that the student be allowed to repeat the course, the student will be required to repeat the failed course the next time it is offered. Students who fail more than one academic or clinical course may be required to withdraw from the program.

Academic Standing: Refer to section [Academic Standing](#) for policies on Academic Standing in the Faculty of Graduate Studies and Research. The Department of Physical Therapy has established procedures governing academic standing which are available on admission in the *MScPT Student Manual*. The Department of Physical Therapy has established appeal procedures so that students who encounter special problems relating to academic standing, grade or course concerns and program requirements are reviewed in an equitable manner. Regulations regarding appeals are included in the *MScPT Student Manual* provided on admission. Deadlines exist for submission of appeals. Contact the Department for details.

## Financial Assistance

Fellowships and scholarships may be obtained from a number of external sources (e.g., Alberta Government, CPA, IODE, Arthritis Society, and others). More detailed information on these and other awards can be obtained in [Graduate Financial Support](#), Graduate Financial Aid.

## Program Requirements

Requirements for the course-based MScPT degree include successful completion of all graduate PTher and INT D courses as listed including clinical placements (31 weeks) and a major project, consisting of:

1. A practical examination of clinical skills within an Objective, Structured Competency Examination (OSCE), and
2. A group written case study analysis with individual oral examination.

[...]

Academic Standing: Refer to section [Academic Standing](#) for policies on Academic Standing in the Faculty of Graduate Studies and Research. The Department of Physical Therapy has established procedures governing academic standing which are available on admission in the *MScPT Student Manual*. The Department of Physical Therapy has established appeal procedures so that students who encounter special problems relating to academic standing, grade or course concerns and program requirements are reviewed in an equitable manner. Regulations regarding appeals are included in the *MScPT Student Manual* provided on admission. Deadlines exist for submission of appeals. Contact the Department for detail

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[...]

Justification for the admission GPA calculation: A solid foundation in anatomy is key to understanding human movement and the pathological processes that could arise as a result of disease or injury. The advanced anatomy course covered in the MScPT program is intensive and requires good foundational

knowledge for students admitted to the program. To facilitate student success in the MScPT anatomy course, we believe recency of knowledge is important as is a good understanding of the material. Therefore we propose a change to require that anatomy be completed in the previous 5 years. For many students anatomy does not fall within their most recent 60 credits, we believe that students may work harder to learn and understand the content if it is specifically weighted in the GPA calculation.]

Justification for the addition of the General Academic Standing Requirements section: FGSR requires programs that have higher minimum cumulative grade point average compared to FGSR's minimum to provide this in the calendar.

Approved: Rehabilitation Medicine Executive Committee, May 19, 2016

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposed Changes to Admission and Academic Regulation, BSc Program in Medical Laboratory Science, Faculty of Medicine and Dentistry**

**Motion:** THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to the admission and academic regulations, BSc Program in Medical Laboratory Science, as proposed by the Faculty of Medicine and Dentistry, and as set forth in Attachment 1 as revised, to take effect for Fall 2017.

**Item**

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|------------------|--|
| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation |
| Proposed by      | Fraser Brenneis, Vice-Dean Education, Faculty of Medicine and Dentistry              |
| Presenter        | Fraser Brenneis, Vice-Dean Education, Faculty of Medicine and Dentistry              |

**Details**

|   |   |
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| Responsibility  | Provost and Vice-President (Academic)   |
| The Purpose of the Proposal is (please be specific)         | To clarify the selection process as well as the academic and professional expectation of learners enrolled in the MLS programs and align wording with that of the University Calendar. To clarify the program name and avoid confusion around the program being shown as a certificate rather than a Bachelor program. To change the minimum application GPA to ensure transparency to applicants based on lowest accepted GPA in past years. |
| The Impact of the Proposal is                               | That the calendar accurately reflect the change in title for the BSc in Medical Laboratory Science Post-Professional certification degree, as well as the changes to admissions and academic regulations.   |
| Replaces/Revises (eg, policies, resolutions)                | Revises the current academic information for the Medical Laboratory Science Program, as well as amends the official title of the BSc in Medical Laboratory Science Post-Professional certification completion to avoid confusion.   |
| Timeline/Implementation Date                                | Published in 2017-18 calendar, changes to admission GPA implemented spring 2018 for fall 2018 intake  |
| Estimated Cost and funding source                           | No additional cost  |
| Next Steps (ie.: Communications Plan, Implementation plans) | Change promotional materials used in community engagement and website   |
| Supplementary Notes and context                             |   |

