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The following Motions and Documents were considered by the GFC Programs Committee at its Thursday, March 16, 2023 meeting:

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

- Arts
- Education
- Nursing
- Science

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the attached submissions from the Faculties of Arts, Education, Nursing, and Science.

FINAL Item 5

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Agenda Title: **FSJ Proposal: Certificat supérieur en sciences de l'éducation**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the Certificat supérieur en sciences de l'éducation in Faculté Saint-Jean and the corresponding calendar and course changes, for implementation upon final approval.

FINAL Item 6

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Agenda Title: **FSJ Proposal: Maîtrise en sciences**

CARRIED MOTION:

THAT GFC Programs Committee, recommend that the Board of Governors approve the Maîtrise en sciences in the Faculté Saint-Jean, for implementation upon final approval.

FINAL Item 7

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Agenda Title: **FSJ Proposal: Doctorat Etudes Transdisciplinaires**

CARRIED MOTION:

THAT GFC Programs Committee recommend that the Board of Governors approve the Doctorat Etudes Transdisciplinaires in the Faculté Saint-Jean, for implementation upon final approval.

FINAL Item 8

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Agenda Title: **Course Exclusions for Exploration Credits Policy, Faculty of Science**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the attached list of Department of Physics courses for exclusion from the Exploration Credits policy.

FINAL Item 9

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Agenda Title: **Office of the Registrar: Degree Program Regulations, Calendar Effective Date**

CARRIED MOTION:

THAT the GFC Programs Committee recommend that the General Faculties Council approve the Calendar revisions for the 2023-2024 Calendar, as amended.

FINAL Item 10

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Decision  Discussion  Information

**ITEM OBJECTIVE:** To approve course, minor program, and minor regulations changes for the Faculties of Arts, Education, Nursing, and Science

<b>DATE</b>	March 16, 2023
<b>TO</b>	GFC Programs Committee
<b>RESPONSIBLE PORTFOLIO</b>	Provost and Vice-President (Academic)

**MOTION:** THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the attached submissions from the Faculties of Arts, Education, Nursing, and Science.

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**EXECUTIVE SUMMARY:**

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

See individual item for Faculty Council approval information.

**Supporting Materials:**

Attachments:

1. Arts
2. Education
3. Nursing
4. Science

<b>Faculty of Arts</b>	<b>Economics</b>
Level of change (choose one only)	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Contact Person:	Chelsi Hudson
Department/Unit Approval Date:	2022-09-27
	<b>EARLY IMPLEMENTATION (FALL 2023)</b>

**Rationale for change** (Indicate other consultation groups, departments, units or faculties)

- Minor change to course description to allow flexibility in the future.
- Recent changes in FGSR policy prevents students from being granted advance standing for courses previously accounted for in a degree program. FGSR policy also states that students are required to fulfil the academic unit's doctoral program requirements as approved by the Faculty of Graduate Studies and Research Council and as stated in the academic unit's graduate program requirements; Taken together, a course taken for credit in our MA program cannot also count for credit in a PhD program and we cannot grant a PhD to a student who does not have credit (during their PhD) in the required PhD courses. Econ 503, 581, 598, and 599 are required for both our MA and PhD students. Students with credit in these courses from their MA will now have to replace each of them with another graduate-level Economics elective. Such students would take 13 graduate-level Economics electives over their two degrees, many of which would be irrelevant to the student's interests and research.
  - We are introducing two Independent Study courses (one 6 credit and one 3 credit) to provide an opportunity for students that completed their MA in our department to conduct independent study under the supervision of a faculty member in their second year rather than taking extra electives. Enrollment in these courses requires department approval.

## Calendar Copy

<b>Current:</b> <u>Removed language</u> (Include all parts of course)	<b>Proposed:</b> <u>New language</u>
<p>ECON 594</p> <p>Economic Data Analysis II</p> <p>Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Arts Department Economics Typically Offered either term</p> <p>Description Computer programming for the statistical analysis of data in economics <u>with focus on SAS, R, and Python.</u></p>	<p>ECON 594</p> <p>Economic Data Analysis II</p> <p>Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Arts Department Economics Typically Offered either term</p> <p>Description Computer programming for the statistical analysis <u>and econometric modelling</u> of data in economics. <u>The statistical programs introduced and used in the course include SAS, R, Python or similar computer programming languages.</u></p> <p><u>ECON 903</u></p> <p><u>Independent Study I</u></p> <p><u>Course Career Graduate</u> <u>Units 3</u> <u>Approved Hours VARIABLE</u> <u>Fee index 6</u> <u>Faculty Arts</u> <u>Department Economics</u> <u>Typically Offered either term</u></p> <p><u>Description</u> <u>Individual study under the supervision of a faculty member. Note: may be taken more than once if the topic is different. Consent of Department required.</u></p>

ECON 906

Independent Study II

Course Career Graduate

Units 6

Approved Hours VARIABLE

Fee index 12

Faculty Arts

Department Economics

Typically Offered either term

Description

Individual study under the supervision of a faculty member. Note: may be taken more than once if the topic is different. Consent of Department required.

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

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Faculty approval date:

AAC Date: October 18 ,2022
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Page	Department or Unit	What is Changing
2	Economics	ECON, 386, 387, 415,421,481, 482, 494, 497,
7	Philosophy	PHIL 204
8	Philosophy	PHIL 282
9	Philosophy	PHIL 305
10	St Josephs College	PHIL 219
12	Modern Languages and Cultural Studies	SPAN 425, 428, 441, 460, 499

<b>Faculty of Arts</b>	<b>Economics</b>
Level of change (choose one only)	<input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Contact Person:	Chelsi Hudson
Department/Unit Approval Date:	2022-09-27

**Rationale for change** (Indicate other consultation groups, departments, units or faculties)

<ul style="list-style-type: none"> <li>• Minor changes to course descriptions           <ul style="list-style-type: none"> <li>○ 494: more accurately reflect how course is taught and allow flexibility for software in future</li> <li>○ Honors courses: adjustments to restrictions on courses to reflect current practices (enrollment restrictions can be managed through Bear Tracks)</li> <li>○ 421: updates to prerequisites to make course more accessible to majors</li> <li>○ 497: remove 408 antirequisite</li> </ul> </li> </ul>
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**Calendar Copy**

<b>Current:</b> <del>Removed language</del> (Include all parts of course)	<b>Proposed:</b> <u>New language</u>
ECON 386  Applications of Mathematics to Economics I  Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Arts Department Economics Typically Offered either term  Description Elements of logic and set theory, linear algebra, differential calculus and their conjunction, as used in classical and modern economic analysis. Prerequisites: ECON 109, ECON 281, and ECON 282 or equivalent, MATH 125 or equivalent, and MATH 156 or equivalent. <del>Restricted to Economics Honors students, or Consent of the Department.</del>	ECON 386  Applications of Mathematics to Economics I  Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Arts Department Economics Typically Offered either term  Description Elements of logic and set theory, linear algebra, differential calculus and their conjunction, as used in classical and modern economic analysis. Prerequisites: ECON 109, ECON 281, and ECON 282 or equivalent, MATH 125 or equivalent, and MATH 156 or equivalent.



ECON 387

Applications of Mathematics to Economics II

Course Career Undergraduate  
Units 3  
Approved Hours 3-0-0  
Fee index 6  
Faculty Arts  
Department Economics  
Typically Offered either term

Description

Difference and differential equations, linear inequalities, convexity, programming; assorted theorems of special use in modern economic analysis. Prerequisites: ECON 109 and ECON 386. ~~Restricted to Economics Honors students, or Consent of the Department.~~

ECON 415

Economic Persistence

Course Career Undergraduate  
Units 3  
Approved Hours 3-0-0  
Fee index 6  
Faculty Arts  
Department Economics  
Typically Offered either term

Description

A survey and critical analysis of long-lasting and multi-generational economic outcomes. Topics include: intergenerational mobility, comparative economic development, and economic geography. Case studies will highlight issues ranging from the perpetuation of gender roles to the enduring consequences of slavery, forced labour, and colonial economic policy. Prerequisites: ECON 109, ECON 281 ~~and 299 or equivalent.~~

ECON 387

Applications of Mathematics to Economics II

Course Career Undergraduate  
Units 3  
Approved Hours 3-0-0  
Fee index 6  
Faculty Arts  
Department Economics  
Typically Offered either term

Description

Difference and differential equations, linear inequalities, convexity, programming; assorted theorems of special use in modern economic analysis. Prerequisites: ECON 109 and ECON 386.

ECON 415

Economic Persistence

Course Career Undergraduate  
Units 3  
Approved Hours 3-0-0  
Fee index 6  
Faculty Arts  
Department Economics  
Typically Offered either term

Description

A survey and critical analysis of long-lasting and multi-generational economic outcomes. Topics include: intergenerational mobility, comparative economic development, and economic geography. Case studies will highlight issues ranging from the perpetuation of gender roles to the enduring consequences of slavery, forced labour, and colonial economic policy. Prerequisites: ECON 109, ECON 281, ~~STAT 161 or equivalent, and MATH 154 or equivalent.~~ ECON 299 or equivalent is recommended.

## ECON 421

### International Trade

Course Career Undergraduate  
Units 3  
Approved Hours 3-0-0  
Fee index 6  
Faculty Arts  
Department Economics  
Typically Offered either term

#### Description

Nature and relevance of international trade; early trade doctrines; the theory of comparative advantage, classical and modern approaches and empirical evidence for them; new approaches to the pure theory of international trade; economic growth and international trade; market imperfections and trade; commercial policy; economic integration and the gains from trade.

Prerequisites: ECON 109, ECON 281 and **ECON 386 or equivalent.**

## ECON 481

### Advanced Microeconomic Theory

Course Career Undergraduate  
Units 3  
Approved Hours 3-0-0  
Fee index 6  
Faculty Arts  
Department Economics  
Typically Offered either term

#### Description

Consumer and producer theory, and selected topics. Prerequisites: ECON 109, ECON 384 and 386 or equivalent. **Restricted to Economics Honors students, or Consent of the Department. Restricted to Economics Honors students, or Consent of the Department.**

## ECON 421

### International Trade

Course Career Undergraduate  
Units 3  
Approved Hours 3-0-0  
Fee index 6  
Faculty Arts  
Department Economics  
Typically Offered either term

#### Description

Nature and relevance of international trade; early trade doctrines; the theory of comparative advantage, classical and modern approaches and empirical evidence for them; new approaches to the pure theory of international trade; economic growth and international trade; market imperfections and trade; commercial policy; economic integration and the gains from trade.

Prerequisites: ECON 109, ECON 281 and **MATH 156 or equivalent.**

## ECON 481

### Advanced Microeconomic Theory

Course Career Undergraduate  
Units 3  
Approved Hours 3-0-0  
Fee index 6  
Faculty Arts  
Department Economics  
Typically Offered either term

#### Description

Consumer and producer theory, and selected topics. Prerequisites: ECON 109, ECON 384 and 386 or equivalent.

## ECON 482

### Advanced Macroeconomic Theory

Course Career Undergraduate

Units 3

Approved Hours 3-0-0

Fee index 6

Faculty Arts

Department Economics

Typically Offered either term

#### Description

Business cycle theory, microfoundations of macro models, government budget constraints, expectations formation, the open economy, and representative agent optimizing models.

Prerequisites: ECON 109, ECON 385 and 386 or equivalent. Restricted to Economics Honors students, or Consent of the Department.

## ECON 494

### Economic Data Analysis I

Course Career Undergraduate

Units 3

Approved Hours 3-0-0

Fee index 6

Faculty Arts

Department Economics

Typically Offered either term

#### Description

Computer programming for the statistical analysis of data in economics with focus on SAS, R, and Python. Prerequisites: ECON 109 and ECON 299 or equivalent.

## ECON 482

### Advanced Macroeconomic Theory

Course Career Undergraduate

Units 3

Approved Hours 3-0-0

Fee index 6

Faculty Arts

Department Economics

Typically Offered either term

#### Description

Business cycle theory, microfoundations of macro models, government budget constraints, expectations formation, the open economy, and representative agent optimizing models.

Prerequisites: ECON 109, ECON 385 and 386 or equivalent.

## ECON 494

### Economic Data Analysis I

Course Career Undergraduate

Units 3

Approved Hours 3-0-0

Fee index 6

Faculty Arts

Department Economics

Typically Offered either term

#### Description

Computer programming for the statistical analysis and econometric modelling of data in economics. The statistical programs introduced and used in the course include SAS, R, Python or similar computer programming languages. Prerequisites: ECON 109 and ECON 299 or equivalent.

ECON 497

Econometric Methods

Course Career Undergraduate

Units 3

Approved Hours 3-0-0

Fee index 6

Faculty Arts

Department Economics

Typically Offered either term

Description

Econometric problems and techniques with emphasis on regression methods and hypothesis testing. Single equation techniques and introduction to simultaneous equation systems. Matrix algebra is used extensively. Prerequisites: ECON 109, ECON 386, 387 and 399 or equivalent. Prerequisite or Corequisite: ECON 481 and 482. ~~Not open to students with credit for ECON 408.~~ Credit will not be granted for both ECON 497 and 400. ~~Restricted to Economics Honors students, or Consent of the Department.~~

ECON 497

Econometric Methods

Course Career Undergraduate

Units 3

Approved Hours 3-0-0

Fee index 6

Faculty Arts

Department Economics

Typically Offered either term

Description

Econometric problems and techniques with emphasis on regression methods and hypothesis testing. Single equation techniques and introduction to simultaneous equation systems. Matrix algebra is used extensively. Prerequisites: ECON 109, ECON 386, 387 and 399 or equivalent. Prerequisite or Corequisite: ECON 481 and 482. Credit will not be granted for both ECON 497 and 400.

## Calendar Change Request Form - **Course Changes**

<b>Faculty of Arts</b>	<b>Philosophy</b>
UGMC	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Contact Person: Marie-Eve Morin	
Department/Unit Approval Date: 29 Sep 2022	

### Rationale

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

New course. With a new tenure-track hire who specializes in Indigenous philosophy, we are now in a position to add a course in the area. This course expands our offerings in non-Western philosophy at the 200-levels. The course will be offered every two years.

### Calendar Copy

Current: <span style="background-color: yellow;">Removed language</span> (include all parts of course)	Proposed: <span style="background-color: yellow;">New language</span>
	<p><b><span style="background-color: yellow;">PHIL 204</span></b></p> <p><b><span style="background-color: yellow;">Indigenous Philosophy</span></b></p> <p><b><span style="background-color: yellow;">Course Career Undergraduate</span></b>  <b><span style="background-color: yellow;">Units 3</span></b>  <b><span style="background-color: yellow;">Approved Hours 3-0-0</span></b>  <b><span style="background-color: yellow;">Fee index 6</span></b>  <b><span style="background-color: yellow;">Faculty Arts</span></b>  <b><span style="background-color: yellow;">Department Philosophy</span></b>  <b><span style="background-color: yellow;">Typically Offered either term</span></b></p> <p><b><span style="background-color: yellow;">Description</span></b>  An introduction to Indigenous systems of knowledge as philosophical systems, which investigates these systems as parallel and coexisting with Western philosophical systems.</p>

## Calendar Change Request Form - **Course Changes**

<b>Faculty of Arts</b>	<b>Philosophy</b>
UGMC	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Contact Person: Marie-Eve Morin	
Department/Unit Approval Date: 29 Sep 2022	

### Rationale

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

Replaces our now defunct PHIL 382: "Philosophy of Law: Theoretical and Social Issues", which was last offered in Winter 2013. With a new tenure-track hire with competency in philosophy of law and human rights law, we are now in a position to offer a course in the area on a regular basis. The course will be offered every two years.

We are also moving this course to 200-level since our other general value theory courses are at this level (Feminist Philosophy, Political Philosophy, Philosophy of Art, etc.)

### Calendar Copy

<b>Current:</b> <del>Removed language</del> (include all parts of course)	<b>Proposed:</b> <b>New language</b>
	<p><b>PHIL 282</b></p> <p><b>Philosophy of Law</b></p> <p><b>Course Career Undergraduate</b></p> <p><b>Units 3</b></p> <p><b>Approved Hours 3-0-0</b></p> <p><b>Fee index 6</b></p> <p><b>Faculty Arts</b></p> <p><b>Department Philosophy</b></p> <p><b>Typically Offered either term</b></p> <p><b>Description</b>            An investigation of the nature of law and of law's relationship to other systems of norms.</p>

## Calendar Change Request Form - Course Changes

<b>Faculty of Arts</b>	<b>Philosophy</b>
UGMC	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Contact Person: Marie-Eve Morin	
Department/Unit Approval Date: 29 Sep 2022	

### Rationale

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

Changing this course to a topics course focused on any topics at the interface of philosophy and psychology. This is actually how this course has been taught lately: self-deception in Fall 2019, psychoanalysis in Winter 2022. We are removing the prerequisites since the relevance of PHIL 205 or of psychology courses will vary depending on the topic.

### Calendar Copy

Current: <span style="background-color: yellow;">Removed language</span> (include all parts of course)	Proposed: <span style="background-color: yellow;">New language</span>
<p><b>PHIL 305</b></p> <p><b>Philosophy <span style="background-color: yellow;">of</span> Psychology</b></p> <p><b>Course Career</b> Undergraduate <b>Units</b> 3 <b>Approved Hours</b> 3-0-0 <b>Fee index</b> 6 <b>Faculty</b> Arts <b>Department</b> Philosophy <b>Typically Offered</b> either term</p> <p><b>Description</b> Central topics at the interface of philosophy and psychology. <span style="background-color: yellow;">Prerequisite: PHIL 205, or two courses in Psychology, or consent of Department.</span></p>	<p><b>PHIL 305</b></p> <p><b><span style="background-color: yellow;">Topics in</span> Philosophy <span style="background-color: yellow;">and</span> Psychology</b></p> <p><b>Course Career</b> Undergraduate <b>Units</b> 3 <b>Approved Hours</b> 3-0-0 <b>Fee index</b> 6 <b>Faculty</b> Arts <b>Department</b> Philosophy <b>Typically Offered</b> either term</p> <p><b>Description</b> Central topics at the interface of philosophy and psychology. <span style="background-color: yellow;">Variable content course which may be repeated if topic(s) vary.</span></p>

<b>Faculty of Arts</b>	<b>St. Joseph's College</b>
Level of change (choose one only)	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Contact Person:	Sara McKeon sara.mckeon@ualberta.ca
Department/Unit Approval Date:	October 3, 2022 (SJC Faculty Council)

**Rationale for change** (Indicate other consultation groups, departments, units or faculties)

<p>This new course:</p> <ul style="list-style-type: none"> <li>• Consultation with: Dr. Marie-Eve Morin, Chair, Department of Philosophy (attached)</li> <li>• Creates a companion course for SJC's PHIL 209 (The Human Person: Philosophical Issues) which has garnered a great deal of student interest.</li> <li>• Explores the philosophies of living well and the good life.</li> <li>• Replaces PHIL 379/389; two 1.5 credit courses that are no longer in the calendar.</li> </ul>
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**Calendar Copy**

<b>Current</b>	<b>Proposed (New Course):</b>
Subject & Number	<b>PHIL 219</b> The Art of Living Well: Meaning and the Good Life
Title	[REDACTED]
Course Career	Undergraduate
Units	3.0
Approved Hours	3-0-0
Fee index	6
Faculty	Arts
Department	St. Joseph's College
Typically Offered	Either term
Description	Philosophies of the good life. Topics may include integrated wellness, attentiveness, objects of devotion, and community in historical and contemporary contexts.





Faculty (& Department or Academic Unit):	Arts Modern Languages and Cultural Studies
Contact Person:	Claudia Kost
Level of change: (choose one only) [?]	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
For which term will this change take effect?	Fall 2023

## Rationale

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

The Spanish program does not have enough staff to offer SPAN 320 Introduction to Literary Analysis, on a yearly basis. This has restricted students' ability to take SPAN 425, 428, 441, 460, and/or 499, without a waiver of prerequisite. The proposed change will allow the Spanish program and its students to have greater flexibility in course options. The revised prerequisites are identical to those for other 400-level (non-literature) SPAN courses, thereby reducing confusion for students. Instructors of the listed courses will make necessary adjustments to the curriculum to accommodate any gaps in student knowledge resulting from the change to a more general prerequisite. The Spanish program intends to continue offering SPAN 320 whenever possible, though not necessarily on a yearly basis.

Consultation was made with the Spanish faculty on May 10, 2022.

## Course Template

Current: <span style="background-color: yellow;">Removed language</span>	Proposed: <span style="background-color: yellow;">New language</span>
<p><b>SPAN 425 - Hispanic Filmmakers</b></p> <p><b>Course Career</b> Undergraduate  <b>Units</b> 3  <b>Approved Hours</b> 0-3S-3  <b>Fee index</b> 6  <b>Faculty</b> Arts  <b>Department</b> Modern Lang &amp; Cultural Studies  <b>Typically Offered</b> either term</p> <p><b>Description</b>            Study of one to three different Hispanic filmmakers.            Prerequisites: <span style="background-color: yellow;">SPAN 320</span> or consent of the Department.</p>	<p><b>SPAN 425 - Hispanic Filmmakers</b></p> <p><b>Course Career</b> Undergraduate  <b>Units</b> 3  <b>Approved Hours</b> 0-3S-3  <b>Fee index</b> 6  <b>Faculty</b> Arts  <b>Department</b> Modern Lang &amp; Cultural Studies  <b>Typically Offered</b> either term</p> <p><b>Description</b>            Study of one to three different Hispanic filmmakers.            Prerequisites: <span style="background-color: yellow;">3 units in SPAN at the 300-level excluding 300 and 306</span>, or consent of the Department.</p>
<p><b>SPAN 428 - Spanish Literary Masterpieces</b></p> <p><b>Course Career</b> Undergraduate  <b>Units</b> 3</p>	<p><b>SPAN 428 - Spanish Literary Masterpieces</b></p> <p><b>Course Career</b> Undergraduate  <b>Units</b> 3</p>

<p><b>Approved Hours</b> 0-3S-0  <b>Fee index</b> 6  <b>Faculty</b> Arts  <b>Department</b> Modern Lang &amp; Cultural Studies  <b>Typically Offered</b> either term</p> <p><b>Description</b>  An in-depth study of the most influential works of Span.  Prerequisites: <b>SPAN-320</b> or consent of the Department.</p> <p><b>SPAN 441 - Reading Colonial Culture</b></p> <p><b>Course Career</b> Undergraduate  <b>Units</b> 3  <b>Approved Hours</b> 0-3S-0  <b>Fee index</b> 6  <b>Faculty</b> Arts  <b>Department</b> Modern Lang &amp; Cultural Studies  <b>Typically Offered</b> either term</p> <p><b>Description</b>  Colonial Identities, power and ideology, mobilized through various forms of representation. Prerequisites: <b>SPAN-320</b> or consent of the Department.</p> <p><b>SPAN 460 - Self Portraits in Writing</b></p> <p><b>Course Career</b> Undergraduate  <b>Units</b> 3  <b>Approved Hours</b> 0-3S-0  <b>Fee index</b> 6  <b>Faculty</b> Arts  <b>Department</b> Modern Lang &amp; Cultural Studies  <b>Typically Offered</b> either term</p> <p><b>Description</b>  Testimonial writing, biography, and autobiography, memories, correspondence, diaries, interviews and confessions. Prerequisites: <b>SPAN-320</b> or consent of Department.</p> <p><b>SPAN 499 - Special Topics in Literature/Culture</b></p> <p><b>Course Career</b> Undergraduate  <b>Units</b> 3  <b>Approved Hours</b> 0-3S-0</p>	<p><b>Approved Hours</b> 0-3S-0  <b>Fee index</b> 6  <b>Faculty</b> Arts  <b>Department</b> Modern Lang &amp; Cultural Studies  <b>Typically Offered</b> either term</p> <p><b>Description</b>  An in-depth study of the most influential works of Span.  Prerequisites: <b>3 units in SPAN at the 300-level excluding 300 and 306</b>, or consent of the Department.</p> <p><b>SPAN 441 - Reading Colonial Culture</b></p> <p><b>Course Career</b> Undergraduate  <b>Units</b> 3  <b>Approved Hours</b> 0-3S-0  <b>Fee index</b> 6  <b>Faculty</b> Arts  <b>Department</b> Modern Lang &amp; Cultural Studies  <b>Typically Offered</b> either term</p> <p><b>Description</b>  Colonial Identities, power and ideology, mobilized through various forms of representation. Prerequisites: <b>3 units in SPAN at the 300-level excluding 300 and 306</b>, or consent of the Department.</p> <p><b>SPAN 460 - Self Portraits in Writing</b></p> <p><b>Course Career</b> Undergraduate  <b>Units</b> 3  <b>Approved Hours</b> 0-3S-0  <b>Fee index</b> 6  <b>Faculty</b> Arts  <b>Department</b> Modern Lang &amp; Cultural Studies  <b>Typically Offered</b> either term</p> <p><b>Description</b>  Testimonial writing, biography, and autobiography, memories, correspondence, diaries, interviews and confessions. Prerequisites: <b>3 units in SPAN at the 300-level excluding 300 and 306</b>, or consent of Department.</p> <p><b>SPAN 499 - Special Topics in Literature/Culture</b></p> <p><b>Course Career</b> Undergraduate  <b>Units</b> 3  <b>Approved Hours</b> 0-3S-0</p>
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<p><b>Fee index</b> 6  <b>Faculty</b> Arts  <b>Department</b> Modern Lang &amp; Cultural Studies  <b>Typically Offered</b> either term</p> <p><b>Description</b>  Prerequisites: SPAN-320 or consent of Department</p>	<p><b>Fee index</b> 6  <b>Faculty</b> Arts  <b>Department</b> Modern Lang &amp; Cultural Studies  <b>Typically Offered</b> either term</p> <p><b>Description</b>  Prerequisites: 3 units in SPAN at the 300-level excluding 300 and 306, or consent of Department</p>
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**Reviewed/Approved by:**

<p>REQUIRED: Faculty Council (or delegate) and approval date.</p> <p>Approved by MLCS Departmental Council on Oct. 3, 2022</p>
<p>OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.</p>

**FACULTY OF EDUCATION  
CALENDAR CHANGE REQUEST FORM**

**Department:** English Language School

**Implementation:**     NORMAL  
                                    EARLY

**Type of Change:**     Program Regulation\*  
                                    New Course\*†             Course Change  
                                    Course Deletion         Editorial

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change. Please attach documentation confirming you have consent when applicable.*

**\*Applicable Attachment:**     Yes     No

**†Attachments:**             Course Outline  
                                    TQS/Competencies Info Sheet (Completed by course developers and instructors)

<b>CURRENT</b> <i>(Use yellow highlight and strike out for all changes)</i>	<b>PROPOSED</b> <i>(Use yellow highlight and underline all additions)</i>
<p><del>AUEAP 140 – English for Academic Purposes</del></p> <hr/> <p><del>★3 (fi 6) (either term, variable) This course in English for Academic Purposes (EAP) provides advanced English language students with the opportunities to improve their academic listening, speaking, reading and writing skills. Upon completion of AUEAP 140, students are able to engage in short academic activities, including essay writing, reading short texts, and listening to and participating in short lectures and discussions. Delivered in Camrose, AUEAP 140 integrates this skills development focus with experiential and community-engaged learning pedagogies. Prerequisites: TOEFL: iBT: 70-85 (with a minimum score of 17 in each band), or IELTS: 5.5-6.0 (with a minimum score of</del></p>	

5.0 in each band), or successful completion of EAP 135 or ESL 130.	
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**Justification:** (Note: A detailed justification must be provided. If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.)