**Engagement and Routing** (Include meeting dates)

|   |  |
|---|--|
| Participation:<br>(parties who have seen the proposal and in what capacity) | <u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> <li>• Letter of Authority meeting between MLS Administration &amp; Registrar's Office Sept 4, 2015</li> <li>• Working group (subcommittee of MLS admissions committee)</li> </ul> |
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| <p>&lt;For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a>&gt;</p> | <p>Feb 5, 2016</p> <ul style="list-style-type: none"> <li>• MLS Faculty meeting Feb 17, 2016</li> <li>• Meeting with Michelle Moroz (Assistant Registrar) and MLS administration May 31, 2016</li> </ul>  |
|   | <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> <li>• Faculty Learning Committee – reviewed and approved – June 22, 2016</li> <li>• Office of the Registrar, Calendar Production – consulted/informed</li> <li>• FoMD Faculty Council Committee – consulted/informed – July 5, 2016</li> </ul> |
|   | <p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> <li>•</li> </ul>  |
| <p>Approval Route (Governance) (including meeting dates)</p>  | <p>Faculty Learning Committee – reviewed and approved – June 22, 2016</p>   |
| <p>Final Approver</p>   | <p>GFC Academic Standards Committee – October 20, 2016</p>  |

**Alignment/Compliance**

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| <p>Alignment with Guiding Documents</p>  | <p><i>For the Public Good</i><br/>GOAL: <b>SUSTAIN</b> our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.</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>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p> | <p><b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p><b>2. GFC Academic Standards Committee Terms of Reference (3. Mandate)</b><br/>“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)</p> <p>i. All proposals from the from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals.”</p> |

**3. PSLA:** The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).

**4. UAPPOL Admissions Policy:**

“Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.).

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

**5. UAPPOL Admissions Procedure:**

“PROCEDURE

**1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS**

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar). For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).

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

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

**7. UAPPOL Academic Standing Policy:**

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

**8. UAPPOL Academic Standing Regulations Procedures:**

“All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties

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|  | <p>or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.</p> <p>If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.</p> <p>Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.”</p> |
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Attachments (each to be numbered 1 - 9)

1. Attachment 1 (9 pages) Proposed changes – Medical Laboratory Science Program, FOMD

*Prepared by:* Jocelyn Plemel, Executive Assistant to the Vice-Dean, Education, [jplemel@ualberta.ca](mailto:jplemel@ualberta.ca)

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

| CURRENT   | PROPOSED  |
|---|---|
| <b>The Faculties/ Faculty of Medicine &amp; Dentistry/ Admission and Academic Regulations/ BSc Program in Medical Laboratory Science</b>  |   |
| <p>Return to: Faculty of Medicine and Dentistry</p> <ul style="list-style-type: none"> <li>• Admission</li> <li>• Academic Standing and Graduation</li> <li>• Appeals and Grievances</li> <li>• Professional Standards for Students in the Faculty of Medicine and Dentistry</li> </ul> <p>[...]</p> <p><b>BSc Program in Medical Laboratory Science</b></p> <ol style="list-style-type: none"> <li>1. Academic Standing: Final decisions regarding academic standing and promotion to the next year or graduation are made by the Faculty of Medicine and Dentistry Academic Standings and Promotion Committee based on recommendations of the Medical Laboratory Science Academic Standing Committee.</li> <li>2. Promotion in the Medical Laboratory Science program depends on passing grades in all subjects of the previous year with a minimum GPA of 2.0, as well as the following requirements:</li> </ol> <p><b>Phase I</b></p> <p>Each laboratory instructor assesses the competence in communication, comprehension, and technical skills of each student several times</p> | <p><b>BSc Program in Medical Laboratory Science</b></p> <p><u>All students enrolled in Medical Laboratory Science program are bound by and shall comply with the Professional Code of Ethics governing the profession and practice of medical laboratory technology. The Professional Code of Ethics refers to all relevant professional codes and practice standards for the practice of medical laboratory technology. See <a href="#">Professional Standards for Students in the Faculty of Medicine and Dentistry.</a></u></p> <ol style="list-style-type: none"> <li><u>1.</u> Academic Standing: Final decisions regarding academic standing and promotion to the next year or graduation are made by the Faculty of Medicine and Dentistry Academic Standings and Promotion Committee based on recommendations of the Medical Laboratory Science Academic Standing Committee.</li> <li><u>2.</u> Promotion in the Medical Laboratory Science program depends on passing grades in all subjects of the previous year with a minimum GPA of 2.0, as well as the following requirements:</li> </ol> <p><b>Phase I</b></p> <p>Each laboratory instructor assesses the competence in communication, comprehension, and technical skills of each student several times throughout the academic year. These assessments</p> |

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

## Phase II

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

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

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

are documented as a written evaluation that the student is asked to sign. At the end of the Phase, the instructors assign each student a pass or probationary rating based on these evaluations. Students with a GPA of 2.0 who have a majority of unsatisfactory technical ratings are permitted to proceed into Phase II on probation. Students in Phase II who are on probation must withdraw if they receive an unsatisfactory technical rating in any one course. Students entering Phase II with a majority of pass ratings from all the Phase I Medical Laboratory Science courses are assessed as having satisfactory standing.

## Phase II

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

Each student's competence in communication skills, comprehension of material, technical skills and professional behaviour will be assessed according to the Competency Based Objectives (CBOs) for each Medical Laboratory Science course. To pass each course, students must demonstrate competence in each CBO as outlined in the course manual. Students who do not achieve this level of competence in any one course will be required to satisfactorily fulfill specified course or performance competence standards within a given period of time. Students requiring additional training time in more than one course may be required to withdraw from the program. Students who have entered Phase II on probation (see Phase I) will not normally be allowed additional remedial training to reach competence and will be required to withdraw from the program if they do not meet the CBOs in the normal period of time.

3. The Dean, or Supervisor acting on behalf of the Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of practicum/clinical placement if the Dean or Supervisor has reasonable grounds to believe that this is necessary in order to protect the Public Interest. (See Practicum Intervention Policy.)
4. The Division of Medical Laboratory Science Technical Standards Policy defines the necessary knowledge, skills, professional

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| <p>necessary knowledge, skills, professional behaviours, and attitudes required of students. Please see the Medical Laboratory Science website for further information.</p> <p>5. Promotion in the <del>post-professional certificate</del> BSc program in Medical Laboratory Science depends on passing grades in all subjects of the previous year with a minimum GPA of 2.0.</p> <p>6. Reexamination:</p> <ol style="list-style-type: none"> <li>Students are allowed reexamination privileges only in courses that are failed.</li> <li>Students must achieve a GPA of 2.0 inclusive of the failed course in order to be considered for reexamination.</li> <li>The Division of Medical Laboratory Science Academic Standings Committee must approve reexamination.</li> <li>If reexamination is approved, satisfactory completion of a remedial program may be required before the student is permitted to take the reexamination.</li> </ol> <p>7. A student permitted to repeat a course or an entire phase must withdraw unless a minimum average grade of 2.7 is obtained on the repeated work.</p> <p>8. Any student whose technical work or academic performance is deemed unsatisfactory may be required to withdraw from the Faculty.</p> <p>9. <b>Voluntary Withdrawal:</b> A student wishing to temporarily withdraw registration from the MLS program is required to make written application to the Director, stating the reasons for withdrawal and the intended period of absence. Readmission to the MLS program following voluntary withdrawal will be based on the following:</p> <ol style="list-style-type: none"> <li>review, by the Faculty, of the reasons for withdrawal and of the student's academic record;</li> <li>availability of a place, within quota, in the class to which the student seeks readmission.</li> <li>The length of time the student interrupts studies leading to the BSc in MLS degree must not exceed two years in total.</li> </ol> | <p>behaviours, and attitudes required of students. Please see the Medical Laboratory Science website for further information.</p> <p>5. Promotion in the BSc program in Medical Laboratory Science <b>Post-Professional Certification completion program</b> depends on passing grades in all subjects of the previous year with a minimum GPA of 2.0.</p> <p>6. Reexamination:</p> <ol style="list-style-type: none"> <li>Students are allowed reexamination privileges only in courses that are failed.</li> <li>Students must achieve a GPA of 2.0 inclusive of the failed course in order to be considered for reexamination.</li> <li>The Division of Medical Laboratory Science Academic Standings Committee must approve reexamination.</li> <li>If reexamination is approved, satisfactory completion of a remedial program may be required before the student is permitted to take the reexamination.</li> </ol> <p>7. A student permitted to repeat a course or an entire phase must withdraw unless a minimum average grade of 2.7 is obtained on the repeated work.</p> <p>8. Any student whose technical work or academic performance is deemed unsatisfactory may be required to withdraw from the Faculty.</p> <p>9. <b>Voluntary Withdrawal:</b> A student wishing to temporarily withdraw registration from the MLS program is required to make written application to the Director, stating the reasons for withdrawal and the intended period of absence. Readmission to the MLS program following voluntary withdrawal will be based on the following:</p> <ol style="list-style-type: none"> <li>review, by the Faculty, of the reasons for withdrawal and of the student's academic record;</li> <li>availability of a place, within quota, in the class to which the student seeks readmission.</li> <li>The length of time the student interrupts studies leading to the BSc in MLS degree must not exceed two years in total.</li> </ol> |
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| <p>10. <b>Faculty Advisor:</b> At the discretion of the Faculty, a Faculty advisor may be assigned to students having difficulty meeting promotion requirements. The method of assignment and the role of the Faculty advisor is determined by the Faculty.</p> <p>11. <b>First class standing:</b> awarded to students with a GPA of not less than 3.5 while enrolled in a normal academic course load.</p> <p>12. <b>With Distinction:</b> awarded to graduating students who have obtained an average GPA of not less than 3.5 during the final 60 credits of course work.</p> | <p>10. <b>Faculty Advisor:</b> At the discretion of the Faculty, a Faculty advisor may be assigned to students having difficulty meeting promotion requirements. The method of assignment and the role of the Faculty advisor is determined by the Faculty.</p> <p>11. <b>First class standing:</b> awarded to students with a GPA of not less than 3.5 while enrolled in a normal academic course load.</p> <p>12. <b>With Distinction:</b> awarded to graduating students who have obtained an average GPA of not less than 3.5 during the final 60 credits of course work.</p> |
| <p>Rationale: add in professional behaviour and change remedial training language to reflect language used in other part of the University Calendar.</p>  |   |