AUEAP 140 has not been offered at Augustana since Fall 2018 . As EAP 140 is being deleted as a course offering for Fall 2023, it will no longer be offered by the English Language School or by Augustana.

For implementation Fall 2023.

Please see the [Proposal](#) for changes to the Bridging Program structure and the introduction of a new Academic Readiness course for a full rationale for the deletion of this course.

Submitted by: Donald Mason	Signature of Department Chair or Designee	Date: March 17, 2022	Department Council Approval Date:
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**Submit** completed, signed pdf **and** Word Versions to the UAAC Administrator at [eduac@ualberta.ca](mailto:eduac@ualberta.ca)

**2021-2022 Undergraduate Academic Affairs Council Schedule:**

- September 29, 2021
- October 28, 2021
- November 25, 2021
- January 27, 2022
- February 24, 2022
- March 24, 2022
- April 28, 2022
- May 26, 2022

Faculty (& Department or Academic Unit):	Education
Contact Person:	Scott Key
Level of change: (choose one only) [?]	• Undergraduate
	• Graduate
For which term will this change take effect?	Fall 2023

## Rationale

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

EDHS 597 Special Seminars, is a course designed for health professionals and covers a variety of topics related to education. Currently the course is only 3-units. We are proposing a change to the units to a range of 1-3 units. The purpose of this change is to increase the flexibility in programming for the health professionals who take this course, and to offer a wide variety of emerging topics in health professional education. We will be able to offer more seminars of varying length to address contemporary issues in health professional education. This change will also allow the MHSE program to be more competitive with comparable programs in Saskatchewan and Ontario.

## Course Template

Current: <b>Removed language</b>	Proposed: <b>New language</b>
<b>Subject &amp; Number: EDHS 597</b> <b>Title: Special Seminars</b> <b>Course Career</b> <b>Units: 3</b> <b>Approved Hours: (3-0-0)</b> <b>Fee index: 6</b> <b>Faculty: Education</b> <b>Department: <del>Professional Learning</del></b> <b>Typically Offered: either term</b>  <b>Description</b> Content varies from year to year. Topics announced prior to registration period. Transcript carries title descriptive of content. May be repeated. Sections are offered in a Cost Recovery format at an increased rate of fee assessment.	<b>Subject &amp; Number: EDHS 597</b> <b>Title: Special Seminars</b> <b>Course Career</b> <b>Units: 1-3</b> <b>Approved Hours: variable</b> <b>Fee index: variable</b> <b>Faculty: Education</b> <b>Department:</b> <b>Typically Offered: either term</b>  <b>Description</b> Content varies from year to year. Topics announced prior to registration period. Transcript carries title descriptive of content. May be repeated. Sections are offered in a Cost Recovery format at an increased rate of fee assessment.

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**Reviewed/Approved by:**

REQUIRED: Faculty Council (or delegate) and approval date.  
February 6, 2023 by the Faculty of Education Graduate Academic Affairs Council (GAAC).

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



## Calendar Change Request Form for Program and Regulation Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Faculty of Nursing
Contact Person:	Riley Samson
Level of change (choose one only) [?]	<ul style="list-style-type: none"> <li>• Undergraduate</li> <li>• Graduate</li> </ul>
Type of change request (check all that apply) [?]	<ul style="list-style-type: none"> <li>• Program</li> <li>• Regulation</li> </ul>
For which term is this intended to take effect?	Fall 2022
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

### Rationale

- Rationale: The introduction of Exploration Credits allows students to choose to receive a grade of CR/NC for open electives. Students taking NURS courses as a prerequisite for admission to the AD program may be taking these as open electives through their faculty. As such clarification needs to be added to advise students that if they choose to receive CR/NC for a prereq course to the AD program this will not be acceptable as AD prereqs require meeting the C+ requirement.

### Calendar Copy

<https://calendar.ualberta.ca/content.php?catoid=36&navoid=11302#bsc-in-nursing-after-degree-program>

#### **BSc in Nursing—Honors Program**

The BScN—Honors Program is offered to eligible students in the BScN—Collaborative Program and to applicants who have completed a university degree. Students planning to apply to the Honors program must consult the Honors Program Coordinator before applying. The minimum requirements for admission to the BScN—Honors Program are:

#### **Applicants from the BScN—Collaborative Program**

#### **BSc in Nursing—Honors Program**

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#### **Applicants from the BScN—Collaborative Program**

1. Completion of all Year 1 courses in the BScN—Collaborative Program. (Students enrolled in the BScN—Collaborative Program may apply to the Honors Program at the end of Year 1 or up to the end of Year 2.)
2. A minimum GPA of 3.3 on 24 units of course weight in the preceding Fall/Winter. Admission is competitive.

### Applicants with a Prior Degree

1. A baccalaureate degree from a recognized academic institution.
2. Students must normally present a minimum AGPA of 3.5. Admission is competitive.
3. Completion of the following prerequisites: English (3 units), Human Anatomy (3 units), Human Physiology (3 units), Medical Microbiology (3 units), Psychology (3 units), and Statistics (3 units).
4. The following prerequisite courses require a minimum grade of C+\* and must be taken within 5 years of BScN program start date: Human Anatomy (3 units), Human Physiology (3 units), and Medical Microbiology (3 units). \*Students must obtain a grade equivalent to C+ as determined by the grading scale in the Faculty of Nursing at the University of Alberta. International applicants' grading equivalences will be considered on a case by case basis.

High School subject requirements do not apply.

**Note:** The BScN—Honors Program is only offered in Edmonton.

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## BSc in Nursing After Degree Program

This program is offered in Edmonton.

1. Completion of all Year 1 courses in the BScN—Collaborative Program. (Students enrolled in the BScN—Collaborative Program may apply to the Honors Program at the end of Year 1 or up to the end of Year 2.)
2. A minimum GPA of 3.3 on 24 units of course weight in the preceding Fall/Winter. Admission is competitive.

### Applicants with a Prior Degree

1. A baccalaureate degree from a recognized academic institution.
2. Students must normally present a minimum AGPA of 3.5. Admission is competitive.
3. Completion of the following prerequisites: English (3 units), Human Anatomy (3 units), Human Physiology (3 units), Medical Microbiology (3 units), Psychology (3 units), and Statistics (3 units).
4. The following prerequisite courses require a minimum grade of C+\* and must be taken within 5 years of BScN program start date: Human Anatomy (3 units), Human Physiology (3 units), and Medical Microbiology (3 units). \*Students must obtain a grade equivalent to C+ as determined by the grading scale in the Faculty of Nursing at the University of Alberta. International applicants' grading equivalences will be considered on a case by case basis. **Students with grades of CR will not be considered as meeting the C+ requirement.**

High School subject requirements do not apply.

**Note:** The BScN—Honors Program is only offered in Edmonton.

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## BSc in Nursing After Degree Program

## Requirements

1. A baccalaureate degree from a recognized academic institution.
2. An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to [Transfer from a Postsecondary Institution](#).
3. Completion of the following prerequisite courses: English (3 units), Human Anatomy (3 units), Human Physiology (3 units), Medical Microbiology (3 units), Psychology (3 units), and Statistics (3 units).
4. The following prerequisite courses require a minimum grade of C+\* and must be taken within 5 years of BScN program start date:  
Human Anatomy (3 units), Human Physiology (3 units), and Medical Microbiology (3 units).

\*Students must obtain a grade equivalent to C+ as determined by the grading scale in the Faculty of Nursing at the University of Alberta. International applicants' grading equivalences will be considered on a case by case basis

High school subject requirements do not apply.

This program is offered in Edmonton.

## Requirements

1. A baccalaureate degree from a recognized academic institution.
2. An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to [Transfer from a Postsecondary Institution](#).
3. Completion of the following prerequisite courses: English (3 units), Human Anatomy (3 units), Human Physiology (3 units), Medical Microbiology (3 units), Psychology (3 units), and Statistics (3 units).
4. The following prerequisite courses require a minimum grade of C+\* and must be taken within 5 years of BScN program start date:  
Human Anatomy (3 units), Human Physiology (3 units), and Medical Microbiology (3 units).

\*Students must obtain a grade equivalent to C+ as determined by the grading scale in the Faculty of Nursing at the University of Alberta. International applicants' grading equivalences will be considered on a case by case basis. **Students with grades of CR will not be considered as meeting the C+ requirement.**

High school subject requirements do not apply.

## Reviewed/Approved by:

Approved by:  
Undergraduate Curriculum Committee May 12, 2022  
Faculty Caucus June 21, 2022  
Faculty Council October 24, 2022

Upcoming: PST January 26, 2023

Faculty (& Department or Academic Unit):	Sciences ( Biological Sciences Department)
Contact Person:	Anna Phan Karen Deng (biougrad@ualberta.ca)
Level of change: (choose one only) [?]	<ul style="list-style-type: none"> <li><span style="background-color: yellow;">●</span> <b>Undergraduate</b></li> <li>● Graduate</li> </ul>
For which term will this change take effect?	Winter 2025

## Rationale

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

**We recently added a new CRISPR/Cas9 project to the course in order to update it with the latest genetic techniques.**

**We consulted GENET 375 technologist James MacLagan and Dr. Jacob Berry who has and will teach this course. They both agreed to the proposed changes.**

## Course Template

Current: <span style="background-color: yellow;">Removed language</span>	Proposed: <span style="background-color: yellow;">New language</span>
<p><b>GENET 375</b></p> <p><b>Introduction to Molecular Genetics Techniques</b></p> <p>★ 3 (fi 6)(SECOND, 0-1S-6)</p> <p>A laboratory course in which students will be introduced to modern techniques in molecular genetics. These may include cytogenetics, recombinant DNA techniques, PCR, DNA sequencing, methods of detecting gene expression, and genome analysis. Prerequisites: GENET 270, MICRB 265, and a 300-level GENET course. <span style="background-color: yellow;">Enrolment is limited, and registration is by consent of instructor.</span></p>	<p><b>GENET 375</b></p> <p><b>Introduction to Molecular Genetics Techniques</b></p> <p>★ 3 (fi 6)(SECOND, 0-1S-6)</p> <p>A laboratory course in which students will be introduced to modern techniques in molecular genetics. These may include cytogenetics, recombinant DNA techniques, PCR, DNA sequencing, <span style="background-color: yellow;">CRISPR/Cas9 gene editing</span>, methods of detecting gene expression, and genome analysis. Prerequisites: GENET 270, MICRB 265, and a 300-level GENET course, <span style="background-color: yellow;">or consent of department.</span></p>

## Reviewed/Approved by:

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

Biological Science department council approved on Dec 14, 2022.

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

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**Governance Executive Summary**  
**Action Item**

<b>Agenda Title</b>	<b>FSJ Proposal: Certificat supérieur en sciences de l'éducation</b>
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**Motion**

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the Certificat supérieur en sciences de l'éducation in Faculté Saint-Jean and the corresponding calendar and course changes, for implementation upon final approval.

**Item**

Action Requested	X Approval <input type="checkbox"/> Recommendation
Proposed by	Jason Carey, Dean, Faculté Saint-Jean
Presenter(s)	Samira ElAtia, Associate Dean, Graduate, FSJ Roger Epp, Interim Vice-Provost and Dean, FGSR

**Details**

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is ( <i>please be specific</i> )	The proposal is before the committee because the Faculté Saint-Jean is proposing a new Certificat supérieur en sciences de l'éducation with five sub-specialities, and corresponding calendar and course changes.
Executive Summary ( <i>outline the specific item – and remember your audience</i> )	<p>As part of the University's mission and in order to address and serve the needs of the educational community in French (both Francophone and French Immersion programs), FSJ has offered a graduate program in education for over 25 years, and continuously aims to build diverse, inclusive, and innovative programs that address needs of professionals in order to offer various lifelong learning opportunities. FSJ has been expertly fulfilling this mandate for education in <b>French and for French immersion programs, and for the Francophone School Board community across Alberta, Saskatchewan and British Columbia</b>. The FSJ Education program has established itself as a beacon, a leader across Canada, and the Francophonie, offering world-class education in a linguistic minority context.</p> <p>In 2016, the Government of Alberta introduced the <i>Teaching Quality Standard, the Leadership Quality Standard and Superintendent Leadership Quality Standards</i>. These documents call upon teachers, principals, leadership teams in schools, and educational leaders in the province to maintain currency and professional development; that is, to ensure that they maintain the knowledge, skills, linguistic competence and attitudes required for their positions.</p> <p>In addition to our solid education programs that meet the needs of French-speaking education professionals in the K-12, FSJ built the proposed stand-alone graduate certificate to enable diverse educators to continue their professional development while balancing their work requirements and family life. We recognize that there is a need and a place for credited shorter programs, which enable educational</p>

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professionals to stay current with the changing and emergent needs of society and within the field of educational sciences, and to do so in French. We have identified 4 areas for specialization within this graduate certificate:

- Pédagogie inclusive; (Inclusive pedagogy)
- Etudes autochtones; (Indigenous education)
- Diversité et équité; (Diversity, inclusion and Equity)
- STIM Sciences, technologies, ingénierie et mathématiques (STEM fields)
- Langue, Littérature, et le curriculum. (Language, Literacy, and the curriculum)

Each of these specializations has targeted learning outcomes and a set of courses that would enable students to hone in their skills within each area. Students can register for a certificate under a specific area of focus. Upon completion of the first specialization, which requires 4 courses of 3 credits each (12 credits total), the student can register again for another specialization. Each specialization is distinct from the others in topical focus area and course requirements, and the specialization can ladder into the MEDU program at FSJ.

The proposed graduate certificate will be the only graduate credential in French that addresses current and changing societal needs of educational studies, in Alberta. It has been developed in close consultation with La Fédération des conseils scolaires francophones, the College of Alberta Superintendents, the Alberta Teachers Association, and The Faculty of Education.

The program will be offered at the UofA, FSJ. Delivery will be primarily asynchronous online, with some blended format (face-to-face and synchronized on-line delivery).

We plan to recruit and organize yearly cohorts of students that begin in July of each year. We would like to use the time in the summer when teachers are not in the classroom as an opportunity:

- a. to focus on the first course they are taking within each specialization;
- b. to get acquainted with the programs (mode of delivery, platform, forms, academic and administrative staff etc);
- c. to take part of team-building activities;
- d. to work on their first course without the pressure of work (September is a busy time for teachers); and
- e. to build a community of learners that would support, encourage each other, and establish a network of collaborative educators.

These activities align with mandated teacher training, recruitment and retention efforts of the federal and provincial government. In order to offer the students in this program the opportunity to immerse themselves in French, we are planning team-building and calibration activities in various locations:

- a. Résidence Saint-Jean;

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	<p>b. Our satellite campuses in Calgary, Lethbridge, Red Deer, and Grande Prairie;</p> <p>c. A virtual space.</p> <p>We plan to use the FSJ residences to house the students who come from out of town during the summer to immerse themselves in a French-speaking environment. We will use the LMS platforms of the University of Alberta to offer the program across Alberta, Western Canada and around the Francophone world.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

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

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p>&lt;For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a>&gt;</p>	<p>Consultation:</p> <ul style="list-style-type: none"> <li>● Mai-Juin 2019, Septembre 2019: FGSR and Provost Office</li> <li>● Septembre 2019: Comité des études supérieures</li> <li>● September 2019: Faculty of Engineering</li> <li>● September 2019: Faculty of Sciences</li> <li>● Octobre 2019: Conseil consultatif de FSJ</li> <li>● Octobre 2019 : Comité des étudiants aux cycles supérieures</li> <li>● Novembre 2019 : Faculty of Education</li> <li>● Novembre 2019 : 3ème rencontre avec FGSR</li> <li>● Novembre 2019 : Organismes communautaires : Conseil de Développement Economique de l'Alberta, Coalition de la femme, Réseau de Santé Alberta .</li> <li>● Décembre 2019 : Faculty of Arts</li> <li>● Décembre 2019 : ACFA</li> <li>● Décembre 2019 : Alberta Teachers' Association</li> <li>● December 2019 : fees and budget, Registrar office initial meeting</li> <li>● January 2020 : Budget- Edith Finczak and Ibtissam Nkaili</li> <li>● February 2020: Provost office/ FGSR</li> <li>● Mai 2021: Discussion et demande de soutien du comité des évaluateurs externes. QAR</li> <li>● Septembre 2021 : Comité des études supérieures</li> <li>● December 2021 : Meeting with FGSR Vice-dean (Ali Shiri) and advisor (Frances Plane)</li> <li>● Janvier 2022: Documents shared with FSJ Dean's advisory committee and feedback requested</li> <li>● March 2022: meeting with dean of FGSR to discuss progress and next step</li> <li>● March 2022: Discussion with Provost Office about new templates</li> <li>● April-Mai2022: Budget discussion</li> <li>● Summer and fall 2022: consultation with various community stakeholders <ul style="list-style-type: none"> <li>○ ATA</li> <li>○ INRS</li> <li>○ Minister of Official languages</li> <li>○ ACFA</li> <li>○ l'ACFAS</li> <li>○ Canadian Parents for French</li> <li>○ Fédération des conseils scolaires francophones</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ Conseil Scolaire Nord</li> <li>○ College of Alberta School Superintendents</li> <li>○ College of sciences</li> <li>○ College of Social Sciences and Humanities</li> <li>● August 2022: feedback from College of arts and sciences</li> <li>● September 2022, Discussion and Feedback from Dr. Florence Glanfield, Vice-provost Indigenous Programming &amp; research</li> <li>● September 2022: Retreat with all FSJ community</li> <li>● September 2022: Feedback from FGSR</li> <li>● September 2022 : Feedback from ACFAS -Canada</li> <li>● Septembre 2022: Feedback and approval from the FSJ- Comité des études supérieures</li> <li>● Septembre 2022: Feedback and approval from FSJ Association des étudiants aux cycles supérieurs</li> <li>● September 2022: final approval from Finance office ,Edith Finczak</li> <li>● October 2022: consultation with FSGR</li> <li>● October 2022: feedback from Provost office</li> <li>● October 2022: Discussion and approval from FSJ Comité de planification académique (twice)</li> <li>● November 2022: Approval : FSJ Comité executive</li> <li>● November 2022: Approval : FSJ Council</li> </ul>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Approval Pathway:</p> <ul style="list-style-type: none"> <li>● CSJ-Comité de planification académique (academic planning): 6 October 2022</li> <li>● CSJ-Comité de planification stratégique (academic planning): 20 October 2022</li> <li>● CSJ-Comité exécutif (executive committee): 3 November 2022</li> <li>● CSJ- Conseil de la Faculté Saint-Jean ( FSJ Faculty Council): 17 November 2022</li> <li>● FGSR Graduate Program Support Team: 30 January 2023</li> <li>● FGSR Policy Review Committee: February 16, 2023</li> <li>● FGSR Council: March 8, 2023</li> <li>● GFC Programs Committee: March 16, 2023</li> </ul>

**Strategic Alignment**

<p>Alignment with <i>For the Public Good</i></p>	<p>The program aligns with the UofA's Comprehensive Institutional Plan with respect to attracting and retaining talented students, providing access to an innovative learning opportunity, and advancing connections with the K-12 community, as well as Alberta Education. The program will also support the UofA's mandate that graduates (our K-12 school and system leaders) will be prepared, through an innovative learning environment, to think critically, to act entrepreneurially, to create cultural and technical innovation, to be successful in the global marketplace, and to assume positions of leadership in public and private sectors. The proposed program will provide the students with these skills.</p> <p>In addition to the above, the proposed program is in alignment with the Comprehensive Institutional Plan in the following areas.</p>
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- Facilitate, build and support interdisciplinary, cross-faculty and cross-unit engagement and collaboration.
- Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the UofA's talented, highly qualified and diverse academy.
- Increase graduate access to, and participation in, a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.
- Increased access to, and use of, professional development opportunities for graduate students to support their job market competitiveness, including through internship programs, events and workshops and on-line resources to improve their ability to compete in the global employment market.
- Inspire, model and support excellence in teaching and learning.
- Expand professional development opportunities for graduate students and postdoctoral fellows.
- Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels.
- Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business and community organizations.
- Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the university's reach, effectiveness.
- Work closely with key provincial partners and government agencies.
- Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges.
- Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems
- Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement.

The proposed certificate is in alignment with the "For the Public Good" strategic plan in the following areas.

**OBJECTIVE:** Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.

i. Strategy: Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive, research-intensive, multi-campus university with options for Francophone and rural liberal arts education.

**OBJECTIVE:** Enhance, support, and mobilize the unique experiences and cultures of all UofA campuses to the benefit of the university as a whole.

ii. Strategy: Highlight and strengthen the role that FSJ plays in reflecting and reinforcing the linguistic duality of Canada, as well as the worldwide multi-ethnic

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	<p>Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for Francophone and bilingual students, and by progressively improving Faculté Saint-Jean students' and applicants' access to French-language services.</p> <p>The program at FSJ is uniquely situated to advance the Comprehensive Institutional Plan and <i>For the Public Good</i> among educators in the second official language of Canada. Educators in Western Canada (British Columbia, Alberta and Saskatchewan) have looked to the FSJ which, for five decades now, has played a pivotal role in the Alberta Teacher Education Program. Most educators in the French Immersion programs and Francophone school boards come to FSJ to further their graduate studies. These are the leaders in French education.</p> <p>We hope to also reach Francophone educational programs outside of Canada whose linguistic realities are similar to ours in Canada: dual languages.</p>		
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="467 793 1515 989"> <tr> <td data-bbox="467 793 1073 989"> <input type="checkbox"/> Enrolment Management  <input checked="" type="checkbox"/> Faculty and Staff  <input type="checkbox"/> Funding and Resource Management  <input type="checkbox"/> IT Services, Software and Hardware  <input checked="" type="checkbox"/> Leadership and Change  <input type="checkbox"/> Physical Infrastructure         </td> <td data-bbox="1073 793 1515 989"> <input checked="" type="checkbox"/> Relationship with Stakeholders  <input checked="" type="checkbox"/> Reputation  <input type="checkbox"/> Research Enterprise  <input type="checkbox"/> Safety  <input checked="" type="checkbox"/> Student Success         </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<p><i>Post-Secondary Learning Act</i>  <i>UofA Calendar</i>          General Faculties Council Programs Committee          Faculty of Graduate Studies &amp; Research          Alberta Education Quality standards : Teaching Quality Standard (TQS), the Leadership Quality Standard (LQS) and Superintendent Leadership Quality Standards</p>		

Attachments:

1. Complete proposal Graduate Certificate FSJ-3 Feb2023
2. Calendar Change Certificat supérieur en sciences de l'éducation
3. Course Changes Nouveaux cours MEDU

Prepared by: Samira ElAtia (Associate Dean, Graduate, FSJ) - selatia@ualberta.ca

## Proposal Template: New Certificate and Diploma Programs and Specializations and Non-Credential Programming

Complete this template for proposals for new certificate and diploma programs and non-credential programming or new specializations within existing programs.

Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate “not applicable” when questions are not relevant to a particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

### SECTION A: PROPOSAL OVERVIEW

**Basic Information** (Complete the table below)

<b>Institution</b>	University of Alberta
<b>Program Name</b>	Graduate Certificate
<b>Specialization Name</b>	Sciences de l'éducation
<b>Credential Awarded</b>	Graduate Certificate
<b>Proposed Effective Date</b>	July 1, 2024

#### 1. Type of Initiative (Answer the following questions)

This is a proposal for (select one from the drop-down menu):

New certificate

#### 2. Nomenclature (Answer the following questions)

a. What program and/or specialization name will appear on parchments and transcripts? (Should be the same as the program or specialization name identified above. If different please provide rationale.)

- **Certificat Supérieur en sciences de l'éducation** as first level heading, and additional subheading per specialty will be added as second level heading

b. Provide a brief rationale for the program and/or specialization name selected.

In 2016, the government of Alberta introduced three important documents that outline the standards for educators in the province: Teaching Quality Standard (TQS), the Leadership Quality Standard (LQS) and Superintendent Leadership Quality Standards. These documents call upon teachers, principals, leadership teams in schools, and educational leaders in the province to maintain currency and professional development; that is, to ensure that they maintain the knowledge, skills and attitudes required for their positions. These documents were introduced into a context of a growing demand for French immersion education in the province. As part of the University's mission and in order to address and serve the needs of the educational community in French, FSJ has offered its *Maîtrise en éducation* (MEDU) program for over 25 years, and continuously aims to build diverse, inclusive, and innovative programs that address students' needs for worthwhile, lifelong learning opportunities. To address the need for professional educators in French who aspire to leadership positions, and to satisfy the

requirement of Alberta Education for the Leadership Certification requirement, in 2019, Faculté Saint-Jean (FSJ), developed the *Certificat supérieur en leadership et administration scolaire* (Graduate Certificate in Leadership and School Administration). FSJ has been expertly fulfilling this mandate for education in **French and for French immersion programs, and for the Francophone School Board community across Alberta, Saskatchewan and British Columbia**. The FSJ Education program has established itself as a beacon, a leader across Canada, and the Francophonie, offering world-class education in a linguistic minority context.

FSJ offers continuing education programs that meet the needs of French-speaking education professionals. Given the growing French immersion student population, the needs of these educational professionals are increasing rapidly. We are currently building a complete program that will expand to include a new PhD degree, enabling FSJ to offer a full range of undergraduate and graduate degree programs. In addition, we have built stand-alone certificates that enable diverse educational professionals to continue their education while balancing their work requirements and family life. We recognize that there is a need and a place for credited shorter programs, which enable educational professionals to stay current with the changing and emergent needs of society and within the field of educational sciences. Among these, we have identified the following:

- *Pédagogie inclusive; (Inclusive pedagogy)*
- *Etudes autochtones; (Indigenous education)*
- *Diversité et équité; (Diversity, inclusion and Equity)*
- *Sciences, technologies, ingénierie et mathématiques (STIM); (Sciences, technology, ingeneeting and mathematics (STEM))*
- *Langue, Littérature, et le curriculum. (Language, Literacy, and the curriculum)*

In order to serve our French speaking community, we propose the *Certificat Supérieur en Sciences de l'éducation (CSSE)*. Within this innovative program, students can register for a certificate under a specific area of focus. Upon completion of the first specialization, the student can register again for another specialization. Each specialization is distinct from the others in topical focus area and course requirements.