| CURRENT   | PROPOSED   |
|---|--|
| <p><b>Undergraduate Admissions/ Faculty of Medicine &amp; Dentistry/ BSc in Medical Laboratory Science</b></p>  |  |
| <p>Return to: Admission Requirements by Faculty</p> <ul style="list-style-type: none"> <li>• Bloodborne Pathogens Policy</li> <li>• BSc in Medical Laboratory Science</li> <li>• Post-Professional Certificate BSc in Medical Laboratory Science</li> <li>• Dental Hygiene Diploma</li> <li>• Bachelor of Science (Dental Hygiene Specialization)</li> <li>• Bachelor of Science (Dental Hygiene Specialization) Post Diploma Degree Completion Program</li> <li>• Doctor of Dental Surgery (DDS)</li> <li>• DDS Advanced Placement Program</li> <li>• Doctor of Medicine (MD)</li> <li>• Bachelor of Science in Radiation Therapy</li> <li>• MD/PhD Program</li> <li>• MD/ MBA Program</li> </ul> <p>[...]</p> <p><b>BSc in Medical Laboratory Science</b></p> <p>The current quota for Phase I students is 29.</p> <p><b>I. Preprofessional Year</b><br/>Those wishing to enrol in the BSc Medical Laboratory Science program must complete a</p> | <p><b>BSc in Medical Laboratory Science</b></p> <p>The current quota for Phase I students is 29.</p> <p><b>I. Preprofessional Year</b><br/>Those wishing to enrol in the BSc Medical Laboratory Science program must complete a preprofessional year before applying for admission</p> |

preprofessional year before applying for admission to the Faculty. The required courses or their transfer equivalents are available at various postsecondary institutions in Alberta. Students should where possible take these courses (equivalent to ★30 at the University of Alberta) as one year of full-time study.

## II. Academic Requirements

The following ★30 are required.

English ★6

General Chemistry ★6

Organic Chemistry ★6

Biology ★3 (cell biology)

★3 from Biology, Genetics, Microbiology, or

Zoology

Statistics ★3

★3 options (any Faculty)

## III. Other Requirements

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

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

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

to the Faculty. The required courses or their transfer equivalents are available at various postsecondary institutions in Alberta. Students should where possible take these courses (equivalent to ★30 at the University of Alberta) as one year of full-time study.

## II. Academic Requirements

The following ★30 are required.

English ★6

General Chemistry ★6

Organic Chemistry ★6

Biology ★3 (cell biology)

★3 from Biology, Genetics, Microbiology, or Zoology

Statistics ★3

★3 options (any Faculty)

## III. Other Requirements

1. **Selection Process:** A minimum GPA of 2.7 is required in preprofessional coursework. The selection process is competitive, and applicants will be ranked primarily on academic achievement in the required preprofessional courses. Other factors considered in ranking include overall academic achievement (emphasizing recent academic performance), a demonstrated ability to perform well in a consecutive Fall/Winter Term of fulltime study (preferably 30 units), a personal interview, and a letter of intent.

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

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

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

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

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

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

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

5. **Final Selection:** Final admission decisions are made by the Medical Laboratory Science Admissions Committee.

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

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

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

6. **Medical Testing and Immunization Requirements:** Please see University Bloodborne Pathogens Policy.
7. **Deposit:** Upon notification of acceptance, applicants will be required to confirm their admission and intention to register by submitting a non-refundable tuition deposit within the time specified in the letter of acceptance. The deposit will be credited toward payment of tuition upon completion of registration. (See Program-specific Deposits on Confirmation of Admission).
8. **Technical Standard:** The Division of Medical Laboratory Science Technical Standards Policy defines the necessary knowledge, skills, professional behaviours, and attitudes required of students. Please see the Medical Laboratory Science website for further information.