The growing population of French immersion students in the province comes with an increased need for services for these school populations. We know that currently in schools, the wait time for various services is long in regular programs and twice as long in French programs--in some instances, wait times can be five times the average as identified by L'Association canadienne des professionnels de l'immersion (ACPI), the Canadian Teachers Federation, the Council of Minister of education Canada, and Official Languages Support programs. The proposed program will address this inequality by offering high quality training and professional development in French.

The proposed specializations will enable educational professionals to meet the needs of these populations without putting extra demand on the educational system. As the French immersion population grows, so too does the variety of needs within the system. For example, our *Pédagogie inclusive* will provide education professionals with the knowledge and skills necessary to negotiate the diversity of student social, emotional, and mental health needs in the French immersion experience as it continues to grow. Our *Diversité et équité* specialization will train educational professionals to meet the needs of

the increasingly diverse French-speaking and French immersion student populations in the province. Our *CSSE* will therefore ensure that Alberta's French immersion program continues to produce Alberta's future leaders.

*Le CSSE* is composed of four courses per specialization (12 credits in total). The certificate ladders into the MEDU program. Thus, upon completing two specializations for instance, students would only need to complete two mandatory courses in the MEDU program, research methods, a necessary course for the students to finish the capstone exercise in MEDU 900.

In 2016-2018, FSJ overhauled all its graduate courses, and we have added 25 new courses to the program. These courses were developed based on needs and information supplied through:

- (1) a survey of our alumni conducted in 2017-2018;
- (2) the expertise of the current professors in the *Division d'éducation*;
- (3) consultations from various educational stakeholders in the province; and
- (4) the need to address key aspects of the program of study in light of societal changes and Alberta Education curriculum as it evolves.

The *CSSE* will be the only graduate credential in French that addresses current and changing societal needs of educational studies, in Alberta.

The *CSSE* has been developed by the FSJ Associate Dean of Graduate Studies with input and expertise from colleagues in the Education Division at FSJ, as well as in consultation with The Faculty of Education, *La Fédération des conseils scolaires francophones*, the College of Alberta Superintendents, and the Alberta Teacher Association.

**Reviewer's comment:**

**SECTION B: OVERVIEW OF PROPOSED PROGRAM OF STUDY**

**1. Program Description (Answer the following questions)**

a. Attach (as an appendix to this proposal) a concise program description document that includes:

- 3-4 sentence calendar description of the program;  
The *CSSE* at FSJ is geared towards French speaking educational professionals who seek to advance their professional education. The program consists of four courses (12 credits) selected from a list of approved courses, which are clustered into areas of focus within the field of education.

*Le programme du Certificat supérieur en sciences de l'éducation de la Faculté Saint-Jean s'adresse aux professionnels de l'éducation qui œuvrent en français et en milieu francophones et qui souhaitent continuer leur formation professionnelle. Le programme se compose de quatre cours (12 crédits) choisis parmi une liste de cours approuvés. Ces cours sont regroupés en divers domaines d'intérêt dans le domaine de l'éducation.*

- a proposed program of study (including course names, descriptions, credits and prerequisites, by semester or year of study;

See Appendix A.1, A.2, A.3, A.4 and A.5 for objectives of each orientations, courses names and descriptions, and prerequisite.

As students progress through their coursework (4 courses within each specialization), they will address the learning outcomes of the program through a reflective professional portfolio. They will draw from their work experience to gather various artifacts, as well as from the assignments and work required for each class.

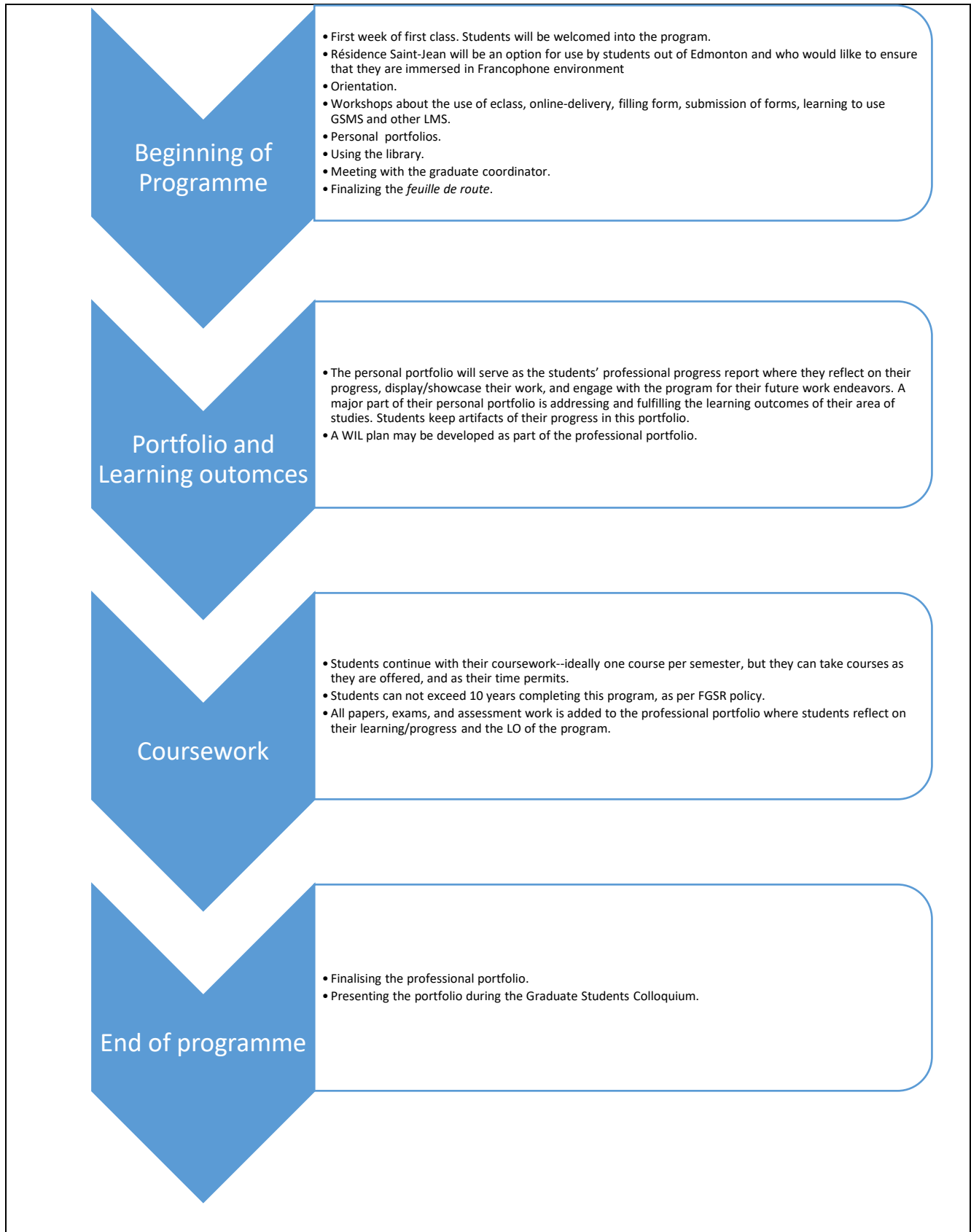
At the end of their program, students will be strongly encouraged to present their portfolio during the annual graduate students colloquium. The portfolio, along with coursework, provide ample opportunity for assessing the LO of specific areas of studies. Students will need to synthesize and reflect on their learning at the end of the certificate.

Students will start their first course in the summer, and take each of the three remaining courses in the following semester: this ensures that they will able to finish their certificate within one year: one course per semester.

As students progress through their coursework (4 courses within each specialization), they will address the learning outcomes of the program through a reflective professional portfolio. They will draw from their work experience to gather various artifacts, as well as from the assignments and work required for each class.

At the end of their program, students will be strongly encouraged to present their portfolio during the annual graduate students' colloquium. The portfolio, along with coursework, provide ample opportunity for assessing the LO of specific areas of studies. Students will need to synthesize and reflect on their learning at the end of the certificate.

The chart below explains in details how the students will progress in their studies :



- program location (i.e., campus locations and/or off-site locations), and delivery mode (i.e., face-to-face, online, or blended); and

The program will be offered at the UofA, FSJ. Delivery will be primarily asynchronous online, with some blended format (face-to-face and synchronized on-line delivery).

We plan to recruit and organize yearly cohorts of students that begin in July of each year. We would like to use the time in the summer when teachers are not in the classroom as an opportunity:

- a. to focus on the first course they are taking within each specialization;
- b. to get acquainted with the programs (mode of delivery, platform, forms, academic and administrative staff etc);
- c. to take part of team-building activities;
- d. to work on their first course without the pressure of work (September is a busy time for teachers); and
- e. to build a community of learners that would support, encourage each other, and establish network of collaborative educators.

In order to offer the students in this program the opportunity to immerse themselves in French, we are planning team-building and calibration activities in various locations:

- a. Résidence Saint-Jean;
- b. Our satellite campuses in Calgary, Lethbridge, Red Deer, and Grande Prairie;
- c. A virtual space.

We plan to use the FSJ residences to house the students who come from out of town during the summer to immerse themselves in a French-speaking environment. We will use the LMS platforms of the university of Alberta to offer the program across Alberta, Western Canada and around the Francophone world.

For each of the orientations specialties in this program, we will require a minimum of 10 students in each cohort in order to ensure that the program be offered.

- program learning outcomes

The CSSE is a for-credit certificate program in the Faculté Saint-Jean, Division of Education, for professionals seeking to further their knowledge in various fields of study and subjects targeting school-based education. The program consists of four content courses for a total of 12 credits in the following areas:

- Pédagogie inclusive;
- Diversité et équité;
- Éducation autochtone;
- Langue, littérature et curriculum;
- STIM.



The **learning outcomes** addressed by the CSSE are as follows.

<p><i>1. Etre capable de gérer son propre apprentissage.</i></p> <p><i>2. Approfondir et étendre ses connaissances et ses compétences dans les divers domaines de l'éducation.</i></p> <p><i>3. Etre capable d'évaluer et de faire des synthèses sur les avancés en recherche et les pratiques actuelles en éducation.</i></p> <p><i>4. Intégrer, de manière systématique et avec créativité, les contextes et les défis locaux, provinciaux, nationaux et internationaux pertinents à la recherche en éducation pour aborder les problèmes complexes de l'éducation.</i></p> <p><i>5. Renforcer les capacités pour soutenir la réussite des apprenants dans des contextes éducatifs formels et informels.</i></p> <p><i>6 Collaborer avec l'ensemble des professionnels de l'éducation (y compris les enseignants, les leaders, les concepteurs de programmes et les spécialistes parascolaires) pour renforcer les capacités et l'expertise professionnelles.</i></p>	<p>1. Be able to manage your own learning.</p> <p>2. Deepen and expand one's knowledge and skills in the various areas of education.</p> <p>3. Be able to evaluate and synthesize advances in research and current practice in education.</p> <p>4. Systematically and creatively integrate local, provincial, national, and international contexts and challenges relevant to educational research to address complex educational issues.</p> <p>5. Build capacity to support learner success in formal and informal educational settings.</p> <p>6. Collaborate with the full range of education professionals (including teachers, leaders, curriculum developers, and extracurricular specialists) to build professional capacity and expertise.</p>
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The learning outcomes above are aligned to the **Teaching Quality Standards**, as outlined by Alberta Education. These standards are as follow:

<p><i>1. Favoriser les relations efficaces.</i></p> <p><i>2. Donner l'exemple de l'engagement envers le perfectionnement professionnel.</i></p> <p><i>3. Faire preuve de leadership visionnaire.</i></p> <p><i>4. Diriger une communauté d'apprentissage.</i></p> <p><i>5. Soutenir l'application de connaissances de base au sujet des Premières Nations, des Métis et des Inuits.</i></p> <p><i>6. Offrir un leadership pédagogique.</i></p> <p><i>7. Renforcer les capacités en leadership.</i></p>	<p>1. Foster effective relationships.</p> <p>2. Model commitment to professional development.</p> <p>3. Demonstrate visionary leadership.</p> <p>4. Lead a learning community.</p> <p>5. Support the application of basic knowledge about First Nations, Métis and Inuit peoples.</p> <p>6. Provide instructional leadership.</p> <p>7. Build leadership capacity.</p> <p>8. Manage school operations and resources.</p>
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<p>8. <i>Gérer le fonctionnement et les ressources de l'école.</i>          9. <i>Comprendre le contexte social plus large et y réagir</i></p>	<p>9. Understand and respond to the broader social context.</p>
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For each of the specialization above, we have established specific learning outcomes. Please refer to **Appendices A.1, A.2, A.3, A.4 and A.5** for details of each specialization, course description, and learning outcomes.

f. Does the program align with characteristics (e.g., credits, learning outcomes, etc.) associated with this credential? (Consult with the Ministry as necessary).  
 Yes;  No; or  Not Applicable

g. Please explain if response to (b) above is No or Not Applicable

Yes, this program aligns with the requirement of Alberta Education for continuous professional development of education in K-12.

h. Where applicable, identify any collaborations or potential collaborations with other post-secondary institutions or other organizations for this program.

Although the FSJ will offer the only such French certificate in the province, we will work with various school authorities that represent the different branches of education in the province:

- Alberta Education;
- Fédération des conseils scolaires francophone;
- Alberta Teachers Association;
- College of Alberta School Superintendents;
- Schools boards in Edmonton and in Calgary ;
- Association canadienne française de l'Alberta;
- First Nations, Metis, and Indigenous Educational Council of the ATA;
- The office of the Vice-Provost of Indigenous Programming & Research; and
- Métis Crossing and Kihciy askiy.

We held consultations with all these groups and we have sought their support (see attached letters of support)

Within the UofA, we are working in close collaboration with the Faculty of Graduate Studies and Research, the Faculty of Education and the Office of the Provost.

**Reviewer's comment:**

**2. Program Requirements (Answer the following questions)**

a. List primary admission requirements for the proposed program.

Admission requirements are as follows:

- Bachelor of Education or Bachelor’s degree plus teaching experience or equivalent
- An admission GPA of 3.0. NOTE: For students with lower GPA, we will take into consideration years of work experience in calculating the GPA
- Proof of French language proficiency, as demonstrated by:
  1. Completion of a degree or its university-level equivalent from an institution recognized by the UofA, and where the language of instruction is French. Proof that instruction for the degree was in French is required, OR
  2. Satisfactory score on an approved French proficiency test (the list of language proficiency tests approved by the Faculté Saint-Jean is available at the Faculté Saint-Jean Graduate Studies Office)

b. List program completion requirements.

Program requirements include completion of four(4) 3-credit courses taken from an approved list.

Students will take the four(4) courses of each area of focus in a sequence, within one year. For administrative purposes, this model will allow a more straightforward timetable for offerings, in order to plan for instructors and schedule courses to meet student and faculty needs.

Approved four(4) courses of \*3 credits each for a total of \*12 credits per specialization

**Spécialisation 1. Pédagogie inclusive (see appendix A.1 for further details)**

Objectif:

*L’objectif général de cette orientation sur la pédagogie inclusive dans le CSSE est de former les enseignants aux approches et aux pratiques de l’éducation inclusive afin de répondre aux enjeux du système éducatif de l’Alberta qui préconise le bien-être et la réussite de tous les élèves de cette province.*

Objective:

The overall goal of this orientation on inclusive education within the certificate is to train teachers in the approaches and practices of inclusive education in order to meet the challenges of Alberta's education system, which promotes the well-being and success of all Alberta students.

Apprentissages visés	Learning outcomes
<p>-Approfondir les connaissances actuelles sur les approches et les pratiques éducatives en contexte d’éducation inclusive.</p> <p>- Connaître les besoins particuliers des élèves ayant des difficultés (légères, modérées et sévères) sur le plan physique, moteur, cognitif et langagier.</p>	<ul style="list-style-type: none"> <li>• Deepen current knowledge on educational approaches and practices in the context of inclusive education.</li> <li>• Knowing the specific needs of students with mild, moderate and severe physical, motor, cognitive and language difficulties.</li> </ul>

- Comprendre les besoins particuliers des élèves ayant des difficultés (légères, modérées et sévères) sur le plan affectif et émotionnel.
- Connaître les moyens d'évaluation destinées aux élèves ayant des besoins particuliers.
- Développer des compétences sur la façon de collaborer avec les différents partenaires (familles, professionnels, communauté) en contexte d'éducation inclusive.

- Understanding the specific needs of students with mild, moderate and severe emotional and vocational difficulties.
- Knowing assessment tools for students with special needs.
- Developing skills on how to collaborate with different partners (families, professionals, community) in an inclusive education context.

Liste de cours :

- MEDU 533 - Évaluation en milieu scolaire
- MEDU 538 - Les troubles neuro-développementaux en contexte scolaire
- MEDU 536 - Psychologie de l'éducation et milieu scolaire
- MEDU 537 - Difficultés comportementales en contexte scolaire
- MEDU 532 - Technologie d'aide aux élèves présentant des besoins particuliers sévères
- MEDU 539 - Stage pratique d'inclusion

**Spécialisation 2. Education autochtone (see appendix A.2 for further details)**

Objectif:

Développer sa compétence à intégrer des savoirs, perspectives et principes éducatifs autochtones dans son enseignement et dans son engagement personnel et professionnel. Reconnaître son rôle dans la démarche collective de réconciliation.

Objective:

Develop competence in integrating Indigenous knowledge, perspectives and educational principles into their teaching and their personal and professional commitment. Recognize his/her role in the collective process of reconciliation.

Apprentissages visés	Learning outcomes
<ul style="list-style-type: none"> <li>• Acquérir une meilleure compréhension de l'histoire selon des perspectives autochtones et développer une compréhension adéquate des cultures des Premières Nations, des Métis et des Inuits.</li> <li>• Développer une compréhension des enjeux historique et contemporain et des pratiques liés à la réconciliation et à la décolonisation de l'éducation, et se positionner en tant qu'éducateur/leader scolaire.</li> </ul>	<ul style="list-style-type: none"> <li>• Gain a better understanding of history from Aboriginal perspectives and develop an adequate understanding of First Nations, Métis and Inuit cultures.</li> <li>• Develop an understanding of historical and contemporary issues and practices related to reconciliation and decolonization in education, and position themselves as educators/school leaders.</li> </ul>

<ul style="list-style-type: none"> <li>• Infuser les principes de pédagogie autochtone à différents niveaux de l'activité éducative (dans la conception d'activités pédagogiques, la gestion de classe, l'évaluation, etc.).</li> <li>• Développer la pensée critique du système colonial et oppresseur de l'éducation afin d'avancer l'éducation décoloniale en comprenant le privilège, la construction de race, et la construction de savoir.</li> <li>• Identifier les ressources locales et se familiariser avec les protocoles à suivre. S'approprier les critères pour analyser la pertinence des ressources proposées dans le milieu scolaire (manuels scolaires, ressources et documents écrits ou virtuels, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Infuse principles of Indigenous pedagogy at different levels of educational activity (in the design of educational activities, classroom management, assessment, etc.).</li> <li>• Develop critical thinking about the colonial and oppressive system of education in order to advance decolonial education by understanding privilege, race construction, and knowledge building.</li> <li>• Identify local resources and become familiar with protocols to follow. Appropriate criteria for analyzing the appropriateness of resources offered in the school setting (textbooks, written or virtual resources and materials, etc.).</li> </ul>
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Liste de cours:

Prerequisite: (collaboration avec Native Studies) MOOC pour les fondements et la réflexion sur la réconciliation et la décolonisation

MEDU 552 - Réconciliation et éducation autochtone

MEDU 553 - Communautés autochtones locales : engagement et connexions

MEDU 554 - Savoirs et perspectives autochtones dans la pratique enseignante

MEDU 565 - Leadership et visions du monde autochtone

**Spécialisation 3. Diversité et équité (see appendix A.3 for further details)**

Objectif:

*L'objectif général de cette orientation en diversité et équité dans le CSSE est de former les étudiants sur les enjeux de l'éducation dans un contexte multiculturel, multilingue, et multiracial. C'est une opportunité pour les étudiants de réfléchir aux questions de l'identité personnelle au sein de la diversité et de l'équité.*

Objective:

The purpose of the orientation Equity and Diversity within the graduate Certificate is to educate students about the issues of education in a multicultural, multilingual, and multiracial context. It is an opportunity for students to reflect on issues of personal identity within diversity and equity.

Apprentissages visés	Learning outcomes
<ul style="list-style-type: none"> <li>• Se familiariser avec les enjeux et les principes de l'EDI et identifier les</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with the issues and principles of EDI and identify situations</li> </ul>

<p>situations où les groupes sous-représentés tels les membres de minorités visibles, la communauté LGBTQ etc. peuvent se heurter à des obstacles systémiques et défavorisés et y prévenir</p> <ul style="list-style-type: none"> <li>• Comprendre la nuance entre la déontologie qui énonce les règles auxquels on doit se conformer et l'éthique qui concerne plutôt l'agir de l'employé au regard des valeurs de l'institution, des valeurs universelles, spécialement lorsqu'on doit prendre des décisions difficiles par rapport aux tensions entre les différentes conceptions du bien versus ce qui peut causer préjudice à l'autre, à l'institution.</li> <li>• S'approprier la pratique réflexive, dans et sur l'action, pour examiner ses pratiques éducatives à l'égard des diversités à l'école et des principes EDI.</li> <li>• Modéliser des stratégies EDI adaptées au contexte scolaire et aux populations visées.</li> <li>• Interroger le rôle crucial des acteurs et intervenants éducatifs et leur agir dans la promotion de EDI, tenant compte de la diversité pluri-ethnoculturelle, plurilinguistique, socioculturelle, de genre et de confession en regard du développement de l'éthique professionnelle.</li> </ul>	<p>where under-represented groups such as members of visible minorities, the LGBTQ community, etc. may face systemic barriers and disadvantages and prevent them</p> <ul style="list-style-type: none"> <li>• Understand the nuance between deontology, which sets out the rules to which one must conform, and ethics, which is more about the employee's actions with respect to the values of the institution, universal values, especially when one must make difficult decisions in relation to the tensions between the different conceptions of the good versus what can cause harm to the other, to the institution.</li> <li>• Appropriate reflective practice, in and of action, to examine one's educational practices with respect to diversity in schools and EDI principles.</li> <li>• Model EDI strategies adapted to the school context and target populations.</li> <li>• To question the crucial role of educational actors and stakeholders and their actions in the promotion of EDI, taking into account pluri-cultural, multi-linguistic, socio-cultural, gender and confessional diversity with regard to the development of professional ethics.</li> </ul>
<p><u>Liste de cours</u></p> <p>MEDU 550 - Diversité en milieu éducatif : contexte, enjeux et stratégies</p> <p>MEDU 555 - Éthique professionnelle, valeurs et gestion de conflits</p> <p>MEDU 519 - Didactique du plurilinguisme et du pluriculturalisme</p> <p>MEDU 540 - Dimensions politiques et administratives de l'éducation bilingue</p>	

**Spécialisation 4. STIM-Sciences, technologies ingénierie et mathématiques**  
(see appendix A.4 for further details)

Objectif:

*L'objectif du programme de l'orientation en sciences, technologies, ingénierie et mathématiques (STIM) dans le CSSE est de permettre aux étudiants d'approfondir leurs connaissances en didactique ainsi que leurs pratiques enseignantes en vue de répondre aux besoins diversifiés de la société du 21e siècle. En plus des connaissances disciplinaires en STIM, les étudiant.e.s pourront enrichir leurs compétences nécessaires à la création de conditions riches et significatives d'apprentissage visant l'intégration des STIM afin de soutenir les élèves dans leurs apprentissages et le développement de compétences contemporaines qui vont au-delà du curriculum*

Objective:

The goal of this orientation in the graduate certificate is to enable students to deepen their knowledge of didactics and their teaching practices in order to meet the diverse needs of 21st century society. In addition to disciplinary knowledge in STEM, students will be able to enrich their skills necessary to create rich and meaningful learning conditions aimed at the integration of STEM in order to support students in their learning and the development of contemporary skills that go beyond the curriculum.

Apprentissages visés	Learning outcomes
<ul style="list-style-type: none"> <li>• Développer leur posture épistémologique personnelle par rapport aux STIM ainsi qu'à l'intégration des STIM en éducation</li> <li>• Réfléchir par rapport à la nature des mathématiques, des sciences, des technologies et l'ingénierie dans la société aux niveaux culturel, social, environnemental et politique ;</li> <li>• Analyser les problématiques courantes par rapport à l'enseignement et l'apprentissage des STIM et proposer des solutions d'amélioration en se basant sur les expériences personnelles et la recherche,</li> <li>• Développer un esprit critique par rapport à l'utilisation des mathématiques et des sciences et des technologies (incluant l'ingénierie) dans les écoles ainsi que dans la société,</li> <li>• Basées sur la recherche, créer, intégrer et évaluer des situations d'apprentissage qui incitent les élèves à utiliser la pensée critique et créative ainsi que la prise de décisions dans un processus de résolution de problèmes diversifiés.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their personal epistemological stance on STEM and STEM integration in education</li> <li>• Reflect on the nature of mathematics, science, technology and engineering in society at the cultural, social, environmental and political levels</li> <li>• Analyze current issues in STEM teaching and learning and propose solutions for improvement based on personal experience and research,</li> <li>• Develop critical thinking about the use of mathematics and science and technology (including engineering) in schools and in society,</li> <li>• Based on research, create, integrate, and evaluate learning situations that encourage students to use critical and creative thinking and decision making in the process of solving diverse problems</li> </ul>



Liste de cours :

- MEDU 525 - Numératie dans l'ensemble du curriculum
- MEDU 526 - Culture scientifique, environnement et société
- MEDU 545 - Technologies, enseignement et apprentissage
- MEDU 528 - Séminaire d'intégration STIM et pratiques enseignantes

**Spécialisation 5. Langue, littératie et curriculum (see appendix A.5 for further details)**

Objectif:

*L'objectif principal de cette orientation dans le CSSE est de permettre aux étudiants-enseignants d'approfondir leurs connaissances du rôle de la langue et de la littératie dans l'apprentissage des élèves afin de renouveler leur approche pédagogique et d'optimiser leur capacité de planification pour mieux répondre aux besoins variés des apprenants en contexte plurilingue.*

Objective :

The main objective of this area of focus is to enable student teachers to deepen their knowledge of the role of language and literacy in student learning in order to renew their pedagogical approach and optimize their planning ability to better meet the diverse needs of learners in a plurilingual context.

Apprentissages visés	Learning outcomes
<ul style="list-style-type: none"> <li>• Approfondir ses connaissances des processus qui sous-tendent la lecture et l'écriture de différents genres de texte et s'appuyer sur ces connaissances pour développer des activités favorisant le développement de ces habiletés chez tous les élèves.</li> <li>• Approfondir ses connaissances de l'oral et comprendre l'importance de son rôle dans l'apprentissage des élèves.</li> <li>• Apprendre à intégrer la langue et la littératie dans l'enseignement des matières scolaires.</li> <li>• Apprendre à développer des activités d'enseignement-apprentissage qui valorisent la diversité des langues et des cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Deepen their knowledge of the processes that underlie the reading and writing of different genres of text and use this knowledge to develop activities that foster the development of these skills in all students.</li> <li>• Deepen their knowledge of oral language and understand the importance of its role in student learning.</li> <li>• Learn to integrate language and literacy into the teaching of academic subjects.</li> <li>• Learn to develop teaching-learning activities that value the diversity of languages and cultures.</li> </ul>

Liste de cours :

- MEDU 513 - Apprendre à lire et à écrire différents genres de textes
- MEDU 515 - L'oral au service de l'apprentissage et de l'évaluation
- MEDU 523 - Intégration du contenu, de la langue et de la littératie
- MEDU 500 - Langue, culture et éducation



<p>MEDU 519 - Didactique du plurilinguisme et du pluriculturalisme MEDU 530 - La problématique de l'enseignement des langues</p>
<p><b>Reviewer's comment:</b></p>
<p><b>3. Work Integrated Learning Placements (If applicable, answer the following questions)</b></p>
<p>a. Identify the number of placements required in the proposed program (including type of work setting and duration/timing of activities). <b>N/A : they are already working professionals</b></p>
<p>b. Summarize communications with employers (append applicable letters of support, minutes of program advisory committee meetings, etc.) showing that sufficient placements will be available when needed. <b>N/A</b></p>
<p>c. Comment on whether/how work integrated learning placements in other programs (at the institution and at other institutions within the Alberta Adult Learning System) may be impacted as a result of this program. <b>N/A</b></p>
<p><b>Reviewer's comment:</b></p>
<p><b>4. Endorsement of and/or Support for Program</b></p>
<p>a. Indicate endorsement(s) from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry, when applicable.</p> <p>FSJ consulted with various representatives from (1) the teaching profession in Alberta and (2) the Francophone community to determine the need for this program as well as to solicit their support and feedback:</p> <ul style="list-style-type: none"> <li>• Fédération des conseils scolaires francophone;</li> <li>• Alberta Teachers Association;</li> <li>• College of Alberta School Superintendents;</li> <li>• Conseil Scolaire Centre-Nord</li> <li>• Association canadienne française de l'Alberta;</li> <li>• The office of the Vice-Provost of Indigenous Programming &amp; Research; and</li> <li>• Alberta Education.</li> <li>• Faculty of Education, UofA</li> </ul> <p>Letters of support are attached to this document.</p>
<p><b>Reviewer's comment:</b></p>

## SECTION C: LABOUR MARKET DEMAND AND ENROLMENT PLANNING

### 1. Demand for Program (Answer the following questions)

- a. Describe anticipated employment outcomes (including entrepreneurial and/or self-employment paths) for program graduates.

FSJ will be offering the only certificate in education to Francophone and French speaking (French immersion) participants across the province; therefore, our enrolments will not affect the enrolment within any programs within our institution or across various educational programs in the province.

We foresee a direct positive impact on our existing *Maîtrise en éducation (Master of Education)*. Most educators do not have the time to fully register and commit for the Master of Education program. By offering students the ability to start with the certificate, they may well ladder these courses to their Master's degree. We have seen this with our Graduate Certificate in Educational Leadership that we implemented in 2019: several students in the certificate continued to their Master of Education.

The courses proposed for the five specialties of the *CSSE* are directly applicable for continuing employment as an educational professional: teachers; adult educators; post-secondary educators; curriculum designers; policy makers; school leaders.

- b. Provide evidence of labour market demand for graduates, detailing how such demand was forecasted and substantiated regionally and provincially. (Append supporting documentation, as appropriate.)

There is a major shortage of continuous education and professional training for educators in French programs and within the French immersion programs particularly. As the demand for French immersion education in Alberta grows, we are the only program that caters to the Francophone and French immersion and FSL educational professionals in the province. There is therefore constant, and increasing, demand for our programs. These teachers now either seek to receive the training in English or choose to go to a different program in a different province.

In addition, we answer to the inherent continuous professional development recognized in the *Normes de qualité pour l'enseignement, Norme de qualité pour le leadership scolaire, and Norme de qualité pour la direction générale*, (See attached Alberta Education documents), as outlined and specified by the Government of Alberta. With some [35,000 FTE teachers](#) in the province, there is an ongoing demand for professional development. In addition, we continue to serve French and Francophone educators in Western Canada as well. We have strong ties with the Francophone school boards in both British Columbia and Saskatchewan.

- c. In cases where labour market demand is not the primary driver for creating the program, comment on social and/or community benefits.

d.

While there is a great demand in our Bachelor of Education program for new teachers, this new program will fulfill the demand for the continuing education and training of these teachers. As the French immersion population in Alberta grows, it is

incumbent upon the teaching professionals in these environments to meet a wider variety of needs and demands. Additionally, as society and culture change and evolve, teachers must maintain their education to present relevant education to students. French educational professionals must be able to fulfill their training needs in the language in which they work and provide service to the province's students.

e. Identify which stakeholder groups were consulted regarding demand/need for this program:

<input type="checkbox"/> Student/learners	<input type="checkbox"/> Employers and professional associations
<input type="checkbox"/> Faculty	<input type="checkbox"/> Community organizations
<input type="checkbox"/> Program advisory committee	<input type="checkbox"/> Other post-secondary institutions
<input type="checkbox"/> Regulator and/or accreditation bodies	<input type="checkbox"/> Other (please identify) <i>School jurisdiction leaders</i>

f. Briefly discuss the results of the identified consultations and attach supporting documentation (e.g., minutes of meetings, letters of support, etc.), when available.

We have consulted the following organizations:

- Faculty of Graduate Studies and Research (FGSR);
- Vice-Provost (Programs);
- Director, Academic Budgeting and Programing;
- Vice Provost (Indigenous Programming and Research);
- Comité des études supérieures and the division of Education at FSJ;
- Faculty of Education;
- Alberta Teachers' Association;
- College of Alberta School Superintendents;
- Fédération des conseils scolaires francophones.

g. Provide evidence of student demand for the program. (e.g., survey results, waitlists, demand in similar programs at other institutions etc.).

Targeted participants for the proposed certificate will be primarily Alberta educators from all catchment zones: Southern, Central, and Northern Alberta. We will also target our traditional student bodies from Western Canada, including BC and Saskatchewan.

Since the program is offered online, students will also be recruited from across Canada, including the Maritimes provinces, and internationally. All the courses in the program will be offered on-line, this has been the case for the graduate courses in education at FSJ for at least the last two decades.

h. Comment on the overall sustainability of learner demand for this program over the longer term.

The need for continuous professional learning in French is ongoing and opportunities are very limited in Western Canada. French-speaking education professionals seek out opportunities that will result in university graduate-level credentials in French. We anticipate this being a very sustainable program with deep societal impact.

**Reviewer's comment:**

**2. Projected Student Enrolment** (Complete the table below as applicable).  
 (NB: Proposals for non-credentials do not complete anticipated no. of graduates line or divide enrolments by year of study.)

Proposed Enrolment	1 <sup>st</sup> Year of Implementation	2 <sup>nd</sup> Year of Implementation	3 <sup>rd</sup> Year of Implementation	4 <sup>th</sup> Year of Implementation	Annual Ongoing
<b>Total Headcount</b>	10	12	18	18	15
● 1 <sup>st</sup> Year of Study	10	10	14	14	11
● 2 <sup>nd</sup> Year of Study	0	2	4	4	4
● 3 <sup>rd</sup> Year of Study	0	0	0	0	0
<b>Anticipated No. of Graduates</b>	10	10	14	14	11
<b>Reviewer's Comment:</b>					

a. Indicate the percentage of international students in the enrolment projections and provide a brief rationale regarding how the percentage was established.

It is projected that the majority of the students will be domestic students.

**Reviewer's comment:**

**SECTION D: QUALITY CONSIDERATIONS**

**1. Quality Assurance Considerations** (If applicable, answer the following questions)  
 (NB: non-credential programs complete (a) only.)

a. What strategies did your institution use to foster program quality for the proposed program (e.g., curriculum mapping, use of expert panels, industry panels, or advisory panels, etc.)?

The program's courses will meet the necessary requirements for the three quality standards required by Alberta Education (see attached documents). We are confident we are proposing a quality program that addresses detailed learning outcomes with measurable indicators. We base this assessment on our own expertise in the field of education, as well as input from our various educational and communities representatives (who are experts in French education), recommendation from the external members of Quality Assurance Review that we conducted in 2020-2021, as well as our own expertise in curriculum mapping that the division carried out in 2018-2021.

<p>Since its conception, FSJ has been the flagship French graduate program across Alberta and Western Canada. We have developed expertise in various aspects of educational programs, both academic and research. We recently revised both our Bachelor’s and our Master’s in light of extensive feedback from various stakeholders, and with direct input from education leaders who know the French education landscape extremely well.</p> <p>All colleagues within the education division at FSJ were consulted and provided input for the proposed program depending on their field of expertise. We continue to develop courses in light of our ongoing discussions with stakeholders about the needs in the field of education for graduate level programming.</p>
<p>b. Append a copy of independent academic expert review, when applicable.</p> <p>N/A</p>
<p>c. Append a copy of institution’s response to independent academic expert review, when applicable.</p> <p>N/A</p>
<p>d. Describe the institutional quality assurance process(es) that will be used to ensure the continuing high quality of the proposed program.</p> <ul style="list-style-type: none"> <li>● Faculty members from FSJ will oversee the content development, delivery format and evaluation.</li> <li>● The FSJ Associate Dean Graduate Studies will provide oversight for all FGSR policies and regulations.</li> <li>● IT and EdTech team at FSJ will support the proposed program as required.</li> <li>● The <i>comité consultatif</i> will provide critical advice to the programming of the proposed certificate throughout its development.</li> <li>● Annual review of course content will be conducted by faculty with feedback from instructors and students.</li> <li>● FGSR has authority of oversight over the graduate certificate.</li> </ul>
<p><b>Reviewer’s comment:</b></p>

**SECTION E: FINANCIAL VIABILITY AND SUSTAINABILITY**

**1. Budget and Funding Sources (Answer the following questions)**

- a. Describe how the institution plans to finance the program, including the sources of any funds beyond tuition and Alberta grant funding:
- Tuition will cover all costs (administrative, academic, recruitment, facilities, and supplies.)  
There will be no impact for other programs/operations.
- b. Discuss risk mitigation plans should full revenue(s) not be achieved or should costs exceed amounts budgeted.

**Reviewer's Comment:**

**2. Tuition and Student Cost Considerations** *(Answer the following questions)*

- a. Document tuition and fee projections for students (specify domestic student tuition fees, international student tuition fees, compulsory student fees, and other costs likely to be incurred by students (texts, equipment etc.). Provide rationale where appropriate such as comparisons with similar programs. (Consult with the Ministry as needed.):

The tuition fees are set to be consistent with similar programs at the UofA. Tuition will be \$1200/3-credit course. Specifically, the most comparable program is the Graduate Certificate in Educational Studies at the University of Alberta.

For the certificate, we propose a tuition fee of \$1200 per 3-credit course for domestic students and \$1714.56 per 3-credit course for international students. The international student tuition fee is the approved rate for 2023-34

For comparison, the Graduate Certificate in Interdisciplinary Studies at the the Werklund School of Education of the University of Calgary indicates that for Canadians and permanent Residents the tuition fee is set at \$1,457.01 per 3 credit unit course, while for International students it is \$1,613.16 per 3 credit unit course.

<https://www.ucalgary.ca/pubs/calendar/current/p-1-2-1.html>

No additional financial costs are projected beyond what is normally required for students enrolled in a graduate program (e.g., laptop, books, etc.).

- b. Does the proposed program align with the Tuition and Fees Regulation?  Yes; or  No

- c. Please elaborate on above answer, if necessary.

**Reviewer's Comment:**

**SECTION F: INSTITUTIONAL IMPACT**

**1. Institutional Capacity (Answer the following questions)**

- a. Briefly describe how the proposed program aligns with the institution's mandate and government priorities.

Given the current needs within French immersion programs across Canada, education has been the most sought after program at FSJ, as it offers a unique graduate program in French in Western Canada. The *Maîtrise en éducation* (Master of Education (M EDU)) program, both course-based and thesis-based, at FSJ has been in place since 1994. On average, 40 students are enrolled in the program at any one time. The majority of these students are practitioners in the field: teachers; administrators at schools; schools boards; or Alberta Education. For these students, the main objective for continuing their education is to further their careers in their respective teaching environments and to pursue professional development opportunities. The method of delivery of the program is one of its unique strengths: blended-delivery; online courses; and distance courses. The proposed certificate will contribute to, and build upon, these historical, institutional strengths of the area in a number of ways.

First, it will expand the offerings of the FSJ and the University of Alberta to include an additional professional credential for teachers seeking professional development in French. Second, it provides an attractive new pathway for French immersion and Francophone teachers to attain an advanced professional degree in Education. . Third, the proposed certificate will build on working relationships between members of the FSJ and professional teachers and leaders in the Alberta K-12 education sector through an advisory role.

Each of the proposed specializations has resulted from extensive conversation and planning by faculty members at FSJ. Faculty members are responsible for the development of the cluster of courses in each area. The majority of the courses were already proposed by faculty members during our program overhaul/*refonte*. We have identified learning outcomes for the program as a whole, and for each specific area of expertise. For the Indigenous specialization, colleagues with expertise in indigenous education proposed courses and learning outcomes.

- b. To what extent does the program build on the institution's existing programs, infrastructure, resources and experience from offering programs in related fields?

The program aligns with the UofA's Comprehensive Institutional Plan with respect to attracting and retaining talented students, providing access to an innovative learning opportunity, and advancing connections with the k-12 community, as well as Alberta Education. The program will also support the UofA's mandate that graduates (our k-12 school and system leaders) will be prepared, through an innovative learning environment, to think critically, to act entrepreneurially, to create cultural and technical innovation, to be successful in the global marketplace, and to assume positions of leadership in public and private sectors. The proposed program will provide the students with these skills.



In addition to the above, the proposed program is in alignment with the Comprehensive Institutional Plan in the following areas.

- Facilitate, build and support interdisciplinary, cross-faculty and cross-unit engagement and collaboration.
- Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the UofA's talented, highly qualified and diverse academy.
- Increase graduate access to, and participation in, a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.
- Increased access to, and use of, professional development opportunities for graduate students to support their job market competitiveness, including through internship programs, events and workshops and on-line resources to improve their ability to compete in the global employment market.
- Inspire, model and support excellence in teaching and learning.
- Expand professional development opportunities for graduate students and postdoctoral fellows.
- Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels.
- Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business and community organizations.
- Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the university's reach, effectiveness.
- Work closely with key provincial partners and government agencies.
- Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges.
  - Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems
  - Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement.

The proposed certificate is in alignment with the "For the Public Good" strategic plan in the following areas.

**OBJECTIVE:** Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.

- i. Strategy: Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive, research-intensive, multi-campus university with options for Francophone and rural liberal arts education.



OBJECTIVE: Enhance, support, and mobilize the unique experiences and cultures of all UofA campuses to the benefit of the university as a whole.

- ii. Strategy: Highlight and strengthen the role that FSJ plays in reflecting and reinforcing the linguistic duality of Canada, as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for Francophone and bilingual students, and by progressively improving Faculté Saint-Jean students’ and applicants’ access to French-language services.

The program at FSJ is uniquely situated to advance the Comprehensive Institutional Plan and *For the Public Good* among educators in the second official language of Canada. Educators in Western Canada (British Columbia, Alberta and Saskatchewan) have looked to the FSJ which, for five decades now, has played a pivotal role in the Alberta Teacher Education Program. Most educators in the French Immersion programs and Francophone school boards come to FSJ to further their graduate studies. These are the leaders in French education.

We hope to also reach Francophone educational programs outside of Canada whose linguistic realities are similar to ours in Canada: dual languages.

With this program, we aim to build collaboration with *Agence universitaire francophone* and the *Institut national de recherche scientifique*, so that we can:

1. have more international francophone educators enrolling in our programs;
2. further our understanding of bilingual education;
3. foster research mobility and dissemination;
4. build research partnership and graduate development programs;
5. foster a north-south research and social relationship mostly with African francophone countries.

**Reviewer’s Comment:**

**2. Internal Review and Approval**

- a. Indicate which internal governance body recommended approval and specify date of approval.

**Reviewer’s Comment:**

**SECTION G: SYSTEM IMPACT**

**1. Program Duplication (Answer the following questions)**

a. Does the proposed program potentially duplicate existing programming in the Alberta Adult Learning System?

Yes; or  No

Given the unique content of the courses in French immersion and Francophone education, there is no duplication of this program. The audience for this program is different to any similar English programs.

It is anticipated that the proposed program will primarily serve school educators and administrators in all of Alberta that work in French.

The *CSSE* is a professional graduate certificate and a standalone program designed for educators in Alberta, in Western Canada and beyond.

b. If yes, list these programs (including those offered by Private Career Colleges).

**N/A**

c. If proposed program potentially constitutes program duplication, explain why such duplication is appropriate and beneficial in this circumstance.

**N/A**

**Reviewer's Comment:**

**2. Learner Pathways** (*Answer the following questions*)

a. Which programs or learning activities in the Alberta adult learning system ladder/transfer into this proposed program?

Laddering/transfer into this program does not apply.

b. Into which programs in the Alberta adult learning system does this proposed program ladder or transfer?

The proposed program will ladder into the FSJ - Master of Education degree program.

**Reviewer's Comment:**

**SECTION H: OTHER CONSIDERATIONS**

**Other considerations**

a. Are there other factors or considerations the Ministry should take into account when reviewing this proposal?

There are major challenges to education in French across the province, especially as demand for French education increases rapidly. There is not enough training in French and there are insufficient resources in French to support various stakeholders, including

students, teachers, parents, school leaders, and other educational professionals. This need is urgent and growing as attested to by the Council of Ministers of Education Canada (CMEC) and the Association of Colleges and Universities of the Canadian Francophonie (ACUFC), each of whom recognize an increased demand for French immersion programs, as well as a lack of qualified teachers for these programs. By developing this program, which encompasses key learning areas, we are taking the lead in responding to and addressing these emerging needs in education. FSJ aims, through the *CSSE*, to address the needs of educators and school jurisdictions by providing current, rigorous and diverse graduate-level programming for teachers, school and board leaders, policy makers, and curriculum specialists.

We know that currently in schools, the wait time for various services is long in regular programs and twice as long in French programs--in some instances, wait times can be five times the average. The proposed program will address this inequality by offering high quality training and professional development in French.

**Reviewer's Comment:**

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

## APPENDIX A.1

### Pédagogie inclusive

#### **Objectif:**

L'objectif général de ce certificat en éducation inclusive est de former les enseignants aux approches et aux pratiques de l'éducation inclusive afin de répondre aux enjeux du système éducatif de l'Alberta qui préconise le bien-être et la réussite de tous les élèves de cette province.

#### **Objective :**

The overall goal of the Certificate in Inclusive Education is to train teachers in the approaches and practices of inclusive education in order to meet the challenges of Alberta's education system, which promotes the well-being and success of all Alberta students.

#### **Learning outcomes/Apprentissages visés:**

- Approfondir les connaissances actuelles sur les approches et les pratiques éducatives en contexte d'éducation inclusive.
- Connaître les besoins particuliers des élèves ayant des difficultés (légères, modérées et sévères) sur le plan physique, moteur, cognitif et langagier.
- Comprendre les besoins particuliers des élèves ayant des difficultés (légères, modérées et sévères) sur le plan affectif et émotionnel.
- Connaître les moyens d'évaluation destinées aux élèves ayant des besoins particuliers.
- Développer des compétences sur la façon de collaborer avec les différents partenaires (familles, professionnels, communauté) en contexte d'éducation inclusive.

#### **Learning outcomes :**

- Approfondir les connaissances actuelles sur les approches et les pratiques éducatives en contexte d'éducation inclusive.
- Connaître les besoins particuliers des élèves ayant des difficultés (légères, modérées et sévères) sur le plan physique, moteur, cognitif et langagier.
- Comprendre les besoins particuliers des élèves ayant des difficultés (légères, modérées et sévères) sur le plan affectif et émotionnel.
- Connaître les moyens d'évaluation destinées aux élèves ayant des besoins particuliers.
- Développer des compétences sur la façon de collaborer avec les différents partenaires (familles, professionnels, communauté) en contexte d'éducation inclusive.

## **List of Courses**

### **MEDU 533 : Évaluation en milieu scolaire**

Étude des différents types d'évaluation utilisés dans le milieu scolaire selon les objectifs poursuivis et les innovations récentes en évaluation. Ce cours vise à initier l'étudiant à l'usage et à l'interprétation des tests éducatifs et psycho-pédagogiques, y compris des tests sur les capacités cognitives, des tests de rendements scolaires et des outils de mesure du comportement. Le cours comprend également des exercices pratiques sur le développement d'instruments de mesure qui peuvent contribuer à un processus d'évaluation diagnostique et formative. Peut comprendre des sections en ligne.

### **M EDU 536 : Psychologie de l'éducation et milieu scolaire**

Ce cours vise à examiner les facteurs biopsychosociaux et développementaux qui influencent le rendement et l'adaptation de l'élève à l'école. Ces facteurs, d'origine biologique, psychologique, sociale ou environnementale, interagissent tout au long du développement de l'élève et sont impliqués dans son adaptation au système scolaire. Une attention particulière sera accordée à la résilience et à la prévention des problèmes de santé mentale en milieu éducatif.

### **M EDU 538 : Les troubles neurodéveloppementaux en contexte scolaire**

Ce cours vise à initier l'étudiant à deux troubles neurodéveloppementaux souvent rencontrés chez les élèves notamment, le trouble du déficit de l'attention/hyperactivité (TDAH) et le trouble du spectre de l'autisme (TSA). L'étudiant se familiarisera avec l'approche neuro-développementale et multimodale en lien avec le TDAH et le TSA. La question des facteurs de risque et de protection ainsi que des retombées de ces facteurs sur la gestion et la dynamique de la classe inclusive sera également abordée dans ce cours. Peut comprendre des sections en ligne.

### **M EDU 537 : Difficultés comportementales en contexte scolaire**

Ce cours vise à initier l'étudiant aux difficultés comportementales extériorisées et intériorisées des élèves. L'étudiant se familiarisera aux courants théoriques contemporains et à l'approche développementale des difficultés comportementales externalisées (p. ex : agressivité, trouble oppositionnel avec provocation, troubles de la conduite, etc.) et intériorisées (p. ex : anxiété, dépression, etc.). La question des facteurs de risque et de protection ainsi que des retombées de ces facteurs sur la gestion et la dynamique de la classe inclusive sera également abordée dans ce cours. Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour M EDU 534 ou 535. Peut comprendre des sections en ligne.

### **M EDU 532 : Technologie d'aide auprès des élèves présentant des besoins particuliers sévères**

Ce cours permettra à l'étudiant d'approfondir et d'appliquer ses connaissances concernant l'usage de la technologie d'aide auprès de la clientèle d'élèves présentant des besoins particuliers sévères, particulièrement, ceux dont la capacité d'expression est limitée

(communication augmentative et alternative). La conception universelle de l'apprentissage (CUA) sera privilégiée dans ce cours.

**MEDU 539 : Stage pratique d'inclusion**

Ce cours vise à développer des habiletés en observations, en entrevues, en soutien, et en évaluation d'élèves à risques et en réflexion en groupes lors des visites dans des écoles et en travaillant avec les enseignants, la direction, et l'équipe de soutien des écoles. Peut comprendre des sections en ligne.

## APPENDIX A.2

### Education autochtone

#### **Objectif:**

Développer sa compétence à intégrer des savoirs, perspectives et principes éducatifs autochtones dans son enseignement et dans son engagement personnel et professionnel. Reconnaître son rôle dans la démarche collective de réconciliation.

#### **Objective:**

Develop competence in integrating Indigenous knowledge, perspectives and educational principles into their teaching and their personal and professional commitment. Recognize his/her role in the collective process of reconciliation.

#### **Learning outcomes/Apprentissages visés:**

- Acquérir une meilleure compréhension de l'histoire selon des perspectives autochtones et développer une compréhension adéquate des cultures des Premières Nations, des Métis et des Inuits.
- Développer une compréhension des enjeux historique et contemporain et des pratiques liés à la réconciliation et à la décolonisation de l'éducation, et se positionner en tant qu'éducateur/leader scolaire
- Infuser les principes de pédagogie autochtone à différents niveaux de l'activité éducative (dans la conception d'activités pédagogiques, la gestion de classe, l'évaluation, etc.)
- Développer la pensée critique du système colonial et oppressive de l'éducation afin d'avancer l'éducation décoloniale en comprenant le privilège, la construction de race, et la construction de savoir
- Identifier les ressources locales et se familiariser avec les protocoles à suivre. S'appropriier les critères pour analyser la pertinence des ressources proposées dans le milieu scolaire (manuels scolaires, ressources et documents écrits ou virtuels, etc.)

#### **Learning outcomes:**

- Gain a better understanding of history from Aboriginal perspectives and develop an adequate understanding of First Nations, Métis and Inuit cultures.
- Develop an understanding of historical and contemporary issues and practices related to reconciliation and decolonization in education, and position themselves as educators/school leaders

- Infuse principles of Indigenous pedagogy at different levels of educational activity (in the design of educational activities, classroom management, assessment, etc.)
- Develop critical thinking about the colonial and oppressive system of education in order to advance decolonial education by understanding privilege, race construction, and knowledge construction
- Identify local resources and become familiar with protocols to follow. Appropriate criteria for analyzing the appropriateness of resources offered in the school setting (textbooks, written or virtual resources and materials, etc.)

### **Listes des Cours:**

Voir MOOC pour les fondements (collaboration avec Native Studies) et la réflexion sur la réconciliation et la décolonisation

#### **MEDU 552 : Réconciliation et éducation autochtone.**

Dans ce cours les étudiants se familiariseront avec les politiques et pratiques éducatives en lien avec l'éducation autochtone et la réconciliation avec les peuples Premières Nations, Métis et Inuit. Peut comprendre des sections en ligne.

#### **MEDU 553: Communautés autochtones locales : engagement et connexions**

Dans le cadre de ce cours, les étudiants seront amenés à développer leurs connexions auprès des communautés autochtones locales et à s'engager de manière à développer leurs relations et posture alliée. Ce cours donnera aux étudiants l'opportunité de vivre des rencontres et expériences auprès de divers gardiens du savoir, Aînés, éducateurs, organismes et membres des communautés autochtones. Ce cours comporte une dimension « apprentissage par le service à la communauté ».