**IV. Aboriginal Applicants**

The Division of Medical Laboratory Science will give up to one position within the quota for the BSc MLS program to Aboriginal applicants. Students of Aboriginal ancestry within the meaning of the Constitution Act, 1982, Section 35, Part 2, or a person accepted by one of the Aboriginal peoples of Canada as a member of their community, will be considered in this category.

Candidates will be subject to normal minimum admission requirements as outlined in BSc in Medical Laboratory Science and approval by the Divisional Admissions Committee. If there are no qualified Aboriginal applicants in any given year, the position will be allocated to the general applicant pool.

**V. For More Information**

Individuals considering entering the preprofessional year should contact the Division of Medical Laboratory Science, 5-411 Edmonton Clinic Health Academy, University of Alberta, Edmonton, AB T6G 1C9.

7. **Medical Testing and Immunization Requirements:** Please see University Bloodborne Pathogens Policy.
8. **Deposit:** Upon notification of acceptance, applicants will be required to confirm their admission and intention to register by submitting a non-refundable tuition deposit within the time specified in the letter of acceptance. The deposit will be credited toward payment of tuition upon completion of registration. (See Program-specific Deposits on Confirmation of Admission).
9. **Technical Standard:** The Division of Medical Laboratory Science Technical Standards Policy defines the necessary knowledge, skills, professional behaviours, and attitudes required of students. Please see the Medical Laboratory Science website for further information.

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

**IV. Aboriginal Applicants**

The Division of Medical Laboratory Science will give up to one position within the quota for the BSc MLS program to Aboriginal applicants. Students of Aboriginal ancestry within the meaning of the Constitution Act, 1982, Section 35, Part 2, or a person accepted by one of the Aboriginal peoples of Canada as a member of their community, will be considered in this category.

Candidates will be subject to normal minimum admission requirements as outlined in BSc in Medical Laboratory Science and approval by the Divisional Admissions Committee. If there are no qualified Aboriginal applicants in any given year, the position will be allocated to the general applicant pool.

**V. For More Information**

Individuals considering entering the preprofessional year should contact the Division of Medical Laboratory Science, 5-411

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|  | Edmonton Clinic Health Academy, University of Alberta, Edmonton, AB T6G 1C |
| <p>Rationale:</p> <ol style="list-style-type: none"> <li>1. Clarifying selection process for applicants by adding in Admissions Committee and the Note.</li> <li>2. Change in GPA requirement: currently the Registrar's office does not process any applicant with a GPA of less than 2.6. Given the number of applicants and the competitive selection process it seems more student centered to raise the minimum and save students the application fee.</li> </ol> |  |

| CURRENT   | PROPOSED  |
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| <p><b>Undergraduate Admissions/ Faculty of Medicine &amp; Dentistry/ <del>Post-Professional Certificate BSc in Medical Laboratory Science</del></b></p>   | <p><b>Undergraduate Admissions/ Faculty of Medicine &amp; Dentistry/ <u>BSc in Medical Laboratory Science Post-Professional Certification completion</u></b></p>  |
| <p>Return to: Admission Requirements by Faculty</p> <ul style="list-style-type: none"> <li>• Bloodborne Pathogens Policy</li> <li>• BSc in Medical Laboratory Science</li> <li>• Post-Professional Certificate BSc in Medical Laboratory Science</li> <li>• Dental Hygiene Diploma</li> <li>• Bachelor of Science (Dental Hygiene Specialization)</li> <li>• Bachelor of Science (Dental Hygiene Specialization) Post Diploma Degree Completion Program</li> <li>• Doctor of Dental Surgery (DDS)</li> <li>• DDS Advanced Placement Program</li> <li>• Doctor of Medicine (MD)</li> <li>• Bachelor of Science in Radiation Therapy</li> <li>• MD/PhD Program</li> <li>• MD/ MBA Program</li> </ul> <p>[...]</p> |   |
| <p><b><del>Post-Professional Certificate BSc in Medical Laboratory Science</del></b></p> <p><b>I. Admission Requirements</b></p> <p>In order to be eligible for admission to the post-professional <del>certificate</del> program applicants must have:</p> <ol style="list-style-type: none"> <li>1. Successfully completed the Canadian Society for Medical Laboratory Science (CSMLS) General Certification.</li> <li>2. <del>Within the last five years: CSMLS certification or related work experience.</del></li> </ol>   | <p><b><u>BSc in Medical Laboratory Science Post-Professional Certification completion</u></b></p> <p><b>I. Admission Requirements</b></p> <p>In order to be eligible for admission to the <u>Post-Professional Certification degree completion</u> program applicants must have:</p> <ol style="list-style-type: none"> <li>1. Successfully completed the Canadian Society for Medical Laboratory Science (CSMLS) General Certification.</li> <li>2. <u>Within the last five years EITHER completed the CSMLS general certification or have related work</u></li> </ol> |