#### **MEDU 554: Savoirs et perspectives autochtones dans la pratique enseignante**

Ce cours est axé sur l'intégration dans la pratique des savoirs, perspectives et principes d'éducation des Premiers Peuples. Une analyse du curriculum et un inventaire des ressources disponibles permettront de repérer les occasions de les mettre en œuvre d'une manière authentique dans un contexte de classe.

#### **MEDU 565 : Leadership et visions du monde autochtone**

Ce cours est axé sur les enseignements, approches et modèles autochtones pouvant guider les pratiques de leadership éducatif. Les étudiants auront l'opportunité d'amorcer une réflexion sur leurs propres pratiques et de développer des pratiques exemplaires en collaboration avec divers partenaires autochtones.



## APPENDIX A.3

### Diversité et équité

#### **Objectif:**

L'objectif de ce certificat diversité et équité est de former les étudiants sur les enjeux de l'éducation dans un contexte multiculturel, multilingue, et multiracial. C'est une opportunité pour les étudiants de réfléchir aux questions de l'identité personnelle au sein de la diversité et de l'équité.

#### **Objective :**

The purpose of the Diversity and Equity Certificate is to educate students about the issues of education in a multicultural, multilingual, and multiracial context. It is an opportunity for students to reflect on issues of personal identity within diversity and equity.

#### **Learning outcomes/Apprentissages visés:**

- Se familiariser avec les enjeux et les principes de l'EDI et identifier les situations où les groupes sous-représentés tels les membres de minorités visibles, la communauté LGBTQ etc. peuvent se heurter à des obstacles systémiques et défavorisés et y prévenir
- Comprendre la nuance entre la déontologie qui énonce les règles auxquels on doit se conformer et l'éthique qui concerne plutôt l'agir de l'employé au regard des valeurs de l'institution, des valeurs universelles, spécialement lorsqu'on doit prendre des décisions difficiles par rapport aux tensions entre les différentes conceptions du bien versus ce qui peut causer préjudice à l'autre, à l'institution.
- S'approprier la pratique réflexive, dans et sur l'action, pour examiner ses pratiques éducatives à l'égard des diversités à l'école et des principes EDI.
- Modéliser des stratégies EDI adaptées au contexte scolaire et aux populations visées.
- Interroger le rôle crucial des acteurs et intervenants éducatifs et leur agir dans la promotion de EDI, tenant compte de la diversité pluri-ethnoculturelle, plurilinguistique, socioculturelle, de genre et de confession en regard du développement de l'éthique professionnelle.

#### **Learning outcomes:**

- Become familiar with the issues and principles of EDI and identify situations where under-represented groups such as members of visible minorities, the LGBTQ community, etc. may face systemic barriers and disadvantages and prevent them

- Understand the nuance between deontology, which sets out the rules to which one must conform, and ethics, which is more about the employee's actions with respect to the values of the institution, universal values, especially when one must make difficult decisions in relation to the tensions between the different conceptions of the good versus what can cause harm to the other, to the institution.
- Appropriate reflective practice, in and of action, to examine one's educational practices with respect to diversity in schools and EDI principles.
- Model EDI strategies adapted to the school context and target populations.
- To question the crucial role of educational actors and stakeholders and their actions in the promotion of EDI, taking into account pluri-cultural, multi-linguistic, socio-cultural, gender and confessional diversity with regard to the development of professional ethics.

### **List of Courses**

#### **M EDU 550: Diversité en milieu éducatif : contexte, enjeux et stratégies**

Le cours aborde la question des diversités (socioculturelle, linguistique, sociale, religieuse, sexuelle, etc.) en contexte scolaire et éducatif. Il aborde les politiques d'inclusion, les réalités vécues par les élèves et leur famille et différentes options de gestion de la diversité. Peut comprendre des sections en ligne.

#### **MEDU 555: Éthique professionnelle, valeurs et gestion de conflits**

Ce cours traite de la « gestion » des conflits de valeurs et de normes dans les institutions éducatives multiethniques et multiconfessionnelles, en regard du développement de l'éthique professionnelle. Reposant sur des études de cas, issus de leur pratique ou fournis par l'enseignante, ce séminaire examine les dilemmes éthiques complexes auxquels les enseignants sont confrontés dans leur pratique quotidienne et propose des stratégies d'analyse et de résolution à la lumière de différents cadres (éducatif, pédagogique, légal, déontologique) qui balisent l'exercice de l'enseignement en Alberta et du « vivre ensemble » au Canada. Peut comprendre des sections en ligne.

#### **MEDU 519: Didactique du plurilinguisme et du pluriculturalisme**

Le cours vise à familiariser les étudiants avec les approches plurielles de l'enseignement des langues et des cultures. Il aborde les notions et recherches sur lesquelles repose le développement d'activités d'enseignement-apprentissage valorisant la diversité des langues et des cultures en contexte plurilingue et multiculturel. Peut comprendre des sections en ligne.

#### **M EDU 540: Dimensions politiques et administratives de l'éducation bilingue**

Ce cours examine les structures de l'éducation française et bilingue dans les diverses provinces canadiennes et du rapport existant entre ces structures et le contexte sociopolitique. Il vise également Peut comprendre des sections Alternative Delivery; veuillez consulter le Fees Payment Guide dans la section University Regulations and Information for Students de l'annuaire.

## APPENDIX A.4

### *STIM*

#### *(Sciences, technologies ingénierie et mathématiques)*

##### **Objectif:**

L'objectif du programme de certification en sciences, technologies, ingénierie et mathématiques (STIM) est de permettre aux étudiants d'approfondir leurs connaissances en didactique ainsi que leurs pratiques enseignantes en vue de répondre aux besoins diversifiés de la société du 21<sup>e</sup> siècle. En plus des connaissances disciplinaires en STIM, les étudiant.e.s pourront enrichir leurs compétences nécessaires à la création de conditions riches et significatives d'apprentissage visant l'intégration des STIM afin de soutenir les élèves dans leurs apprentissages et le développement de compétences contemporaines qui vont au-delà du curriculum

##### **Objective:**

The goal of the Science, Technology, Engineering and Mathematics (STEM) certification program is to enable students to deepen their knowledge of didactics and their teaching practices in order to meet the diverse needs of 21st century society. In addition to disciplinary knowledge in STEM, students will be able to enrich their skills necessary to create rich and meaningful learning conditions aimed at the integration of STEM in order to support students in their learning and the development of contemporary skills that go beyond the curriculum.

##### **Learning outcomes/Apprentissages visés:**

Dans le cadre de ce programme qui respecte les perspectives socioconstructivistes et interactives d'apprentissage, les étudiants seront en mesure de :

- développer leur posture épistémologique personnelle par rapport aux STIM ainsi qu' à l'intégration des STIM en éducation,
- réfléchir par rapport à la nature des mathématiques, des sciences, des technologies et l'ingénierie dans la société aux niveaux culturel, social, environnemental et politique ;
- Analyser les problématiques courantes par rapport à l'enseignement et l'apprentissage des STIM et proposer des solutions d'amélioration en se basant sur les expériences personnelles et la recherche,
- développer un esprit critique par rapport à l'utilisation des mathématiques et des sciences et des technologies (incluant l'ingénierie) dans les écoles ainsi que dans la société,

- Basées sur la recherche, créer, intégrer et évaluer des situations d'apprentissage qui incitent les élèves à utiliser la pensée critique et créative ainsi que la prise de décisions dans un processus de résolution de problèmes diversifiés.

### Learning outcomes:

In this program, which respects socioconstructivist and interactive learning perspectives, students will be able to:

- develop their personal epistemological posture in relation to STEM and STEM integration in education
- Reflect on the nature of mathematics, science, technology and engineering in society at the cultural, social, environmental and political levels;
- Analyse current issues in STEM teaching and learning and propose solutions for improvement based on personal experience and research,
- Develop critical thinking about the use of mathematics and science and technology (including engineering) in schools and in society,
- Based on research, create, integrate, and evaluate learning situations that encourage students to use critical and creative thinking and decision making in the process of solving diverse problems.

### List of Courses

#### **MEDU 525 Numératie dans l'ensemble du curriculum**

Ce cours vise à mieux comprendre l'importance de la numératie dans les différentes matières ainsi que dans différents contextes contemporains et vise aussi au développement des compétences citoyennes qui implique l'analyse critique et créative, la prise de décision éclairée, l'action et la communication des données. Peut comprendre des sections en ligne.

#### **MEDU 526: Culture scientifique, environnement et société**

Ce cours vise à susciter une réflexion critique sur le rôle des activités scientifiques et technologiques et leurs impacts sur l'environnement et la société. L'étudiant.e. est amené à développer ses connaissances sur la nature et l'épistémologie des sciences et des technologies. Il permet aux étudiants d'investiguer, de dialoguer et d'échanger sur les divers enjeux sociopolitiques et environnementaux contemporains qui peuvent alimenter les apprentissages chez les élèves et développer diverses compétences telles que la pensée critique et créative, la résolution de problèmes, la collaboration, et la communication. Peut comprendre des sections en ligne.

#### **MEDU 545: Technologies, enseignement et apprentissage**

Ce cours vise à familiariser les étudiants avec l'intégration des technologies émergentes en contexte éducatif. Ce cours vise à développer les connaissances sur les thématiques suivantes : l'enseignement et l'apprentissage médiatisés par les technologies ; les différentes modalités d'enseignement en ligne; en hybride et en comodal et les nouveaux environnements numériques d'apprentissage ; les outils de communication et de partage tels que les réseaux

sociaux ; les technologies au service de l'inclusion scolaire et sociale. Ce cours présente une composante à la fois théorique et pratique visant le développement de conception d'activités intégrant les technologies de cours en ligne. Le cours est complètement en ligne avec des sessions synchrones.

**MEDU 528 ÷ Séminaire d'intégration STIM et pratiques enseignantes**

Ce séminaire met l'accent sur les fondements théoriques et pratiques par rapport à l'intégration des sciences, technologies, ingénierie et mathématiques (STIM). Les étudiants seront en mesure d'explorer et d'analyser de façon critique divers modèles d'intégration disciplinaires, de créer et mettre en place des conditions favorables à l'apprentissage et d'analyser leurs pratiques enseignantes.

NOTE: Si possible, nous aimerions que ce cours soit enseigné par les 2 spécialistes soit simultanément ou chacun une partie du cours.

## APPENDIX A.5

### Langue, litt ratie et curriculum

#### **Objectif:**

L'objectif principal de ce certificat est de permettre aux  tudiants-enseignants d'approfondir leurs connaissances du r le de la langue et de la litt ratie dans l'apprentissage des  l ves afin de renouveler leur approche p dagogique et d'optimiser leur capacit  de planification pour mieux r pondre aux besoins vari s des apprenants en contexte plurilingue.

#### **Objective:**

The main objective of this certificate is to enable student teachers to deepen their knowledge of the role of language and literacy in student learning in order to renew their pedagogical approach and optimise their planning ability to better meet the diverse needs of learners in a plurilingual context.

#### **Learning outcomes/Apprentissages vis s:**

- Approfondir ses connaissances des processus qui sous-tendent la lecture et l' criture de diff rents genres de texte et s'appuyer sur ces connaissances pour d velopper des activit s favorisant le d veloppement de ces habilet s chez tous les  l ves.
- Approfondir ses connaissances de l'oral et comprendre l'importance de son r le dans l'apprentissage des  l ves.
- Apprendre   int grer la langue et la litt ratie dans l'enseignement des mati res scolaires.
- Apprendre   d velopper des activit s d'enseignement-apprentissage qui valorisent la diversit  des langues et des cultures.

#### **Learning outcomes:**

- Deepen their knowledge of the processes that underlie the reading and writing of different genres of text and use this knowledge to develop activities that foster the development of these skills in all students.
- Deepen their knowledge of oral language and understand the importance of its role in student learning.
- Learn to integrate language and literacy into the teaching of academic subjects.
- Learn to develop teaching-learning activities that value the diversity of languages and cultures.

#### **List of Courses**

**MEDU 513** Apprendre   lire et    crire diff rents genres de textes

Durant ce cours, les étudiants réfléchiront à la notion de texte de qualité en lien avec différents genres de texte. Ils approfondiront leurs connaissances de la démarche rédactionnelle qui sous-tend la création d'un texte de qualité chez les lecteurs et les scripteurs habiles. Ils exploreront le lien entre la lecture et l'écriture. Ils se familiariseront avec des principes d'apprentissage pouvant guider la conception d'une intervention orientée vers l'enseignement explicite de stratégies de lecture et d'écriture. Ils appliqueront ces connaissances dans le cadre de l'élaboration d'une séquence didactique visant le développement de la compétence à produire un genre de texte de leur choix. Peut comprendre des sections en ligne.

**MEDU 515** L'oral au service de l'apprentissage et de l'évaluation

Durant ce cours les étudiants se familiariseront avec le concept de l'oral au service de l'apprentissage et de l'évaluation à l'ère numérique. Ils approfondiront de manière théorique et pratique, le rôle de l'oral comme compétence essentielle ; les notions de discours dialogique et exploratoire dans la construction des savoirs et la discussion philosophique. L'oral et l'utilisation des technologies numériques seront aussi abordés dans le cadre de ce cours.

**MEDU 523** Intégration du contenu, de la langue et de la littératie

Durant le cours les étudiants se familiariseront avec la recherche dans le domaine de l'intégration de la langue, du contenu et des habiletés liées à littératie disciplinaire en immersion et milieu francophone minoritaire. Ils analyseront les programmes d'enseignement actuels avec un regard critique afin d'identifier les lacunes de ceux-ci. Ils utiliseront une approche intégrée permettant un rééquilibrage de l'instruction afin que les sens et la forme soient conjointement ciblés. Enfin, Ils développeront un micro programme mettant en application les théories et pédagogies étudiées. Peut comprendre des sections en ligne.

**MEDU 500** Langue, culture et éducation

Étude interdisciplinaire (anthropologie, sociologie, psychologie sociale) des théories scientifiques contemporaines sur la nature de la culture, ses rapports avec la langue et ses mécanismes de transmission et de modification. La problématique locale sera examinée dans le contexte de la communauté scientifique internationale. L'histoire de la science de l'éducation bilingue sera aussi abordée. Peut comprendre des sections Alternative Delivery; veuillez consulter la page Fees Payment Guide dans la section University Regulations de l'annuaire.

**MEDU 519** Didactique du plurilinguisme et du pluriculturalisme

Le cours vise à familiariser les étudiants avec les approches plurielles de l'enseignement des langues et des cultures. Il aborde les notions et recherches sur lesquelles repose le développement d'activités d'enseignement-apprentissage valorisant la diversité des langues et des cultures en contexte plurilingue et multiculturel. Peut comprendre des sections en ligne.

**MEDU 530** La problématique de l'enseignement des langues

Étude de la langue et de son impact sur le développement de la personne. Nouvelles orientations centrées sur les réalités de l'enseignement des langues telles que l'intégration des matières, l'individualisation, l'enseignement par atelier, etc. Peut comprendre des sections Alternative Delivery; veuillez consulter le Fees Payment Guide dans la section University Regulations and Information for Students de l'annuaire.





# UNIVERSITY OF ALBERTA

## Library Impact Statement

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

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

### Library Contact:

Name: <b>Sarah Shaughnessy</b>	Date: <b>Oct. 31, 2022</b>
Library Unit: <b>Bibliothèque Saint-Jean</b>	Email: <b>sarah.shaughnessy@ualberta.ca</b>

### Program Proposal Contact:

Name: <b>Samira ElAtia</b>	Dept./School: <b>Professor and Associate Dean Research &amp; Graduate Studies, Campus Saint-Jean</b>
Faculty: <b>Campus Saint-Jean</b>	E-mail: <b>selatia@ualberta.ca</b>

### Proposed Program Changes:

<i>Insert specific program proposal name here</i> <b>Graduate Certificate in Education</b>
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Library Service or Resource	Description of Library Impact
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)	<p>Instruction related to searching for research information through library resources and on the open Internet may be useful for students in the program.</p> <p>The Libraries offer a range of <a href="#">drop in research workshops</a> throughout the academic year to assist students with their research needs. In addition, <a href="#">online instructional guides</a> and <a href="#">tutorials</a> are accessible via the Libraries' web site to support the research process. Course/assignment specific instruction may also be useful. Please contact the appropriate <a href="#">subject librarian</a> to discuss.</p>
Reference assistance (e.g., ongoing one-on-one help)	The <a href="#">subject librarian</a> or other librarians in complementary subject areas will be able to accommodate requests for assistance via email, phone, or online.

Library Service or Resource	Description of Library Impact
<p>Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)</p>	<p>Instruction related to searching for research information through library resources and on the open Internet may be useful for students in the program.</p> <p>The Libraries offer a range of <a href="#">drop in research workshops</a> throughout the academic year to assist students with their research needs. In addition, <a href="#">online instructional guides</a> and <a href="#">tutorials</a> are accessible via the Libraries' web site to support the research process.</p> <p>Course/assignment specific instruction may also be useful. Please contact the appropriate <a href="#">subject librarian</a> to discuss.</p>
	<p>General reference assistance is available at all University of Alberta Library <a href="#">service desks</a> and online via <a href="#">Ask us services</a>.</p> <p><a href="#">Distance services</a> may be useful to some students in this program for accessing copies of physical documents.</p>
<p>Collections – course materials, print, electronic [note any impacts on simultaneous users, licensing considerations etc.]</p>	<p>The Libraries' current subscriptions to print and electronic journals and books should adequately support this program. Any items that are not available and/or accessible through the Libraries can be requested through <a href="#">Interlibrary Loan</a>.</p> <p>Journals and electronic resources with particular relevance to this program include:</p> <ul style="list-style-type: none"> <li>● ERIC via Ovid and/or Ebscohost</li> <li>● Education database</li> <li>● Education research complete</li> <li>● Educational administration abstracts</li> <li>● ERUDIT</li> <li>● CAIRN</li> <li>● Journals: <i>Éducation et francophonie, Nouveaux cahiers de la recherche en éducation, Revue des sciences de l'éducation</i>, etc.</li> </ul> <p>The Library's <a href="#">Bibliothèque Saint-Jean Education</a> Subject Guides will be relevant to students taking specific courses in the program.</p>
<p>Collaboration with other UAL library units</p>	<p>The <a href="#">Digital Scholarship Centre</a> (DSC) is another library facility that may be of use to those completing this certificate/program given their innovative resources, including access to the <a href="#">DSC Makerspace</a>. Any student can gain access to these resources, including <a href="#">high performance computers</a>, in this facility provided the use is tied to a curriculum based project. The Library's 3D <a href="#">printing service</a> may also be of use.</p>
<p>Physical facilities (e.g., sufficient room for group work; in-library work, etc.)</p>	<p>Physical facilities are in place to support student research needs. There are bookable group <a href="#">study spaces</a>, as well as collaborative and individual study spaces in all library locations.</p>
<p>Other (specify)</p>	

Library Service or Resource	Description of Library Impact
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)	<p>Instruction related to searching for research information through library resources and on the open Internet may be useful for students in the program.</p> <p>The Libraries offer a range of <a href="#">drop in research workshops</a> throughout the academic year to assist students with their research needs. In addition, <a href="#">online instructional guides</a> and <a href="#">tutorials</a> are accessible via the Libraries' web site to support the research process. Course/assignment specific instruction may also be useful. Please contact the appropriate <a href="#">subject librarian</a> to discuss.</p>

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

Unit Head Name	Unit Head Signature	Date
Christine Brown	<i>Christine Po</i>	Nov 1, 2022

Associate University Name	Associate University Signature	Date
Sharon Murphy	<i>Sharon Murphy</i>	November 1, 2022



# The Alberta Teachers' Association

11010 142 Street NW, Edmonton, Alberta T5N 2R1

T 780-447-9400 or 1-800-232-7208

F 780-455-6481

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2022 10 28

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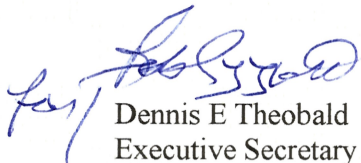
Dear Dr ElAtia

The Alberta Teachers' Association supports in principle the Faculté Saint-Jean (FSJ) of the University of Alberta as it embarks upon the process of creating new graduate programs. Of interest to the ATA, both the new interdisciplinary doctoral program and the Certificat supérieur en sciences de l'éducation, are specifically designed to prepare graduates for leadership, research, and entrepreneurial positions outside of the academy. The many unique features that both programs promise to incorporate will provide a rigorous learning opportunity for individuals who are in or aspire to positions of school or system leadership or, those who are interested in pursuing careers in education-related research.

FSJ, in offering this interdisciplinary doctoral program, is reaching out to Alberta's francophone and French-speaking teaching community and offers them an opportunity to pursue higher education in a context that supports learning in their first language. It is an acknowledgement of Canada's linguistic duality.

The Alberta Teachers' Association values graduate programs like this as they offer members an opportunity to develop professionally and take up positions within the teaching profession that support the classroom teacher. The Association looks forward to the point in time when this new doctoral program will come on stream and be available to its French-speaking members. We would be pleased to discuss potential opportunities within the new program where Association staff would make presentations about the profession and the role of the Alberta Teachers' Association.

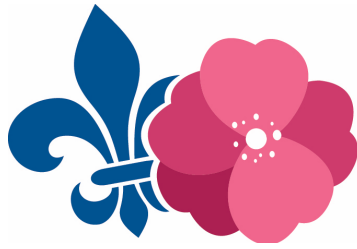
Sincerely



Dennis E Theobald  
Executive Secretary

DET/MDS/jcg/bld/nb





Fédération des  
**CONSEILS SCOLAIRES**  
francophones de l'Alberta

---

21 septembre 2022

À qui de droit,

Veillez accepter cette lettre d'appui de la part de la Fédération des conseils scolaires francophones de l'Alberta (FCSFA) pour la mise en place de nouveaux programmes d'études supérieures en français offerts par la Faculté Saint-Jean de l'Université de l'Alberta.

La FCSFA est un regroupement permettant aux quatre conseils scolaires de la province de collaborer sur divers dossiers d'intérêt commun afin d'assurer l'offre complète de la programmation scolaire en français de la maternelle à la douzième année. La FCSFA appuie un continuum de services éducatifs pour plus de 9 000 élèves francophones répartis dans 43 écoles de langue française dans la province. Depuis plus de 28 ans, les conseils scolaires francophones de l'Alberta travaillent collaborativement avec passion pour offrir aux élèves une éducation de grande qualité.

La Faculté Saint-Jean est un partenaire privilégié de la FCSFA. Elle contribue largement au développement de la communauté francophone, particulièrement dans le cadre de la formation post secondaire de nos élèves. Par exemple, nombreux sont les enseignants francophones qui proviennent de la Faculté Saint-Jean. La FCSFA compte non seulement sur la formation de base en éducation pour assurer la pérennité des systèmes scolaires de langue française, mais elle appuie le développement d'opportunités d'études menant à la maîtrise, au doctorat et à la certification du second cycle universitaire. Nous vous invitons donc à endosser le développement de la programmation proposée par la Faculté Saint-Jean. Il nous semble impératif d'appuyer une programmation qui présente une plus grande variété de choix d'études post secondaires pour nos élèves.

La FCSFA demeure disponible pour répondre à vos questions sur l'importance des programmes proposés par la Faculté Saint-Jean. Entretemps, nous vous prions d'accepter nos salutations les plus sincères.

Anne-Marie Boucher  
Directrice exécutive, FCSFA



Le 19 septembre 2022

**Objet : Appui aux propositions de trois nouveaux programmes au Campus Saint-Jean**

Mesdames,  
Messieurs,

L'Association des collèges et universités de la francophonie canadienne (ACUFC) a pris connaissance des propositions de trois nouveaux programmes d'études supérieures que veut offrir en français le Campus Saint-Jean de l'Université de l'Alberta. Nous sommes convaincus que ces programmes renforceront la mission académique du Campus Saint-Jean et celle de l'Université de l'Alberta. Nous vous prions donc d'accepter cette lettre d'appui pour la mise en œuvre de la Maîtrise en Sciences, du Doctorat interdisciplinaire et du Certificat supérieur en sciences de l'éducation.

Ces programmes répondront à la demande de diplômés voulant exercer leurs professions en français et en anglais en Alberta et ailleurs au Canada, contribuant ainsi à la vitalité de la francophonie canadienne. De plus, ils sauront attirer des étudiants internationaux voulant poursuivre leurs études en français au Canada, à l'extérieur du Québec, et permettront au Campus Saint-Jean d'établir des partenariats avec des institutions dans des pays de la Francophonie qui, à l'heure actuelle, ne sont pas inclus dans les cibles de recrutement de l'Université de l'Alberta.

L'ACUFC regroupe les 22 collèges et universités francophones et bilingues à l'extérieur du Québec. Par l'établissement de partenariats et de projets de collaboration entre ses membres, elle facilite l'accès aux fonds du gouvernement fédéral visant à accroître l'offre de programmes d'études postsecondaires en français et à soutenir la réalisation de recherches en français. Le Campus Saint-Jean bénéficie de cette collaboration pancanadienne. Il reçoit environ 1 100 000 \$ par année en financement fédéral pour appuyer ses programmes en santé et en petite enfance et pour offrir quelque 80 bourses par année à des étudiants anglophones qui choisissent de poursuivre leurs études postsecondaires en français.

Le soutien aux trois nouveaux programmes d'études supérieures proposés s'inscrit dans la volonté de l'ACUFC d'assurer l'équité et de faire tomber les barrières systémiques auxquelles se heurtent les communautés étudiantes et de recherche francophones et francophiles en Alberta. L'ACUFC tient à souligner le caractère unique de ces programmes, tant dans leur conception que par leurs modèles d'apprentissage, pour les étudiantes et les étudiants qui souhaitent poursuivre des études supérieures dans un environnement francophone dans l'Ouest canadien. La gamme de programmes proposés facilitera l'intégration des étudiantes et des étudiants au marché du travail





ou à l'univers de la recherche, notamment en favorisant le développement de compétences transversales essentielles, de même qu'en offrant des parcours d'apprentissage en milieu de travail et des ateliers de formation continue.

L'ACUFC connaît la qualité exceptionnelle du corps professoral du Campus Saint-Jean. Elle estime aussi que les programmes proposés contribueront grandement à actualiser le potentiel encore inexploité du Campus en matière de recherche. Non seulement les étudiantes et les étudiants aux cycles supérieurs des nouveaux programmes augmenteront significativement la capacité de recherche au Campus, mais l'offre de ces programmes permettra aussi aux professeures et professeurs d'élaborer des programmes de recherche innovants, à la fois ancrés dans les réalités albertaines et enrichis par une perspective francophone originale.