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| <p><b>II. Other Requirements</b></p> <ol style="list-style-type: none"> <li>1. Official transcripts from technical institutes and clinical training sites, CSMLS certification, and other postsecondary institutions,</li> <li>2. Resume,</li> <li>3. Letter indicating history of employment as a medical technologist with particular attention paid to the description of the type of work in which the applicant was involved. In this letter a statement of career goals and reasons for seeking admission to the BSc <b>program</b> in Medical Laboratory Science should be included.</li> </ol> <p><b>III. For More Information</b></p> <p>Individuals considering entrance to the post-professional <b>certificate</b> program should contact the Division of Medical Laboratory Science, 5-411 Edmonton Clinic Health Academy, University of Alberta, Edmonton, AB T6G 1C9 or by e-mail medlabsc@ualberta.ca. Paper application is required after March 1.</p> | <p><b>experience.</b></p> <p><b>II. Other Requirements</b></p> <ol style="list-style-type: none"> <li>1. Official transcripts from technical institutes and clinical training sites, CSMLS certification, and other postsecondary institutions,</li> <li>2. Resume,</li> <li>3. Letter indicating history of employment as a medical technologist with particular attention paid to the description of the type of work in which the applicant was involved. In this letter a statement of career goals and reasons for seeking admission to the BSc in Medical Laboratory Science <b>program</b> should be included.</li> </ol> <p><b>III. For More Information</b></p> <p>Individuals considering entrance to the <b>Post-Professional Certification degree completion</b> program should contact the Division of Medical Laboratory Science, 5-411 Edmonton Clinic Health Academy, University of Alberta, Edmonton, AB T6G 1C9 or by e-mail medlabsc@ualberta.ca. Paper application is required after March 1.</p> |
| <p>Rationale: clarifying program name – this is a degree completion program but how the name currently reads it is sometimes confused as a certificate program</p>  |   |

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Faculty of Medicine and Dentistry: Proposed changes to existing Admission and Academic Regulations, Radiation Therapy Program**

**Motion:** THAT the GFC Academic Standards Committee approve, with delegated authority, changes to the admission and academic regulations, Radiation Therapy Program, as proposed by the Faculty of Medicine and Dentistry, and as set forth in Attachment 1 as revised, to take effect for Fall 2017.

**Item**

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| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation |
| Proposed by      | Fraser Brenneis, Vice-Dean Education, Faculty of Medicine and Dentistry              |
| Presenter        | Fraser Brenneis, Vice-Dean Education, Faculty of Medicine and Dentistry              |

**Details**

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| Responsibility  | Provost and Vice-President (Academic)   |
| The Purpose of the Proposal is (please be specific)         | To reflect the change in mandate of FASPC and highlight the importance of the Professional Code of Ethics for all students, not only those in clinical placements; to change wording to reflect individual cohorts have varying end times to their academic year and they will be assessed at the end of their cohorts academic year end. |
| The Impact of the Proposal is                               | That the calendar will reflect the updated wording and additions made within the admission and academic regulations for the Radiation Therapy Program.  |
| Replaces/Revises (eg, policies, resolutions)                | Revises admission and academic regulations for the Radiation Therapy Program.   |
| Timeline/Implementation Date                                | Fall 2017   |
| Estimated Cost and funding source                           | No additional cost  |
| Next Steps (ie.: Communications Plan, Implementation plans) | Information items only, no next steps required.   |
| Supplementary Notes and context                             |   |

**Engagement and Routing** (Include meeting dates)

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| Participation:<br>(parties who have seen the proposal and in what capacity)<br><br><For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> > | <u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> <li>Radiation Therapy Program Curriculum Committee – June 22, 2016</li> </ul>   |
|  | <u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> <li>Faculty Learning Committee – reviewed and approved – June 13, 2016</li> <li>FoMD Faculty Council Committee – reviewed and approved – June 29, 2016</li> <li>Office of the Registrar, Calendar Production – consulted/informed</li> </ul> |
|  | <u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> <li></li> </ul>   |

Item No. 8

|   |  |
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| Approval Route (Governance) (including meeting dates) | FoMD Faculty Council Committee – reviewed and approved – June 29, 2016 |
| Final Approver  | GFC Academic Standing Committee – October 20, 2016                     |

**Alignment/Compliance**

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| Alignment with Guiding Documents  | <p><i>For the Public Good</i></p> <p>GOAL: <b>SUSTAIN</b> our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.</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>  |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers) | <p><b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p><b>2. GFC Academic Standards Committee Terms of Reference (3. Mandate)</b><br/>“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)</p> <p>i. All proposals from the from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals.”</p> <p><b>3. PSLA:</b> The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p><b>4. UAPPOL Admissions Policy:</b><br/>“Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.).</p> |

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

**5. UAPPOL Admissions Procedure:**

“PROCEDURE

**1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS**

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar). For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).

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

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

**7. UAPPOL Academic Standing Policy:**

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

**8. UAPPOL Academic Standing Regulations Procedures:**

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

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

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

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 – 4) – Proposed Calendar changes

**Faculty of Medicine & Dentistry**  
**Radiation Therapy Program**  
**Course Changes 2017-2018**

| <b>The Faculties / Faculty of Medicine &amp; Dentistry / Admission and Academic Regulations /</b>   |  |
|---|--|
| <p><b>1. Grades</b></p> <p>a. The means of assessing a student's progress and determining a student's grades may vary from one course to another, according to the nature of the course. Factors other than examination results may be used to a variable extent by instructors in determining grades. Students are informed at the beginning of each course how grades are to be determined.</p> <p>b. Students must satisfactorily complete all components of all courses.</p> <p><b>2. Promotion and Academic Performance</b></p> <p>a. Progression in the program is term by term. Accordingly, all students in a particular cohort of the program normally should be registered in the same courses in each term (see Degree of BSc in Radiation Therapy.) Students will not normally register in any core (i.e., non-elective) courses from a particular term of the program until they have satisfactorily completed core courses from the previous term of the program.</p> | <p><b>1. Grades</b></p> <p>a. The means of assessing a student's progress and determining a student's grades may vary from one course to another, according to the nature of the course. Factors other than examination results may be used to a variable extent by instructors in determining grades. Students are informed at the beginning of each course how grades are to be determined.</p> <p>b. Students must satisfactorily complete all components of all courses <b>in order to receive passing grades in those courses, irrespective of their overall mark.</b></p> <p><b>2. Promotion and Academic Performance</b></p> <p>a. <b>Academic Performance:</b> Progression in the program is term by term. Accordingly, all students in a particular cohort of the program normally should be registered in the same courses in each term (see Degree of BSc in Radiation Therapy.) Students will not normally register in any core (i.e., non-elective) courses from a particular term of the program until they have satisfactorily completed core courses from the previous term of the program.</p> <p><b>For promotion and graduation, students need to adhere to and meet the requirements as stated in the program's Attendance Policy.</b></p> <p><b>All students enrolled in the Radiation Therapy program are bound by and shall comply with the Professional Code of Ethics governing the profession and practice of Radiation Therapy. The Professional Code of Ethics refers to all relevant professional codes and practice standards for the practice of Radiation Therapy including:</b></p> <ul style="list-style-type: none"> <li><b>i. Professional Standards for Students in the Faculty of Medicine and Dentistry.</b></li> <li><b>ii. Student Pledge of Conduct</b></li> <li><b>iii. CAMRT Member Code of Ethics and Professional Conduct</b></li> <li><b>iv. ACMDTT Code of Ethics</b></li> </ul> <p><b>Hereinafter, all references to students' academic performance will encompass the adherence to the Professional Codes of Ethics.</b></p> |