Pour toutes ces raisons, l'ACUFC demande aux autorités concernées d'approuver les trois nouveaux programmes proposés par le Campus Saint-Jean. L'ACUFC s'engage à appuyer activement la mise en œuvre de ces programmes dans le cadre de son mandat.

Je vous prie d'agréer l'expression de mes sentiments les meilleurs.

A handwritten signature in black ink, reading "Lynn Brouillette". The signature is written in a cursive, flowing style.

Lynn Brouillette  
Présidente-directrice générale

Le 15 septembre 2022

À qui de droit,

Le Conseil scolaire Centre-Nord (CSCN) vous prie d'accepter cette lettre d'appui pour le développement de nouveaux programmes d'études supérieures offerts en français par la Faculté Saint-Jean de l'Université de l'Alberta.

Le CSCN est un des quatre conseils scolaires francophones de l'Alberta. Ses 20 écoles réparties sur un large territoire permettent d'accueillir 3800 élèves de 5 à 19 ans pour leur offrir une éducation de qualité, en français, afin de répondre aux familles se qualifiant sous l'article 23 de la *Charte canadienne des droits et libertés*. Le CSCN compte sur la Faculté Saint-Jean pour offrir un continuum d'éducation en français langue première alors que plusieurs de nos diplômés poursuivent des études en français à l'Université de l'Alberta. De plus, la Faculté Saint-Jean est essentielle pour la formation post secondaire qui assure le recrutement d'employés compétents et engagés envers la mission de l'éducation francophone en milieu minoritaire. Entre autres, une grande portion de nos enseignants sont formés dans le programme d'éducation de la Faculté Saint-Jean.

Comme système scolaire, nous croyons important que l'offre de programmes scolaires d'études supérieures en français se développe davantage dans notre province. Nous savons que plusieurs étudiants s'intéressent à des programmes de maîtrise et de doctorat en français pour parfaire leur développement professionnel. Nous constatons aussi que nos enseignants pourraient profiter d'un programme de certification d'études supérieures en sciences. Un tel perfectionnement professionnel, disponible en français, serait un atout considérable pour appuyer les projets de croissance professionnelle de notre personnel.

Comme vous pouvez le constater, nous misons beaucoup sur une offre de programmation complète de la part de la Faculté Saint-Jean. Au cours des dernières trois décennies, le partenariat entre la Faculté et le CSCN a été forgé par une complicité continue qui vise à offrir une formation en français qui est riche et de qualité. L'ajout des programmes de maîtrise et de doctorat ainsi qu'un programme de certificat d'études en sciences représente une amélioration importante dans l'offre académique disponible aux francophones de la province.

Je vous invite à communiquer avec moi pour de plus amples renseignements. En terminant, je vous prie d'accepter l'expression de mes sentiments distingués.



Robert Lessard  
Directeur général



## Calendar Change Request Form for Course Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Faculté Saint-Jean
Contact Person:	<a href="#">Samira ElAtia</a>
Level of change: (choose one only) [?]	<ul style="list-style-type: none"> <li>• Undergraduate</li> </ul>
	<ul style="list-style-type: none"> <li>• Graduate</li> </ul>
For which term will this change take effect?	Fall 2023

### Rationale

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

- New courses for the *Certificat supérieur en sciences de l'éducation*: M EDU 526, 528, 532, 553, 554, 565. [Introduction](#) folder: contains the memo from FSJ Dean, as well as an overview of the grad programs at FSJ and the guiding principles for the proposals.

### Course Template

CURRENT	PROPOSED
Current: <del>Removed language</del>	Proposed: <b>New language</b>
<b>NEW</b>	<b>M EDU 526: Culture scientifique, environnement et société</b>  Course Career <b>Graduate</b> Units <b>3</b> Approved Hours <b>3-0-0</b> Fee index <b>6</b> Faculty <b>Faculté Saint-Jean</b> Department <b>Saint-Jean</b> Typically Offered <b>l'un ou l'autre semestre</b>  Description

	<p>Ce cours vise à susciter une réflexion critique sur le rôle des activités scientifiques et technologiques et leurs impacts sur l'environnement et la société. L'étudiant.e. est amené à développer ses connaissances sur la nature et l'épistémologie des sciences et des technologies. Il permet aux étudiants d'investiguer, de dialoguer et d'échanger sur les divers enjeux sociopolitiques et environnementaux contemporains qui peuvent alimenter les apprentissages chez les élèves et développer diverses compétences telles que la pensée critique et créative, la résolution de problèmes, la collaboration, et la communication. Peut comprendre des sections en ligne.</p>
<p><b>NEW</b></p>	<p><b>M EDU 528 Séminaire d'intégration STIM et pratiques enseignantes</b></p> <p><b>Course Career Graduate</b>  <b>Units 3</b>  <b>Approved Hours 3-0-0</b>  <b>Fee index 6</b>  <b>Faculty Faculté Saint-Jean</b>  <b>Department Saint-Jean</b>  <b>Typically Offered l'un ou l'autre semestre</b></p> <p><b>Description</b>  Ce séminaire met l'accent sur les fondements théoriques et pratiques par rapport à l'intégration des sciences, technologies, ingénierie et mathématiques (STIM). Les étudiants seront en mesure d'explorer et d'analyser de façon critique divers modèles d'intégration disciplinaires, de créer et mettre en place des conditions favorables à l'apprentissage et d'analyser leurs pratiques enseignantes.</p>

<p><b>NEW</b></p>	<p><b>M EDU 532 Technologie d'aide auprès des élèves présentant des besoins particuliers sévères</b></p> <p>Course Career Graduate  Units 3  Approved Hours 3-0-0  Fee index 6  Faculty Faculté Saint-Jean  Department Saint-Jean  Typically Offered l'un ou l'autre semestre</p> <p><b>Description</b>  Ce cours permettra à l'étudiant d'approfondir et d'appliquer ses connaissances concernant l'usage de la technologie d'aide auprès de la clientèle d'élèves présentant des besoins particuliers sévères, particulièrement, ceux dont la capacité d'expression est limitée (communication augmentative et alternative). La conception universelle de l'apprentissage (CUA) sera privilégiée dans ce cours.</p>
<p><b>NEW</b></p>	<p><b>M EDU 553 Communautés autochtones locales : engagement et connexions</b></p> <p>Course Career Graduate  Units 3  Approved Hours 3-0-0  Fee index 6  Faculty Faculté Saint-Jean  Department Saint-Jean  Typically Offered l'un ou l'autre semestre</p> <p><b>Description</b></p>

	<p>Dans le cadre de ce cours, les étudiants seront amenés à développer leurs connexions auprès des communautés autochtones locales et à s'engager de manière à développer leurs relations et posture alliée. Ce cours donnera aux étudiants l'opportunité de vivre des rencontres et expériences auprès de divers gardiens du savoir, Aînés, éducateurs, organismes et membres des communautés autochtones. Ce cours comporte une dimension « apprentissage par le service à la communauté ». Ce cours peut occasionner des frais divers supplémentaires.</p>
<p><b>NEW</b></p>	<p><b>M EDU 554 Savoirs et perspectives autochtones dans la pratique enseignante</b></p> <p>Course Career Graduate  Units 3  Approved Hours 3-0-0  Fee index 6  Faculty Faculté Saint-Jean  Department Saint-Jean  Typically Offered l'un ou l'autre semestre</p> <p><b>Description</b></p> <p>Ce cours est axé sur l'intégration dans la pratique des savoirs, perspectives et principes d'éducation des Premiers Peuples. Une analyse du curriculum et un inventaire des ressources disponibles permettront de repérer les occasions de les mettre en œuvre d'une manière authentique dans un contexte de classe.</p>

<p><b>NEW</b></p>	<p><b>M EDU 565 Leadership et visions du monde autochtone</b></p> <p>Course Career Graduate  Units 3  Approved Hours 3-0-0  Fee index 6  Faculty Faculté Saint-Jean  Department Saint-Jean  Typically Offered l'un ou l'autre semestre</p> <p><b>Description</b></p> <p>Ce cours est axé sur les enseignements, approches et modèles autochtones pouvant guider les pratiques de leadership éducatif. Les étudiants auront l'opportunité d'amorcer une réflexion sur leurs propres pratiques et de développer des pratiques exemplaires en collaboration avec divers partenaires autochtones.</p>
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**Reviewed/Approved by:**

<p>REQUIRED: Faculty Council (or delegate) and approval date.  FSJ Executive Committee : November 3, 2022  FSJ Council: November 17, 2022</p>
<p>OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.</p>



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

Faculty (& Department or Academic Unit):	Faculté Saint-Jean
Contact Person:	<a href="#">Samira ElAtia</a>
Level of change: (choose one only)	• Undergraduate
	• Graduate
Type of change request: (check all that apply)	• Program
	• Regulation
For which term is this intended to take effect?	September 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	

**Rationale**

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

<p>New <b>Certificat supérieur en sciences de l'éducation</b> <a href="#">Introduction</a> folder: contains the memo from FSJ Dean, as well as an overview of the graduate programs at FSJ and the guiding principles for the proposals.</p>
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**Calendar Copy**

URL in current Calendar (or "New page") <a href="https://calendar.ualberta.ca/preview_program.php?catoid=36&amp;poid=42588&amp;returnto=11393">https://calendar.ualberta.ca/preview_program.php?catoid=36&amp;poid=42588&amp;returnto=11393</a>	
Current Copy	Proposed Copy <b>[Français]</b>

**NEW**

## **Certificat supérieur en sciences de l'éducation**

Le programme du Certificat supérieur en sciences de l'éducation (CSSE) de la Faculté Saint-Jean s'adresse aux professionnels de l'éducation qui œuvrent en français et en milieu francophone et qui souhaitent continuer leur formation professionnelle.

### **Conditions d'admission**

Les conditions minimales d'admission au programme du Certificat supérieur en sciences de l'éducation sont les suivantes:

- Baccalauréat universitaire ou équivalent reconnu par l'Université de l'Alberta;
- Moyenne d'admission minimale de 3,0 sur l'échelle de 4 points, ou l'équivalent, dans les 60 crédits derniers crédits des cours universitaires, ou sur l'équivalent des deux dernières années de cours à temps plein ;
- Une expérience de deux ans minimum d'enseignement et/ou de travail dans le milieu scolaire, le candidat doit soumettre un CV

**Note :** *Les candidats qui ne satisfont pas à l'exigence minimale de moyenne pondérée cumulative mais qui possèdent quand même une solide expérience professionnelle pertinente dans le domaine peuvent également être admissibles. Les personnes qui sont dans cette situation sont encouragées à communiquer avec le bureau des admissions de la Faculté Saint-Jean pour discuter de leur admissibilité.*

- Les candidats doivent posséder une compétence langagière en français démontrée par :
  - a. un diplôme universitaire ou équivalent d'un établissement reconnu par l'Université de l'Alberta, et où la langue d'enseignement est le français. La preuve que l'instruction pour le diplôme était en français est requise,

OU

  - b. un résultat satisfaisant à un test de compétence en français approuvé (la liste des tests de compétence linguistique approuvés par la Faculté Saint-Jean est disponible au bureau des études supérieures de la Faculté Saint-Jean)

Note: Il est important de noter qu'une compétence en compréhension écrite (lecture) en anglais pourrait être nécessaire dans le programme.

### **Exigences du programme**

Le programme comprend quatre cours (12 crédits) choisis parmi une liste de cours approuvés. Ces cours sont regroupés sous divers domaines d'intérêt en éducation , comme suit:

- Diversité et équité, OU
- Éducation autochtone, OU
- Langue, littérature et curriculum, OU

	<ul style="list-style-type: none"> <li>- Pédagogie inclusive , OU</li> <li>- Sciences, technologies ingénierie et mathématiques (STIM).</li> </ul> <p>Note: Les cours sont choisis en consultation avec le superviseur et l'administration du programme des études supérieures à la Faculté Saint-Jean.</p> <p><b>Durée limite du programme</b> Toutes les exigences du certificat doivent être remplies en 4 ans à compter de la première inscription au certificat.</p> <p><b>Voie passerelle à la maîtrise</b> Les étudiants qui ont complété le certificat avec succès peuvent utiliser certains cours du certificat pour obtenir une équivalence avancée dans le programme de maîtrise en éducation de la Faculté Saint-Jean. La réussite du certificat ne constitue pas une garantie d'admission à un programme de maîtrise. Le certificat peut être utilisé à la fois comme critère d'admission et comme voie passerelle pour entrer dans le cursus du programme de maîtrise dans la voie sans thèse. Les informations sur la voie passerelle à la maîtrise sont disponibles sur le site web <a href="#">Graduate Regulations</a>.</p>
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URL in current Calendar (or "New page") <a href="https://calendar.ualberta.ca/preview_program.php?catoid=36&amp;poiid=42588&amp;returnto=11393">https://calendar.ualberta.ca/preview_program.php?catoid=36&amp;poiid=42588&amp;returnto=11393</a>	
<b>Current Copy:</b>	<b>Proposed Copy:</b> <b>[English]</b>
<b>New</b>	<p><b>Certificat supérieur en sciences de l'éducation</b></p> <p>The <i>Certificat supérieur en sciences de l'éducation (CSSE)</i> program at the Faculté Saint-Jean is designed for education professionals who work in French, or in a Francophone environment, and who wish to further their professional development.</p> <p><b>Entrance Requirements</b></p> <p>Minimum admission requirements are as follows.</p> <ul style="list-style-type: none"> <li>● A bachelor's degree or equivalent recognized by the University of Alberta.</li> <li>● An admission GPA of 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA</li> </ul>



will be calculated on the last 60 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.

- A minimum of two years teaching and/or work experience in a school setting. Applicants must submit a resume.

*NOTE: Applicants who do not meet the minimum GPA requirement but have considerable relevant professional experience may also be admissible. Applicants in this situation are encouraged to contact the Admissions Office at the Faculty Saint-Jean to discuss their eligibility.*

- Applicants must have adequate French language proficiency, as demonstrated by:

(a) a degree or its university-level equivalent from an institution recognized by the University of Alberta, and where the language of instruction is French. Proof that instruction for the diploma was in French is required;

OR

(b) a satisfactory score on an approved French proficiency test (the list of language proficiency tests approved by the Faculté Saint-Jean is available at the Faculté Saint-Jean Graduate Studies Office).

Note: It is important to note that reading competence in English may be necessary in the program.

### **Program Requirements**

The program consists of four courses (12 units) selected from a list of approved courses which are clustered into areas of focus within the field of education, as follows:

- Diversity and Equity; OR
- Indigenous Education; OR
- Language, Literacy and Curriculum; OR
- Inclusive Pedagogy; OR
- Science, Technology, Engineering and Mathematics (STEM).

Note: Courses to be selected in consultation with the graduate program administration at Faculté Saint-Jean.

### **Length of Program**

All components of the certificate must be completed within 4 years of enrollment from first registration for the certificate.

### **Laddering**

Students who complete the certificate in good standing may be able to use the courses from the certificate to receive advanced

	<p>standing in the course-based Master of Education program in the Faculté Saint-Jean. Completion of the certificate does not guarantee admission to a master's degree program. The certificate may be used as the basis of admission, and be laddered into the course-based master's degree. Details on laddering can be found in the Calendar under <a href="#">Graduate Regulations</a>.</p>
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**Reviewed/Approved by:**

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

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

FINAL Item No. 7

**Governance Executive Summary**  
**Action Item**

<b>Agenda Title</b>	<b>FSJ Proposal: Maîtrise en sciences</b>
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**Motion**

THAT GFC Programs Committee, recommend that the Board of Governors approve the Maîtrise en sciences in the Faculté Saint-Jean, for implementation upon final approval.
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**Item**

Action Requested	X Approval <input type="checkbox"/> Recommendation
Proposed by	Jason Carey, Dean, Faculté Saint-Jean
Presenter(s)	Samira ElAtia, Associate Dean, Graduate, FSJ Roger Epp, Interim Vice-Provost and Dean, FGSR

**Details**

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is ( <i>please be specific</i> )	The proposal is before the committee because the Faculté Saint-Jean is proposing a new Maîtrise en sciences, and corresponding calendar changes.
Executive Summary ( <i>outline the specific item – and remember your audience</i> )	<p>The Master of Science program at Campus Saint-Jean offers a high-level graduate education in French in the scientific disciplines organized along the CSJ's major research axes. It offers students the chance to choose their research topic from several science disciplines. Students can choose amongst the following general research areas:</p> <ul style="list-style-type: none"> <li>• health sciences, biology, chemistry, and psychology;</li> <li>• data sciences, mathematics, statistics, and computing sciences; and</li> <li>• earth sciences, physics, and environment.</li> </ul> <p>Established to meet the professional needs of the 21st century, in a world of close linguistic contact and in a minority language situation (francophonie), this program, offered in an innovative and personalized manner, constitutes an essential environment for disciplinary and interdisciplinary scientific research that offers a unique opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality.</p> <p>Professors in the sciences division at FSJ hold NSERC funding, they work in various fields across the university with lab spaces in the the fields of Engineering, Biology, Physics and Medicine. FSJ professors in the sciences hold adjunct status with various departments and collaborate on research projects, various KMP activities, as well as training the HQP. However, because FSJ does not have its own MSc, these professors contend with being co-supervisors. This proposal addresses this equity issue to ensure that all professors at the UofA have equal privileges to supervise and hold funds.</p> <p>Because of the interdisciplinary nature of the program, we have built an innovative individualized Masters program that gives the student and the</p>

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	<p>supervisor flexibility to choose specific courses besides the two required courses. Students have to address the learning outcomes of the program by developing a study plan during the first semester of study. They also have WIL in the form of a Work-based learning internship, which includes the development of a proposal for the community or a possible employer, and 4-8 months of work to complete the proposal project. To ensure academic rigor, there is a written comprehensive exam on the basic knowledge of the study plan field. Students will submit and defend a thesis.</p> <p>We will work in collaboration with colleagues and programs in the College of Health Sciences, College of Natural and Applied Sciences, and also with the College of Social Sciences and Humanities and the standalone faculties: Augustana and Native Studies. We will solidify our network of collaboration with other Francophone institutions and French programs across Canada through the Institut nationale de recherche scientifique (INRS), the Association canadienne des collèges et universités de la francophonie canadienne (ACUFC) and ACFAS-Association canadienne francophone pour le savoir.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

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

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p>&lt;For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a>&gt;</p>	<p>Consultation:</p> <ul style="list-style-type: none"> <li>● March 2018: Rencontre avec faculty of sciences</li> <li>● Mai-Juin 2019, Septembre 2019: FGSR and Provost Office</li> <li>● Septembre 2019: Comité des études supérieures</li> <li>● September 2019: Faculty of Engineering</li> <li>● September 2019: Faculty of Sciences</li> <li>● Octobre 2019: Conseil consultatif de FSJ</li> <li>● Octobre 2019 : Comité des étudiants aux cycles supérieures</li> <li>● Novembre 2019 : Organismes communautaires : Conseil de Développement Economique de l'Alberta, Coalition de la femme, Réseau de Santé Alberta .</li> <li>● Décembre 2019 : ACFA</li> <li>● Décembre 2019 : Alberta Teachers' Association</li> <li>● December 2019 : fees and budget, Registrar office initial meeting</li> <li>● January 2020 : Budget- Edith Finczak and Ibtissam Nkaili</li> <li>● February 2020: Provost office/ FGSR</li> <li>● Mai 2021: Discussion et demande de soutien du comité des évaluateurs externes. QAR</li> <li>● Septembre 2021 : Comité des études supérieures</li> <li>● December 2021 : Meeting with FGSR Vice-dean (Ali Shiri) and advisor (Frances Plane)</li> <li>● Janvier 2022: Documents shared with FSJ Dean's advisory committee and feedback requested</li> <li>● March 2022: meeting with dean of FGSR to discuss progress and next step</li> <li>● March 2022: Discussion with Provost Office about new templates</li> <li>● April-Mai2022: Budget discussion</li> <li>● Summer and fall 2022: consultation with various community stakeholders             <ul style="list-style-type: none"> <li>○ ATA</li> <li>○ INRS</li> <li>○ Minister of Official languages</li> <li>○ ACFA</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ l'ACFAS</li> <li>○ Canadian Parents for French</li> <li>○ Fédération des conseils scolaires francophones</li> <li>○ Conseil Scolaire Nord</li> <li>○ Faculty of sciences</li> <li>○ College of Natural and Applied sciences</li> <li>○ College of Social Sciences and Humanities</li> <li>● September 2022, Discussion and Feedback from Dr. Florence Glanfield Vice-provost Indigenous Programming &amp; research</li> <li>● September 2022: Retreat with all FSJ community</li> <li>● September 2022: Feedback from FGSR</li> <li>● September 2022 : Feedback from ACFAS -Canada</li> <li>● Septembre 2022: Feedback and approval from the FSJ- Comité des études supérieures</li> <li>● Septembre 2022: Feedback and approval from FSJ Association des étudiants aux cycles supérieurs</li> <li>● September 2022: final approval from Finance office ,Edith Finczak</li> <li>● October 2022: consultation with FSGR</li> <li>● October 2022: feedback from Provost office</li> <li>● October 2022: Discussion and approval from FSJ Comité de planification académique (twice)</li> <li>● November 2022: Approval : FSJ Comité executive</li> <li>● November 2022: Approval : FSJ Council</li> </ul>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Approval Pathway:</p> <ul style="list-style-type: none"> <li>● CSJ-Comité de planification académique (academic planning): 6 October 2022</li> <li>● CSJ-Comité de planification stratégique (academic planning): 20 October 2022</li> <li>● CSJ-Comité exécutif (executive committee): 3 November 2022</li> <li>● CSJ- Conseil de la Faculté Saint-Jean ( FSJ Faculty Council): 17 November 2022</li> <li>● FGSR Graduate Program Support Team: 30 January 2023</li> <li>● FGSR Policy Review Committee: February 16, 2023</li> <li>● FGSR Council: March 8, 2023</li> <li>● GFC Programs Committee: March 16, 2023</li> <li>● General Faculties Council: April 17, 2023</li> <li>● Board Learning, Research and Student Experience Committee: June 2, 2023</li> <li>● Board of Governors: June 16, 2023</li> </ul>

**Strategic Alignment**

<p>Alignment with <i>For the Public Good</i></p>	<p>The proposed program aligns with the Comprehensive Institutional Plan with respect to attracting and retaining talented students, provides access to innovative learning opportunities, and advances connections with the Francophone and bilingual communities. The program will also support the University's mandate that graduates will be prepared, through an innovative learning environment, to think critically, to act entrepreneurially, to create cultural and technical innovation, to be successful in the global marketplace, and to assume positions of leadership in public and private sectors. The proposed program will provide the students with these skills.</p> <p>In addition to the above, the proposed program is in alignment with the Comprehensive Institutional Plan in the following areas.</p>
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- Facilitate, build and support disciplinary, interdisciplinary, cross-faculty and cross-unit engagement and collaboration.
- Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified and diverse academy.
- Increase graduate access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.
- Increase access to, and use of, professional development opportunities for graduate students to support their job market competitiveness, including through internship programs, events and workshops and on-line resources to improve their ability to compete in the global employment market.
- Inspire, model and support excellence in teaching and learning.
- Expand professional development opportunities for graduate students.
- Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels.
- Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business and community organizations.
- Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the University's reach, and effectiveness.
- Work closely with key provincial partners and government agencies.
- Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges.
- Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems
- Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement.
- The program aligns very closely with the University of Alberta's mandate of offering innovative programs that meet the needs of the community. It further aligns with the equity, diversity and inclusion strategic plan by offering a program to an important linguistic minority at CSJ highlighted in the strategic plan. The proposed program will bring equity to the professors at CSJ who have seen their research, funding and supervisory efforts under-recognized and under-rewarded for far too long.
- It aligns with the calls to action on reconciliation and EDI as the program includes required professional development in the area.

The proposed certificate is in alignment with the *For the Public Good* strategic plan in the following areas:

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	<p>OBJECTIVE: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</p> <p>i.Strategy: Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for Francophone and rural liberal arts education.</p> <p>OBJECTIVE: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.</p> <p>ii. Strategy: Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for Francophone and bilingual students, and by progressively improving Faculté Saint-Jean students' and applicants' access to French-language services.</p> <p>This program is uniquely situated to advance the Comprehensive Institutional Plan and <i>For the Public Good</i> among highly trained graduates in Canada's second official language. Employers in Western Canada (British Columbia, Alberta and Saskatchewan) have looked to FSJ which, for five decades now, has played a pivotal role in training citizens in French.</p> <p>It aligns with government priorities that all programs should include work-integrated learning opportunities. This program includes such opportunities and most research programs will include additional hands-on, practical learning that will greatly prepare graduates for employment or postdoctoral fellowships.</p>		
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td data-bbox="495 1459 1068 1642"> <input type="checkbox"/> Enrolment Management  <input checked="" type="checkbox"/> Faculty and Staff  <input type="checkbox"/> Funding and Resource Management  <input type="checkbox"/> IT Services, Software and Hardware  <input checked="" type="checkbox"/> Leadership and Change  <input type="checkbox"/> Physical Infrastructure         </td> <td data-bbox="1068 1459 1523 1642"> <input checked="" type="checkbox"/> Relationship with Stakeholders  <input checked="" type="checkbox"/> Reputation  <input checked="" type="checkbox"/> Research Enterprise  <input type="checkbox"/> Safety  <input checked="" type="checkbox"/> Student Success         </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act          UofA Calendar          General Faculties Council Programs Committee          Board Learning, Research and Student Experience Committee          Faculty of Graduate Studies &amp; Research          Comprehensive Institutional Plan          The <i>For the Public Good</i> strategic plan          Alberta Advanced Education templates and requirement of WIL for graduate programs</p>		

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Attachments:

1. Proposition de MSc-FSJ
2. Calendar Change Maîtrise en sciences interdisciplinaire

*Prepared by:* Samira ElAtia (Associate Dean, Graduate, FSJ) - [selatia@ualberta.ca](mailto:selatia@ualberta.ca)



## Proposal Template: New Master's and Doctoral Degree Programs (Part A: System Co-ordination Review)

Complete this template for proposals for new master's and doctoral degree programs or specializations.

Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate “not applicable” in cases where questions are not relevant to the particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

### SECTION A: PROPOSAL OVERVIEW

**Basic Information** *(Complete the table below)*

<b>Institution</b>	<b>University of Alberta, Faculté Saint-Jean</b>
<b>Program Name</b>	<b>Master of Science</b>
<b>Specialization Name</b>	<b>Études interdisciplinaires en sciences</b>
<b>Credential Awarded</b>	<b>Master of Science</b>
<b>Proposed Effective Date</b>	<b>July 1, 2024</b>

#### 1. Type of Initiative *(Answer the following questions)*

*This is a proposal for (select one from the drop-down menu):*

New master's program

### SECTION B: OVERVIEW OF PROPOSED PROGRAM OF STUDY

#### 1. Program Description *(Answer the following questions)*

a. Attach (as an appendix to this proposal) a concise program description document that includes:

##### See Appendix

- 3-4 sentence calendar description

Le programme de maîtrise en sciences au Campus Saint-Jean offre (CSJ), en français, une éducation universitaire au deuxième cycle de haut niveau dans les disciplines scientifiques organisées selon les grands axes de recherche de CSJ. Établi pour répondre aux besoins professionnels du 21<sup>ème</sup> siècle, dans un monde de contact linguistique étroit et en situation linguistique (francophonie) minoritaire, ce programme, offert de façon innovatrice personnalisée, constitue un milieu incontournable pour la recherche scientifique disciplinaire et interdisciplinaire qui offre une occasion unique aux étudiants d'approfondir leurs connaissances et compétences dans la recherche au sein de la dualité linguistique du Canada.

The Master of Science program at Campus Saint-Jean offers a high-level graduate education in French in the scientific disciplines organized along the CSJ's major research axes. Established to meet the

professional needs of the 21st century, in a world of close linguistic contact and in a minority language situation (francophonie), this program, offered in an innovative and personalized manner, constitutes an essential environment for disciplinary and interdisciplinary scientific research that offers a unique opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality

- whether the program is course-based or thesis-based  
Thesis based
- a proposed program of study including course names, descriptions, credits and prerequisites, by year of study,

Déroulement du programme	Course of the program
<p>Le programme comprend:</p> <ul style="list-style-type: none"> <li>• Deux cours obligatoires (1<sup>er</sup> semestre académique)</li> <li>• Développement d'un plan d'étude (1<sup>er</sup> semestre académique)</li> <li>• Un examen de synthèse écrit sur les connaissances de base du domaine du plan d'étude (fin du 2<sup>e</sup> semestre)</li> <li>• Une proposition de la recherche (fin du 2<sup>e</sup> semestre académique)</li> <li>• Temps de recherche (7 à 7 semestres académiques)</li> <li>• Stage apprentissage en milieu de travail – développement d'une proposition pour la communauté ou un employeur possible et travail de 4 à 8 mois pour compléter le projet de proposition. Le tout entamé dans le cadre d'un projet MITACS ou autres (optionnel).</li> <li>• Rédaction d'une thèse (fin 5<sup>e</sup> / début 6<sup>e</sup> semestre académique)</li> <li>• Une soutenance de thèse (6 au 9<sup>e</sup> semestre académique)</li> </ul>	<p>The program includes:</p> <ul style="list-style-type: none"> <li>• Two required courses (1st academic semester)</li> <li>• Development of a study plan (1st academic semester)</li> <li>• A written comprehensive exam on the basic knowledge of the study plan field (end of 2nd semester)</li> <li>• A research proposal (end of 2nd academic semester)</li> <li>• Research time (7 to 7 academic semesters)</li> <li>• Work-based learning internship - development of a proposal for the community or a possible employer and 4-8 months of work to complete the proposal project. All initiated as part of a MITACS or other project (optional).</li> <li>• Writing a thesis (end of 5th / beginning of 6th academic semester)</li> <li>• A thesis defense (6th to 9th academic semester)</li> </ul>

**Structure du programme de MSc**

<p><b>Step 1: Year 1</b></p>	<p>a. In the first week of fall term, students will be welcomed into the program and will take part in the following activities:</p> <ul style="list-style-type: none"> <li>- Cohort building;</li> <li>- Orientation;</li> <li>- Workshops about the use of eclass, online-delivery, teaching and research assistant training, filling forms and claims, submission of forms, learning to use GSMS and other LMS, applying for grants;</li> <li>- Required training in indigenous research spaces in Canada, and in EDI in scientific research;</li> <li>- Personal portfolios;</li> <li>- Using the library;</li> <li>- Meeting with the supervisor, if selected already;</li> <li>- Registering for classes.</li> </ul> <p>b. Academic advisory team: given the dual disciplinary and interdisciplinary nature of the program, students will meet with an advisory committee, composed of the supervisor, the Grad program administrator and the Grad Program Advisor/ADgrad and a member of the CES. They will answer students’ questions about courses and the nature of their research work. This will be the initial stage of the “<i>feuille de route</i>,” or roadmap. Students will start working on their work plan “<i>plan d’études</i>,” or program plan.</p> <p>c. Course work Fall/Winter,</p> <p style="padding-left: 40px;">Fall 1 year 1: two required Course (FSJ-ES 500 and 505) and either a directed studies course and/or another regular course of interest to the student with supervisor agreement.</p> <p style="padding-left: 40px;">Winter 2 year 1: either a directed studies course and /or a regular course of interest to the student with supervisor agreement.</p> <p style="padding-left: 40px;">The two required courses pertain to conducting research in scientific fields. These courses will be taught every year.</p> <p style="padding-left: 40px;">In consultation with the student, the supervisory committee will decide on the topics of the directed studies courses and if any additional formal courses will be required.</p> <p style="padding-left: 40px;">Under certain circumstances, students may take one of their courses during the spring &amp; summer of the first year. This has to be approved by the supervisor.</p>	
<p><b>Step 2: Year 1</b></p>	<p>a. Development of a WIL plan with the supervisor and the graduate office team. The grad office will provide a list of all stakeholders in the WIL, will connect and assist students with work placement and their WIL advisor (<i>encadrant</i>).</p>	

		<ul style="list-style-type: none"> <li>b. Each year, FGSR Supervisory guideline requirements are completed, and a copy is submitted with the professor’s annual report to FEC. Student and supervisor sign off on this document as per FGSR requirements. NB: Professors/supervisors submit the first meeting form to the FEC as well.</li> <li>c. Early winter semester, students are given a list of readings to prepare for their comprehensive exam (<i>examen de synthèse</i>).</li> <li>d. Students, in collaboration with the Graduate coordinator and the supervisor start working on their Professional Development requirement.</li> <li>e. Students work on their research plan in collaboration with the supervisor.</li> <li>f. Given the bilingual nature of this program, Francophone students will have the option to take a non-credit ALS course to improve their English, especially their reading and writing skills.</li> </ul>	
	<p><b>Step 3: Year 1</b></p>	<p>At the end of spring term of the first year, students take their “<i>examen de synthèse</i>”</p> <ul style="list-style-type: none"> <li>- Part one: because of the interdisciplinary nature of the program, students will sit for a comprehensive exam about specific topics related to their field(s) of research and study.</li> <li>- Supervisory committee prepares the question for the comprehensive exam.</li> <li>- Comprehensive examination will be scheduled during a three-day period. This can be modified as needed.</li> <li>- Part two: students submit to the supervisory committee a detailed research proposal with a research plan.</li> <li>- Part three: Oral presentation of the research proposal with a detailed outline and timeline of work (two hours meeting with the supervisory committee).</li> </ul>	
	<p><b>Step 4: Year 2</b></p>	<ul style="list-style-type: none"> <li>a. Research work (summer and fall terms).</li> <li>b. WIL and internship of 4-8 months.</li> </ul>	
	<p><b>Step 5: Year 2</b></p>	<ul style="list-style-type: none"> <li>a. Writing the thesis.</li> <li>b. Completing the learning outcomes forms.</li> <li>c. Students start to prepare manuscript and dissemination activities: conference papers, journal papers, field-specific organizations, etc).</li> </ul>	

<b>STEP 6:</b>	a. Thesis defense takes place at the end of year 2.
<b>Year 2</b>	b. Final evaluation and report on the WIL.
	c. Exit survey and interview completed.

- program location (i.e., campus locations), and delivery mode (i.e., face-to-face, online, or blended); and

The program will be delivered in various formats: online; face-to-face, virtual; and hybrid. Students are connected via various online course delivery platforms and interact with professors, classmates and course materials through Moodle, the learning management system used by the university.

- program learning outcomes.  
See **Appendix A** for a description of each learning outcomes with indicators for progress and assessment purposes

b. Identify any special requirements for accreditation/certification of the program.

Not applicable

c. Where applicable, identify any collaborations with other institutions/organizations and whether there are synergies with other graduate programs at your institution.

We will work in collaboration with colleagues and programs primarily in the College of Health Sciences, College of Natural and Applied Sciences, and also with the College of Social Sciences and Humanities and the standalone faculties: Augustana and Native Studies, of the University of Alberta. We will also build a network of collaboration with other Francophone institutions and French programs across Canada through the ACUFC and the *Institut nationale de recherche scientifique* (INRS). In the attached letters of supports for this program, we have already established a collaboration with these faculties and institutes for research collaboration, co-supervision of students and researchers (both students and professors) mobility

**Reviewer's Comment:**

**2. Work Integrated Learning (WIL) (e.g. internships, clinical placements) (If applicable, answer the following questions)**

a. Specify which program learning outcomes map into WIL components of the program.

- Competencies demonstrated through learning from an internship within a work environment. The following table presents the learning outcomes of the program:

**Résultats d'apprentissage visé par la MSc interdisciplinaire**

**Interdisciplinary MSc Learning Outcomes**

<b>Attribut de finissant</b>  <b>Graduate Attributes</b>	<b>Résultats d'apprentissage</b>  <b>Learning outcomes</b>	<b>Indicateurs</b>  <b>Indicators</b>
<b>Niveau et profondeur des connaissances</b>  <b>Level and depth of knowledge</b>	<ul style="list-style-type: none"> <li>● Approfondir leurs connaissances dans les domaines [premier domaine], [deuxième domaine]...[autres domaines] du programme individuel disciplinaire ou interdisciplinaire [nom du domaine]</li> <li>● Développer des compétences de base en recherche en complétant un cours méthodes de recherche et méthodes statistiques.</li> <li>● Compréhension systématique et critique de la littérature et/ou états des connaissances du sujet de recherche</li> <li>● Connaissance approfondie du domaine de spécialisation.</li> <li>● La défense du projet et l'achèvement du cours [THES 90X]</li>   <li>● Deepen their knowledge in the [first area], [second area]...[other areas] of the disciplinary or interdisciplinary individual program [name of area]</li> <li>● Develop basic research skills by completing a research methods and statistical methods course.</li> <li>● Systematic and critical understanding of the literature and/or states of knowledge of the research topic.</li> <li>● Thorough knowledge of the area of specialization.</li> <li>● Project defense and course completion [THES 90X].</li> </ul>	<ul style="list-style-type: none"> <li>● Compléter le cours de méthodes de recherches FSJ ES 500 et méthodes expérimentales et statistiques FSJ ES 505.</li> <li>● Développement d'un plan d'étude individuel avec le comité de supervisions approuvé par le/la vice doyen.ne aux études supérieures. Le plan doit inclure des connaissances au point de vue des : <ul style="list-style-type: none"> <li>○ Statistiques ou mathématiques nécessaires pour la recherche dans le domaine</li> <li>○ Des domaines du programme d'étude (révision et synthèse de livres, d'articles, d'œuvres créatives ...)</li> <li>○ Des méthodes de recherche et/ou technique/outils de pointe dans les domaines du programme d'étude</li> <li>○ Complété durant le cours FSJ ES 509</li> </ul> </li> <li>● Évaluer par <ul style="list-style-type: none"> <li>○ un examen de synthèse écrit à la fin du 2<sup>e</sup> semestre sur la liste de sujet dans le plan d'étude</li> <li>○ Les résultats des cours</li> <li>○ La revue de littérature du projet final</li> <li>○ La défense orale du projet final</li> </ul> </li>   <li>● Completion of FSJ ES 500 Research Methods and FSJ ES 505 Experimental and Statistical Methods.</li> <li>● Development of an individual plan of study with the supervisory committee approved by the Associate Dean of</li> </ul>

		<p>Graduate Studies. The plan must include knowledge in the areas of:</p> <ul style="list-style-type: none"> <li>○ Statistics or mathematics needed for research in the field</li> <li>○ of the field (review and synthesis of books, articles, creative works ...)</li> <li>○ Advanced research methods and/or technique/tools in the curriculum areas</li> <li>○ Completed during FSJ ES 509</li> <li>● Evaluate by             <ul style="list-style-type: none"> <li>○ a written synthesis exam at the end of the 2nd semester on the list of topics in the study plan</li> <li>○ Course results</li> <li>○ The literature review of the final project</li> <li>○ Oral defense of the final project</li> </ul> </li> </ul>
<p><b>Compétence de recherche et érudition</b></p> <p><b>Research competence and scholarship</b></p>	<ul style="list-style-type: none"> <li>- Capacité de développer des arguments logiques.</li> <li>- Compréhension conceptuelle des cadres théoriques, des méthodologies et/ou de la conception expérimentale permettant une évaluation critique des résultats de la recherche.</li> <li>- Capacité à concevoir de nouvelles expériences ou de nouveaux modèles.</li> <li>- Capacité à évaluer de nouvelles informations dans le contexte des connaissances actuelles dans le domaine.</li> <li>- Conscience des limites des cadres théoriques, des méthodologies et/ou de la conception expérimentale dans le développement d'une interprétation alternative pour tirer des conclusions.</li> <li>- Capacité à produire une recherche ou un projet original d'une qualité suffisante pour satisfaire à l'examen par les pairs et mériter une publication et/ou démontrer un impact pour un public cible.</li> </ul>	<ul style="list-style-type: none"> <li>● Développement d'un plan de recherche de moins de 10 pages, approuvé par le comité de supervision, qui inclut :             <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Synthèse de la littérature</li> <li>○ Objectifs</li> <li>○ Méthodes de recherche propre au domaine pour obtenir les résultats</li> <li>○ Résultats escomptés</li> <li>○ Format du projet final</li> <li>○ Nombre et format de transfert de connaissances originaux (article et/ou conférences, œuvres, public cible et transfert des connaissances)</li> <li>○ Budget</li> <li>○ Diagramme de Gantt</li> <li>○ Citations (pas incluse dans le nombre de pages)</li> <li>○ Appendices (pas incluse dans le nombre de pages)</li> </ul> </li> <li>● Transfert de connaissance en fin de programme : publication originale et créative propre au domaine (article de revue, conférence, manuscrit, création artistique...)</li> <li>● Défense du projet final</li> </ul>



	<p>Ability to develop logical arguments. Conceptual understanding of theoretical frameworks, methodologies, and/or experimental design allowing for critical evaluation of research results. Ability to design new experiments or models. Ability to evaluate new information in the context of current knowledge in the field. Awareness of the limitations of theoretical frameworks, methodologies and/or experimental design in developing an alternative interpretation for drawing conclusions. Ability to produce an original research or project of sufficient quality to satisfy peer review and merit publication and/or demonstrate impact for a target audience.</p>	<ul style="list-style-type: none"> <li>● Development of a research plan of less than 10 pages, approved by the supervisory committee, which includes: <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Synthesis of the literature</li> <li>○ Objectives</li> <li>○ Field-specific research methods to obtain results</li> <li>○ Expected results</li> <li>○ Format of the final project</li> <li>○ Number and format of original knowledge transfer (papers and/or conferences, works, target audience and knowledge transfer)</li> <li>○ Budget</li> <li>○ Gantt chart</li> <li>○ Citations (not included in page count)</li> <li>○ Appendices (not included in page count)</li> </ul> </li> <li>● Knowledge transfer at the end of the program: original and creative publication specific to the field (journal article, conference, manuscript, artistic creation...)</li> <li>● Defense of the final project</li> </ul>
<p><b>Habiliter d'appliquer les connaissances</b></p> <p><b>Empower to apply knowledge</b></p>	<p>Compétences démontrées dans le processus de recherche par l'application d'un ensemble de connaissances existantes à l'analyse critique d'une nouvelle question ou d'un problème spécifique dans un nouveau contexte, évaluée au moins une fois par an avec le superviseur ou le comité de supervision et au moment de la défense du projet.</p> <p>Compétences démontrées dans le contexte d'une expérience d'apprentissage en milieu de travail</p> <p>Demonstrated competence in the research process through the application of an existing body of knowledge to the critical analysis of a new question or specific problem in a new context,</p>	<ul style="list-style-type: none"> <li>● Évaluation formelle du progrès de programme et/ou de projet au moins 2 fois par année par le/la superviseur.e et une fois par année par le comité de supervision</li> <li>● Défense du projet final</li> <li>● Développement du portfolio d'apprentissage en milieu de travail</li> <li>● Utilisation de leurs connaissances durant un stage d'apprentissage en milieu de travail</li> <li>● Formal evaluation of program and/or project progress at least twice a year</li> </ul>



	<p>assessed at least annually with the supervisor or supervisory committee and at the time of the project defense.</p> <p>Skills demonstrated in the context of a work-based learning experience</p>	<p>by the supervisor and once a year by the supervisory committee</p> <ul style="list-style-type: none"> <li>● Defense of the final project</li> <li>● Workplace Learning Portfolio Development</li> <li>● Use of their knowledge during a work-based learning placement</li> </ul>
<p><b>Compétence en communication</b></p> <p><b>Communication skills</b></p>	<ul style="list-style-type: none"> <li>- Communiquer efficacement les résultats de la recherche sous forme écrite et orale selon les normes du domaine par la création d'un projet final et sa défense orale.</li> <li>- Communiquer les résultats de la recherche dans des présentations orales conformes aux normes de la recherche.</li> <li>- Capacité à composer des manuscrits de style recherche qui sont acceptables pour l'examen par les pairs.</li> <li>- Communiquer efficacement des connaissances générales dans le domaine de [nom du domaine] par le biais d'activités d'assistantat à l'enseignement.</li> </ul> <ul style="list-style-type: none"> <li>- Effectively communicate research findings in written and oral form according to the standards of the field through the creation of a final draft and its oral defense.</li> <li>- Communicate research findings in oral presentations consistent with research standards.</li> <li>- Ability to compose research style manuscripts that are acceptable for peer review.</li> <li>- Effectively communicate general knowledge in the field of [name of field] through teaching assistantship activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Communication écrite par le biais : <ul style="list-style-type: none"> <li>○ du plan d'étude,</li> <li>○ du plan de recherche,</li> <li>○ les communications propres au domaine de recherche (article, manuscrit, etc.) s'il y a lieu</li> <li>○ Le document du projet final s'il y a lieu</li> </ul> </li> <li>● Communication orale par le biais <ul style="list-style-type: none"> <li>○ de présentations dans les rencontres de comité de supervision,</li> <li>○ présentations durant des conférences ou autres propres au domaine (diffusion, exhibition)</li> <li>○ Défense du projet final</li> </ul> </li> <li>● L'habilité de communiquer les connaissances du domaine par le biais d'assistantat à l'enseignement</li> <li>● Complétion du portfolio personnel et WIL</li> </ul> <ul style="list-style-type: none"> <li>● Written communication through: <ul style="list-style-type: none"> <li>○ the study plan,</li> <li>○ the research plan,</li> <li>○ Communications specific to the research area (article, manuscript, etc.) if applicable</li> <li>○ Final project document if applicable</li> </ul> </li> <li>● Oral communication through</li> </ul>

		<ul style="list-style-type: none"> <li>○ presentations at supervisory committee meetings</li> <li>○ presentations at conferences or other events specific to the field (dissemination, exhibition)</li> <li>○ Defense of the final project</li> <li>● Ability to communicate domain knowledge through teaching assistantship</li> <li>● Completion of personal portfolio and WIL</li> </ul>
<p><b>Capacité professionnelle et autonomie</b></p> <p><b>Professional capacity and autonomy</b></p>	<ul style="list-style-type: none"> <li>- Faire preuve d'un comportement éthique dans la recherche et les études.</li> <li>- Faire preuve d'initiative et de responsabilité personnelle.</li> <li>- Atteindre un niveau d'indépendance suffisant pour prendre des décisions correctes dans des scénarios complexes.</li> <li>- Faire preuve de développement professionnel en matières EDI et réconciliation</li> <li>- Demonstrate ethical behavior in research and study.</li> <li>- Demonstrate initiative and personal responsibility.</li> <li>- Achieve a level of independence sufficient to make correct decisions in complex scenarios.</li> <li>- Demonstrate professional development in EDI and reconciliation</li> </ul>	<ul style="list-style-type: none"> <li>● Ne pas contrevenir le code des étudiants</li> <li>● Compléter le cours d'éthique de FGSR</li> <li>● Compléter un plan de développement professionnel</li> <li>● Compléter des ateliers de développement professionnel sur les préjugés inconscients, l'intersectionnalité, la réconciliation</li> <li>● Not violate the student code</li> <li>● Complete the FGSR ethics course</li> <li>● Complete a professional development plan</li> <li>● Complete professional development workshops on unconscious bias, intersectionality, reconciliation</li> </ul>
<p><b>Leadership et collaboration</b></p>	<p>Démontrer des compétences en gestion de projet en menant à bien le projet de recherche et en obtenant le diplôme dans les délais prévus (2 ans). Travailler efficacement au sein d'une équipe de recherche</p>	<ul style="list-style-type: none"> <li>● Plan de recherche et achèvement du projet dans un délai de deux ans</li> <li>● Travail en équipe durant l'apprentissage en milieu de travail, dans l'équipe de recherche, avec le comité de supervision</li> </ul>

<p><b>Leadership et collaboration</b></p>	<p>Demonstrate project management skills by successfully completing the research project and graduating within the expected time frame (2 years).</p> <p>Work effectively as part of a research team</p>	<ul style="list-style-type: none"> <li>● Atelier de développement professionnel sur le travail d'équipe et de leadership</li> <li>● Un membre actif de la communauté du Campus Saint-Jean</li> <li>● Participation active dans les instituts et groupe de recherche du superviseur de programme</li> </ul> <ul style="list-style-type: none"> <li>● Research plan and completion of project within two years</li> <li>● Teamwork during work-based learning, on the research team, with the supervisory committee</li> <li>● Professional development workshop on teamwork and leadership</li> <li>● An active member of the Campus Saint-Jean community</li> <li>● Active participation in the program supervisor's institutes and research group</li> </ul>
<p>b. Identify the number of placements required in the program (including evidence that placements will be available when needed).</p> <ul style="list-style-type: none"> <li>● One placement of 40 hours will be required The students will be responsible to work with their supervisors and to network with community members/partners to develop, as part of their program, a research proposal that meets MITACS (funding organization <a href="https://www.mitacs.ca/en">https://www.mitacs.ca/en</a>) requirements that will then be completed within the working environment of the community partner.</li> </ul>		
<p>c. Comment on whether/how WIL placements in other programs may be impacted as a result of this program.</p> <ul style="list-style-type: none"> <li>● Not applicable – since the research collaboration or contract-based opportunities, MITACS programs will be of a French or a bilingual nature.</li> </ul>		
<p><b>Reviewer's Comment:</b></p>		

**SECTION C: ENROLMENT PLANNING**

1. (a) Projected Student Enrolment (Complete the table below as applicable).

Proposed Enrolment	1 <sup>st</sup> Year of Implementation	2 <sup>nd</sup> Year of Implementation	3 <sup>rd</sup> Year of Implementation	4 <sup>th</sup> Year of Implementation	5 <sup>th</sup> Year of Implementation	Annual Ongoing
<b>Total Headcount</b>						
• 1 <sup>st</sup> Year of Study	5	8	10	10	10	10
• 2 <sup>nd</sup> Year of Study	0	13	18	20	20	20
<b>Anticipated No. of Graduates</b>	0	5	8	10	10	10
<b>Reviewer's Comment:</b>						

<p>a. Indicate the percentage of international students in the enrolment projections and provide a rationale regarding how the percentage was established.</p> <ul style="list-style-type: none"> <li>We did not include international students in the calculation. We are basing our numbers solely on domestic students and current <b>minimum</b> capacity of faculty members to supervise graduate students. It is expected that this program will attract a greater number of students based on its flexibility and ability to tackle uniquely interdisciplinary research projects that meet societal needs. Furthermore, as the only such innovative French science program in Western Canada, with a robust marketing strategy, it is expected that the program will interest students from all of the Francophonie.</li> <li>We expect 4-5 international students per year in addition to the domestic numbers but these will not be factored into the budget.</li> </ul>						
<p>b. Briefly comment upon whether the program is primarily designed to:</p> <table border="1"> <tbody> <tr> <td>i. cater to graduates of your institution</td> <td rowspan="4"> <ul style="list-style-type: none"> <li>Initially, the program first and foremost meets a CSJ need for graduate students in the broad set of research activities, both disciplinary and interdisciplinary, at the campus. As an innovative approach leading to new disciplinary boundary definitions (uniquely-, inter- and/or trans-disciplinary), student-focused and self-directed program, it will attract students locally, nationally and internationally. This is a unique program that offers students flexibility in coursework, in research integrated within a WIL component, as well as concretely addressing learning outcomes that map to the <a href="#">Alberta Credential Framework</a>.</li> </ul> </td> </tr> <tr> <td>ii. to meet a local demand</td> </tr> <tr> <td>iii. to meet a national demand</td> </tr> <tr> <td>iv. meet an international demand</td> </tr> </tbody> </table>		i. cater to graduates of your institution	<ul style="list-style-type: none"> <li>Initially, the program first and foremost meets a CSJ need for graduate students in the broad set of research activities, both disciplinary and interdisciplinary, at the campus. As an innovative approach leading to new disciplinary boundary definitions (uniquely-, inter- and/or trans-disciplinary), student-focused and self-directed program, it will attract students locally, nationally and internationally. This is a unique program that offers students flexibility in coursework, in research integrated within a WIL component, as well as concretely addressing learning outcomes that map to the <a href="#">Alberta Credential Framework</a>.</li> </ul>	ii. to meet a local demand	iii. to meet a national demand	iv. meet an international demand
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ii. to meet a local demand						
iii. to meet a national demand						
iv. meet an international demand						
<b>Reviewer's Comment:</b>						

## 2. Learner and Labour Market Demand (Answer the following questions)

- a. Provide evidence of labour market demand for graduates, detailing how such demand was forecasted and substantiated regionally and provincially. (Append supporting documentation, as appropriate.)
- Labour markets in STEM and STEAM, worldwide, demand highly qualified graduates who are broadly trained to tackle interdisciplinary projects, who are leaders, critical thinkers, life-long learners, who can work in teams, have great communication skills and are adaptive.
  - Labour markets in Canada are recruiting bilingual individuals, with typically greater starting salaries, that expand their ability to broaden their markets base.
  - The federal government only recruits bilingual, highly qualified experts (Tri-council agencies, NRC patent office), with broad field expertise and exceptional competencies. A number of studies demonstrated these requirements ( [Seward et al 2018](#), [ACUFC](#))
  - Students will also have the opportunity to undertake a similarly designed PhD program at CSJ afterwards.
  - Unique to FSJ sciences faculty: They all hold NSERC funds and in the past had to content themselves with co-supervising students in other faculties as FSJ did not have its own MSc. On an annual basis, we received a dozen requests from students all over Western Canada and the world asking for a graduate program in the sciences.
  - An informal search of an employment database shows over 750 postings for an MSc and, of those, 44 require a bilingual individual. The need for broadly trained MSc graduates is on the rise. An undergraduate degree is no longer competitive and sufficient in an innovative knowledge-based economy.