## Faculty of Medicine & Dentistry Radiation Therapy Program Course Changes 2017-2018

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| <p><b>b. Academic Performance:</b> Assessment of academic performance is conducted at the end of each student's registration <u>in the Fall/Winter Terms.</u></p> <ol style="list-style-type: none"> <li>i. First-Class Standing: Awarded to a student who obtains a GPA of 3.5 or above and passes all courses while enrolled in the full normal academic/clinical course load after the completion of the <u>Fall/Winter Terms.</u></li> <li>ii. Satisfactory Standing: For promotion, a student must pass all courses and obtain a minimum GPA of 2.7.</li> <li>iii. Conditional Standing: Whenever a student receives a final grade of less than a B- in a Radiation Therapy Program course, the student's total academic and clinical performance in the program will be reviewed. This review will be considered in determining continuation in the program.</li> <li>iv. Required to Withdraw:<br/>Any student who             <ol style="list-style-type: none"> <li>1. fails more than one academic course per program year (program year includes Fall, Winter, and Spring/Summer Terms)</li> <li>2. fails any clinical course;</li> <li>3. is unable to obtain a minimum GPA of 2.7 in any term;</li> </ol> </li> </ol> <p><b>c. Probation:</b> Students who have been required to withdraw and who have successfully appealed that decision will be</p> | <p><u>Students are also held accountable to the University's Code of Student Behaviour and should be familiar with it. See <a href="#">Code of Student Behaviour.</a></u></p> <p><b>b. Academic Standing:</b> <u>Final decisions regarding academic standing and promotion to the next year or graduation are made by the Faculty of Medicine and Dentistry Academic Standing and Promotion Committee based on recommendations of the Radiation Therapy Program Academic Standing Committee.</u></p> <p>Assessment of academic performance is conducted at the end of each student's registration <u>for their academic year.</u></p> <ol style="list-style-type: none"> <li>i. First-Class Standing: Awarded to a student who obtains a GPA of 3.5 or above and passes all courses while enrolled in the full normal academic/clinical course load after the completion of the <u>academic year.</u></li> <li>ii. Satisfactory Standing: For promotion, a student must pass all courses and obtain a minimum GPA of 2.7.</li> <li>iii. Conditional Standing: Whenever a student receives a final grade of less than a B- in a Radiation Therapy Program course, the student's total academic and clinical performance in the program will be reviewed. This review will be considered in determining continuation in the program.</li> <li>iv. Required to Withdraw:<br/>Any student who:             <ol style="list-style-type: none"> <li>1. fails more than one academic course per program year (program year includes Fall, Winter, and Spring/Summer Terms)</li> <li>2. fails any clinical course;</li> <li>3. is unable to obtain a minimum GPA of 2.7 in any term;</li> </ol> </li> </ol> <p><b>c. Probation:</b> Students who have been required to withdraw and who have successfully appealed that decision will be placed on Probation and required to repeat the full</p> |
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## Faculty of Medicine & Dentistry Radiation Therapy Program Course Changes 2017-2018

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| <p>placed on Probation and required to repeat the full program year.<br/>         To clear probation and qualify for promotion, the student must achieve Satisfactory Standing in all terms during the probationary year. Students who fail to do so will be required to withdraw. Any student in a probationary year who fails a course in Fall Term will be required to withdraw immediately and subsequent registration will be cancelled.<br/>         Only one year of probation is allowed while registered in the BSc in Radiation Therapy program.</p> <p><b>3. Clinical Performance:</b></p> <p>a. A student who is absent more than two clinical days in any one clinical course may need to make up the lost time before being allowed to continue in the program.</p> <p>b. The Program Director, or designate acting on behalf of the Program Director, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of a practicum/clinical placement if the Program Director or designate has reasonable grounds to believe that this is necessary in order to protect the public interest. (See <a href="#">Practicum Intervention Policy</a>).</p> <p>c. All students enrolled in the Radiation Therapy program are bound by, and shall comply with the Professional Codes of Ethics governing the profession and practice of Radiation Therapy.</p> <p style="padding-left: 20px;">i. "Professional Codes of Ethics" means the current Canadian Association of Medical Radiation Technologists (CAMRT), Alberta College of Medical Diagnostic and Therapeutic Technologists (ACMDTT), and all other relevant professional codes and practice standards for Radiation Therapists.</p> <p style="padding-left: 20px;">ii. It is the responsibility of each Radiation Therapy student to obtain, and be familiar with, such Professional Codes of</p> | <p>program year.<br/>         To clear probation and qualify for promotion, the student must achieve Satisfactory Standing in all terms during the probationary year. Students who fail to do so will be required to withdraw. Any student in a probationary year who fails a course in Fall Term will be required to withdraw immediately and subsequent registration will be cancelled.<br/>         Only one year of probation is allowed while registered in the BSc in Radiation Therapy program.</p> <p><b>3. Clinical Performance:</b></p> <p>a. A student who is absent more than two clinical days in any one clinical course may need to make up the lost time before being allowed to continue in the program.</p> <p>b. The Program Director, or designate acting on behalf of the Program Director, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of a practicum/clinical placement if the Program Director or designate has reasonable grounds to believe that this is necessary in order to protect the public interest. (See <a href="#">Practicum Intervention Policy</a>).</p> |
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Ethics and practice standards, and their amendments as may be made from time to time. (See §30.3.3 of the Code of Student Behaviour). Amendments to the Code of Student Behaviour occur throughout the year. The official version of the code of Student Behaviour, as amended from time to time, is housed on the University Governance website at [www.governance.ualberta.ca](http://www.governance.ualberta.ca).

**Rationale:** To reflect the change in mandate of FASPC and highlight the importance of the Professional Code of Ethics for all students, not only those in clinical placements. Also to change wording to reflect individual cohorts have varying end times to their academic year and they will be assessed at the end of their cohorts academic year end.