- b. Identify which stakeholder groups were consulted regarding demand/need for this program:

- |  |  |
|--|--|
| <input type="checkbox"/> Student/learners                      | <input type="checkbox"/> Employers and professional associations |
| <input type="checkbox"/> Faculty                               | <input type="checkbox"/> Community organizations                 |
| <input type="checkbox"/> Program advisory committee            | <input type="checkbox"/> Other post-secondary institutions       |
| <input type="checkbox"/> Regulator and/or accreditation bodies | <input type="checkbox"/> Other FGSR                              |

- c. Summarize the results of the identified consultations and attach supporting documentation (e.g., minutes of meetings, letters of support, etc.), when available.
- All consultations with external parties have led to positive support and endorsement of the proposal (attached letters of support). French based organizations, research institutes have been waiting for such graduate program opportunities in Western Canada.
  - This program and proposal were developed after consultation with experts in sciences and FGSR, the Faculty of Sciences, the Faculty of Engineering, The Faculty of Medicine, The faculty of Pharmacy, and College of Natural and applied sciences. These consultations have ensured that the content and process of the programs meet similar masters of Science.
  - There has been an active demand at CSJ for graduate programs that meet the STEAM-based investigators' graduate student requirements who currently must (officially) co-supervise students that they fund in other faculties; this program addresses a serious equity matter at CSJ.

- d. Provide evidence of student demand for the program. (e.g., survey results, waitlists, demand in similar programs at other institutions etc.)

- Students graduating from this program will have the same skills and competencies as those in the current MSc across UofA and other programs in Western Canada and beyond. The notable difference is that they will be working in both official languages.
- MSc programs are in great demand; the Faculty of Science, UofA, has over 700 Masters students, demonstrating student demand for the MSc program. Of these 700 students, there are a few who are supervised by CSJ faculty (please see the CV of the professors for more information about supervision).
- CSJ professors already fund more graduate students than is suggested under the proposed enrolment for the new program in other programs outside of CSJ. This is because students want to work with our professors, and in our faculty. However, they are registered in the faculty of science. We expect that the recognition and support for our graduate student teaching will encourage professors to increase their research activities and lead to graduate student enrollment growth.

e. Identify and discuss any additional factors that may impact student demand for this proposed program.

- Statistics Canada has found a substantial establishment of Francophone newcomers to Alberta.

f. Comment on the overall sustainability of learner demand for this program over the longer term.

- Because of its programs and structure, CSJ will always have STEM- and STEAM-based professors who are required to train graduate students. The sustainability of this program is assured.

g. Describe how the enrolment plan takes into account relevant labour market demand and societal benefit factors.

This program offers students the chance to choose their research topic from among several science disciplines, or combine several disciplines. Students can choose amongst the following general research areas to answer directly to needs identifies in the society:

- health sciences, biology, chemistry, and psychology;
- data sciences, mathematics, statistics, and computing sciences; and
- earth sciences, physics, and environment.

There are plenty of opportunities for graduates in any field that need highly qualified personnel with interdisciplinary training and prior work experience. An informal search of one employment database shows over 750 postings for an MSc and, of those, 44 require a bilingual individual. The need for broadly trained MSc graduates is on the rise. An undergraduate degree is no longer competitive and sufficient in an innovative knowledge-based economy.

**Reviewer's Comment:**

## SECTION D: GRADUATE OUTCOMES AND PATHWAYS

### 1. Employment Outcomes (Answer the following questions)

a. Are the majority of graduates expected to enter directly into the labour market upon graduation or continue on to further study? (Elaborate as needed).

- We expect a 50/50 split between graduates entering the labour market and those continuing to a PhD.
- We will also receive people who are already working and are pursuing professional development and continuing education.

b. What types of academic/professional positions does the proposed program prepare graduates for?

- Due to the nature of the program, graduates are expected to be specialists in their field such as physics, chemistry, biology, and mathematics; but, in many cases, will redefine boundaries of their research field to tackle broader research questions, which will open doors to a broad set of possible academic and professional positions.
- Continue to a PhD for an academic or research career.
- They can work in government ministries, research labs, advisory positions, consultant companies, start-ups, banking and economics world, stock market (mathematics, statistics, and computing sciences), environmental practices (biology, chemistry, etc), and education. Education is in dire need for STIM trained graduates who can be the sciences subjects and math teachers as well as the subject matter experts in Alberta Education and the various school boards.

c. Identify program supports that assist graduates to successfully transition from university to employment.

- This is multifaceted support:
  - supervisors play an important role in this transition;
  - CSJ has the support from “*la Centrale*,” which plays an important part in this transition through formal preparation programs. *La Centrale* is CSJ’s academic support services centre (mentoring, tutoring, wellness etc.).
  - The WIL experience will provide networking opportunities to aid the transition.
  - The office of Graduate studies offers extensive support for students to succeed: they provide an extensive list of potential bilingual employers, they carry out the initial contacts and maintain communication, provide the supervisors with template and timelines, check in progress and keep a record of formative evaluation.

**Reviewer’s Comment:**

### 2. Societal Benefits and Pathways (Answer the following questions)



<p>a. In cases where labour market demand is not the primary reason for this program, identify anticipated social and community benefits (in addition to employment outcomes) within local, national or international contexts.</p> <ul style="list-style-type: none"> <li>● It is incumbent on CSJ leadership to ensure equity to our community of learners, professors and French/bilingual highly trained individuals by providing these programs. <ul style="list-style-type: none"> <li>○ From a societal context, offering to the French linguistic minority a unique-to-Western-Canada graduate program in the STEM/STEAM areas is an important equity issue for the University of Alberta that has equity, diversity and inclusivity (EDI) as a strategic priority.</li> <li>○ Canada, a bilingual country, needs well-trained bilingual experts with an in depth knowledge of the issues confronting Western Canada (oil and gas sector, forestry, agriculture, etc) and who understand the advantages of pan-Canadian partnerships and networks that will benefit Alberta's and Canada's knowledge-based economies. As such, we will offer students the opportunity to continue learning English so that by the time they graduate, they can be fully functional in both official languages.</li> </ul> </li> </ul>
<p>b. Comment on how the program creates opportunities for graduates in areas such as entrepreneurship, innovation, and/or social/community development.</p> <p>This program, as detailed in its learning outcomes and competencies, trains students to meet needs of these key areas. Students must create WIL proposals that hone entrepreneurial skills focusing on community or employer needs, leading to innovative solutions. The students are trained in their fields of interest, providing them a broader set of skills and knowledge, preparing them to be catalysts of innovation.</p>
<p>c. Indicate whether the proposed program offers new or expanded pathway opportunities for students in the Alberta Adult Learning System. (Elaborate as needed).</p> <p>This program offers a new pathway through a unique and quality program. By providing post-secondary education to those who speak French, including the Métis students, this program benefits all Albertans.</p>
<p><b>Reviewer's Comment:</b></p>



**SECTION E: FINANCIAL VIABILITY AND SUSTAINABILITY**

	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
<b>Revenue</b>						
Tuition/Fees	\$20,964	\$62,724	\$108,340	\$141,379	\$157,814	\$166,032
Base funding	\$0	\$0	\$0	\$0	\$0	\$0
External Funding	\$0	\$0	\$0	\$0	\$0	\$0
Internal Reallocation	\$0	\$0	\$0	\$0	\$0	\$0
Other Internal Sources	\$29,669	\$0	\$0	\$0	\$0	\$0
<b>Total Revenue</b>	<b>\$50,633</b>	<b>\$62,724</b>	<b>\$108,340</b>	<b>\$141,379</b>	<b>\$157,814</b>	<b>\$166,032</b>
<b>Operational Costs</b>	0	0	0	0	0	0
Faculty Salaries/Benefits	\$28,000	\$0	\$0	\$0	\$0	\$0
Graduate Student Funding	\$0	\$0	\$0	\$0	\$0	\$0
Service Teaching Costs	\$0	\$0	\$0	\$0	\$0	\$0
Admin Salaries/Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Materials/Contracted Service	\$0	\$0	\$0	\$0	\$0	\$0
Other Direct Costs	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
Indirect Costs	\$10,633	\$23,161	\$36,846	\$46,757	\$51,688	\$54,153
<b>Total Operational Costs</b>	<b>\$50,633</b>	<b>\$35,161</b>	<b>\$48,846</b>	<b>\$58,757</b>	<b>\$63,688</b>	<b>\$66,153</b>
<b>Revenue net of expenditures</b>	<b>\$0</b>	<b>\$27,563</b>	<b>\$59,494</b>	<b>\$82,622</b>	<b>\$94,126</b>	<b>\$99,879</b>

One Time expenditures

	Amount	Revenue Source	Details

Facilities	\$0	\$0	None projected
Equipment and IT	\$ 2,000	\$ 2,000	Computer and equipment for the new program coordinator - Internal faculty contribution
Curriculum Development	\$0	\$0	None projected (??)
Marketing and Promotion	\$ 3,000	\$ 3,000	Advertising costs and promotion materials specific to the program - Internal faculty contribution
Faculty Recruitment and Establishment	\$0	\$0	None projected
Library Enhancements	\$0	\$0	None projected
Other	\$0	\$0	None projected

**1. Budget and Funding Sources (Answer the following questions)**

- a. Describe how the institution plans to finance the program, including any applicable sources of funds such as tuition, grants etc.:
  - The program requires very few resources as there are only two courses that are also required by other programs. Tuition will mostly flow towards student services and support for their research, professional development, WIL and other activities. CSJ has a student support system that will be further tailored to support graduate students.
- b. Discuss risk mitigation plans should full revenue(s) not be achieved or should costs exceed amounts budgeted.
  - The program will not add any new costs to CSJ. CSJ has a graduate coordinator and the required infrastructure and current ability to teach the needed courses. This program is one of a set of graduate programs offered or being proposed. The sources of costs are shared between all these programs. It is anticipated that the added revenues will support current graduate program activities. If revenues are not achieved, mitigation of costs will be undertaken and resources found in other operational revenues to sustain the program.

**Reviewer's Comment:**

**2. Financial Aid and Support for Students (If funding support is provided to students, answer the following questions)**

<p>a. Indicate the percentage of students who are likely to receive funding (fully-funded, partially funded, or un-funded)?</p> <ul style="list-style-type: none"> <li>● It is expected, but not mandatory, that all students will be funded.</li> </ul>
<p>b. Estimate the typical level of funding provided to students admitted into the proposed program. (Indicate if there is a minimum).</p> <ul style="list-style-type: none"> <li>● Students should be fully funded by supervisors at \$14,000 per annum.</li> <li>● Students will have other funding opportunities such as teaching assistantships.</li> </ul>
<p>c. Identify external awards (e.g., SSHRC or NSCHRC fellowships) that students are eligible for and can reasonably expected to be awarded.</p> <ul style="list-style-type: none"> <li>● Tri-council scholarships, MITACS, Alberta Excellence Graduate Scholarships, Association des collèges et universités de la francophonie canadienne (ACUFC)</li> </ul>
<p><b>Reviewer's Comment:</b></p>
<p><b>3. Tuition and Student Cost Considerations</b> <i>(Answer the following questions)</i></p>
<p>a. Document tuition and fee projections for students (specify domestic student tuition fees, international student tuition fees, compulsory student fees, and other costs likely to be incurred by students (texts, equipment, equipment, travel for research or conference etc.). Provide rationale where appropriate such as comparisons with similar programs. (Consult with the Ministry as needed.):</p> <ul style="list-style-type: none"> <li>● Both domestic and international students will pay University of Alberta graduate program tuition and students fees.</li> <li>● Domestic:             <ul style="list-style-type: none"> <li>○ Instructional fees - \$4,192.80</li> <li>○ Non-instructional fees - \$1213.31</li> </ul> </li> <li>● International             <ul style="list-style-type: none"> <li>○ Instructional fees - \$8,700.00</li> <li>○ Non-instructional fees - \$1213.31</li> </ul> </li> <li>● Conference and other costs are expected to be covered by the supervisor and through awards available through GSA.</li> <li>● The two mandatory courses will not require texts or other costs.</li> </ul>
<p>b. Does the proposed program align with the Tuition and Fees Regulation? <input type="checkbox"/> Yes; or <input type="checkbox"/> No</p>
<p>c. Please elaborate on above answer, if necessary.</p> <ul style="list-style-type: none"> <li>● This is a typical graduate program that meets TFR.</li> </ul>

**Reviewer's Comment:**

**SECTION F: INSTITUTIONAL IMPACT**

**1. Institutional Mandate, Strategy Alignment, and Capacity** *(Answer the following questions)*

- a. Briefly describe how the proposed program aligns with the institution's mandate and government priorities.

The proposed program aligns with the Comprehensive Institutional Plan with respect to attracting and retaining talented students, provides access to innovative learning opportunities, and advances connections with the Francophone and bilingual communities. The program will also support the University's mandate that graduates will be prepared, through an innovative learning environment, to think critically, to act entrepreneurially, to create cultural and technical innovation, to be successful in the global marketplace, and to assume positions of leadership in public and private sectors. The proposed program will provide the students with these skills.

In addition to the above, the proposed program is in alignment with the Comprehensive Institutional Plan in the following areas.

- Facilitate, build and support disciplinary, interdisciplinary, cross-faculty and cross-unit engagement and collaboration.
- Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified and diverse academy.
- Increase graduate access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.
- Increase access to, and use of, professional development opportunities for graduate students to support their job market competitiveness, including through internship programs, events and workshops and on-line resources to improve their ability to compete in the global employment market.
- Inspire, model and support excellence in teaching and learning.
- Expand professional development opportunities for graduate students.
- Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels.
- Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business and community organizations.
- Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the University's reach, and effectiveness.
- Work closely with key provincial partners and government agencies.

- Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges.
- Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems
- Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement.
- The program aligns very closely with the University of Alberta's mandate of offering innovative programs that meet the needs of the community. It further aligns with the equity, diversity and inclusion strategic plan by offering a program to an important linguistic minority at CSJ highlighted in the strategic plan. The proposed program will bring equity to the professors at CSJ who have seen their research, funding and supervisory efforts under-recognized and under-rewarded for far too long.
- It aligns with the calls to action on reconciliation and EDI as the program includes required professional development in the area.

The proposed certificate is in alignment with the *For the Public Good* strategic plan in the following areas:

OBJECTIVE: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.

- i. Strategy: Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for Francophone and rural liberal arts education.

9) OBJECTIVE: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.

- ii. Strategy: Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for Francophone and bilingual students, and by progressively improving Faculté Saint-Jean students' and applicants' access to French-language services.

This program is uniquely situated to advance the Comprehensive Institutional Plan and *For the Public Good* among highly trained graduates in Canada's second official language. Employers in Western Canada (British Columbia, Alberta and Saskatchewan) have looked to FSJ which, for five decades now, has played a pivotal role in training citizens in French.

It aligns with government priorities that all programs should include work-integrated learning opportunities. This program includes such opportunities and most research programs will include additional hands-on, practical learning that will greatly prepare graduates for employment or postdoctoral fellowships.

<p>b. To what extent does the program build on the institution’s existing programs, infrastructure, resources and experience from offering programs in related fields?</p> <ul style="list-style-type: none"> <li>• The program builds on the need for graduate programs at CSJ. Our professors have been supervising students in other faculties as a result of not having such programs at CSJ. These professors have strong, long-established working relationships with partners at the University of Alberta and at other institutions, which creates a very strong learning environment that opens doors for students to build a broader portfolio of knowledge, competencies, and networks vital for their post-program successes.</li> </ul>
<p><b>Reviewer’s Comment:</b></p>
<p><b>2. Internal Review and Approval</b></p>
<p>a. Indicate which internal governance body recommended approval and specify date of approval.</p> <ul style="list-style-type: none"> <li>• Conseil de la Faculté Saint-Jean</li> <li>• Faculty of Graduate Studies and Research Council</li> <li>• General Faculties Council (GFC) Programs Committee</li> <li>• GFC</li> </ul>
<p><b>Reviewer’s Comment:</b></p>

**SECTION G: SYSTEM IMPACT**

<p><b>1. Impact on Alberta Adult Learning System (Answer the following questions)</b></p>
<p>a. How does this program support provincial priorities for the Alberta post-secondary system?</p> <ul style="list-style-type: none"> <li>• The proposed program <b>improves access</b> to education for our linguistic minority and <b>improves the student experience</b> by employing student-focused research and learning.</li> <li>• By including WIL and competency-based education, the program ensures that students <b>develop skills for jobs</b>.</li> <li>• The interdisciplinary nature of the program aligns fully with the aim to <b>support innovation and</b> strengthens opportunities for partnerships that can lead to <b>commercialization</b>.</li> <li>• CSJ plays an important role in la Francophonie, and is a major partner with a number of institutions. These programs will allow for exchange programs with partner institutions, which will allow us to <b>strengthen internationalization</b>.</li> <li>• The program supports professors’ efforts to obtain research funds, train exceptional students and produce exceptional research which <b>improves CSJ’s</b> (as a faculty) <b>sustainability</b> and uses existing tuition and minimum funding guidelines to ensure <b>affordability</b>.</li> <li>• Direct investment of professor effort and student tuition into CSJ <b>strengthens our governance system</b> by reducing paper work, and difficult-to-verify accountabilities in the research/graduate student supervision. Offering our own programs ensures equity in the system.</li> </ul>
<p>b. Describe what distinguishes the proposed program from similar or related programs in the Alberta Adult Learning system.</p>

- This program is similar to other MSc programs offered in the Alberta Adult Learning system.
- It is unique by being in French and by allowing for and encouraging clear interdisciplinarity and collaboration among disciplines in scientific inquiry.
- It includes work integrated learning which few, if any programs, structurally include in the program

c. If proposed program/specialization potentially constitutes program duplication, explain why such duplication is appropriate and beneficial in this circumstance.

- The program is not a duplication but is similar to the existing MSc in the Faculty of Science at the University of Alberta. However, it is important to note both that our program is offered entirely in French, and the dual disciplinary and interdisciplinary nature of the proposed program versus the field-specific programs offered in the Faculty of Science.

d. Summarize the outcomes of consultations with other institutions offering related programs. (Attach copies of relevant documents – e.g. letters, meeting summaries, etc.).

- Not applicable – this program is unique and offered in French, which no other provincial or western Canadian institutions can offer.

**Reviewer's Comment:**

## SECTION H: OTHER CONSIDERATIONS

### Other considerations

a. Are there other factors or considerations the Ministry should take into account when reviewing this proposal?

There is an increasing need to prepare Alberta's workforce in STEM-related competencies for employment. Providing a unique opportunity to do this for the bilingual population of Alberta is an important factor for ensuring quality and equity of work for Albertans, and for attracting international and national investors in the province's economy. It has been found that a bilingual employee has a greater economic impact than a unilingual one: in Alberta, where ~2% of the population is bilingual, using both official languages, this same demographic generates 6.6% of Alberta's gross domestic product.

**Reviewer's Comment:**

## REVIEW COMPLETE: RECOMMENDATION (FOR DEPARTMENT USE)

**Recommendation(s):**

<b>Rationale for Recommendation:</b>
<b>Reviewer(s):</b>
<b>Date Completed:</b>



## Part B: Campus Alberta Quality Council Review

As noted at the beginning of Part A, given a positive outcome from the System Coordination Review, the Minister may refer the proposed program to the Campus Alberta Quality Council for quality assessment, the second stage of review.

The onus is on the applicant institution to satisfy Council that the level of learning to be achieved is consistent with that which is expected at the proposed degree level, that the program has sufficient breadth and rigour to meet national and international standards as outlined in, for example, the Canadian Degree Qualifications Framework (CDQF), and that the program is comparable in quality to similar programs (if any) offered in Alberta and elsewhere. The program proposal should demonstrate how Council's program quality standards and any applicable guidelines have been addressed and describe any unique dimensions that set the program apart from similar programs thus providing new educational opportunities for students.

NOTE: Part A of the program proposal may undergo changes as a result of the System Coordination Review. It is important that Part A be up-to-date and complete before it is forwarded to Council. Building on the information provided in Part A, the program proposal that is sent to Council should contain the following additional information. When possible, links to existing policy documents and institutional policies should be provided, rather than recopying them in response to questions.

### SECTION 5: PROGRAM SPECIFICS

#### 5.1 Program Structure and Learning Outcomes

5.1.1 *Describe the program's learning outcomes and how they were established. How will the achievement of the learning outcomes be evaluated? Providing a mapping of the courses to the learning outcomes, particularly in professional programs, is helpful.*

Learning outcomes and their achievement process is described in [the appendix Doc 5 Appendix B LO MSc-version française](#).

5.1.2 *Students are expected to demonstrate independent scholarly activity applicable to the degree level and expectations of its graduates (see the CDQF). Describe the academic culture that will nurture and support student scholarly and creative activity.*

Faculte Saint-Jean (FSJ) functions as a microcosm of a university within the larger macrocosm of UofA. As such, students and supervisors work in close contact. All administrative, academic, library, and community engagement events happen within Campus Saint-Jean, either physically or virtually. Graduate student offices are in the same building that houses the professor's offices, and thus students and supervisors can meet on short notice and work collaboratively on a continuous basis. Students and staff share all facilities: gym, cafeteria, bookstore, la Central. It is a closely-knit community. Because of the small class sizes, in addition to the collegial and constant interaction between administration staff, faculty members, and students (graduate and undergraduate), students are nurtured in becoming part of the FSJ community. They belong to

the campus, they are not just numbers, but colleagues and peers who are known by their first names among faculty and staff.

Students are also in close proximity to Bibliothèque Saint-Jean, which is part of the libraries of the University of Alberta (UofA). The infrastructure and culture at FSJ allow students to interact beyond the classroom with their peers and their professors. The culture and structure of the campus also provides an opportunity for working collaboratively on interdisciplinary topics and research.

Students will have a number of opportunities with partner institutions and members of our networks such as the following.

Concordia University, Montréal	Université de Heidelberg	Université de Bruxelles
Université de Birmingham	Université d'Innsbruck	Université de Bordeaux
Université de Sherbrooke, Québec	Université Paul Valéry, Montpellier III	
Université de Saint-Boniface	Université de Tours	Université d'Ottawa
Université de Moncton		

The Canadian Institute of Ukrainian Studies  
Bibliothèque et Archives Canada  
The Kule Institute for Advanced Studies

### **Other partnerships**

*L'Association d'Études Canadiennes*  
*Acfas-Alberta (Association francophone pour le savoir)*  
*Société historique francophone de l'Alberta*  
*La Cité Francophone, Edmonton*  
*Coalition des femmes*  
*Francophonie Albertaine plurielle*  
*Bibliothèque et Archives Canada*  
*Unithéâtre, Edmonton*  
*Réseau Santé Alberta*  
*Institut Nationale de Recherche Scientifique*

5.1.3 *For undergraduate degrees, demonstrate (in a table, if possible) how the program meets the relevant section of CAQC's Expectations for Design and Structure of Undergraduate Degrees.*

N/A.

5.1.4 *Provide an outline of the program structure and requirements (major, minor, cognates, core, general education, etc.) including credits in each category, and a summary description of the curriculum. Note any new courses. Course outlines must be available for reviewers but are NOT to be included with the proposal. (See sample table below - note that this is provided as a guideline only for a typical baccalaureate program, and will be different for other baccalaureate and graduate programs).*

## Program structure

### Coursework (See Appendix A):

Component	Courses (maximum)	Credits
Required courses	2 courses	6 credits
Directed studies (or supervisory committee required courses) as advised by the supervisor and/or supervisory committee	up to 4 courses	12 credits
Total	6 courses	18 credits

### Other:

Component	Requirement	
Professional development - IDP	8 hours	
Candidacy exam	10 hours	
Ethics and Academic Citizenship	6 hours	
English Language Competence		
Work-Integrated plan	up to 40 hours	
Personal portfolio	up to 10 hours	

### Typical student program

		FALL				
		Course number	Course title	Course level	Role in program	Credits
1 <sup>st</sup> YEAR		FSJ ES 500	Introduction à la recherche scientifique	G	MSrequirement	3
		FSJ ES 505	Conception expérimentale et analyse statistique dans la recherche scientifique	G	MSc requirement	3
		FSJ ES 509	Études dirigées à la maîtrise	G	Directed studies	3
			Workshop for WIL LO portfolio English language competence IDP development			
	WINTER					
		FSJ ES 509	Études dirigées à la maîtrise	G	Directed studies	9
			Workshop for WIL LO portfolio English language competence IDP development			
			Examen de synthèse et approbation de la proposition de projet		FSJ requirement	
		GET, IDP, PD			Faculty of Graduate Studies and Research (FGSR) Requirement	
	Spring/Summer					
		Research				
2 <sup>nd</sup> YEAR	FALL					
		PD			FGSR Requirement	
		Internship			FSJ requirement	
			LO portfolio English language competency training (if required)			
			Research			
	WINTER					
		Internship			FSJ requirement	
			LO portfolio English language competency training (if required)		FSJ requirement	
			Research and publications and conferences			
	SPRING/SUMMER					
	Dissertation defense			FGSR Requirement	Dissertation defense	
		Presentation of portfolio		FSJ Requirement		
3 <sup>rd</sup> year	WIL requirements may extend the degree when 2 <sup>nd</sup> year completion activities are delayed					

### Summary of the curriculum

<p><b>Step 1: Year 1</b></p>	<p>a. In the first week of fall term, students will be welcomed into the program and will take part in the following activities:</p> <ul style="list-style-type: none"> <li>- Cohort building;</li> <li>- Orientation;</li> <li>- Workshops about the use of eclass, online-delivery, teaching and research assistant training, filling forms and claims, submission of forms, learning to use GSMS and other LMS, applying for grants;</li> <li>- Personal portfolios;</li> <li>- Indigenous education and research mandatory training;</li> <li>- EDI in scientific research training;</li> <li>- Using the library;</li> <li>- Meeting with the supervisor, if selected already;</li> <li>- Registering for classes.</li> </ul> <p>b. Academic advisory team: given the dual disciplinary and interdisciplinary nature of the program, students will meet with an advisory committee, composed of the supervisor, the Grad program administrator and the Grad Program Advisor/ADgrad and a member of the CES. They will answer students' questions about courses and the nature of their research work. This will be the initial stage of the "<i>feuille de route</i>," or roadmap. Students will start working on their work plan "<i>plan d'études</i>," or program plan.</p> <p>c. Course work Fall/Winter,</p> <p>Fall 1 year 1: two required Course (FSJ-ES 500 and 505) and directed studies course  Winter 2 year 1: directed studies course</p> <p>The two required courses pertain to conducting research in scientific fields. These courses will be taught every year.</p> <p>In consultation with the student, the supervisory committee will decide on the topics of the directed studies courses and if any additional formal courses will be required.</p> <p>Under certain circumstances, students may take one of their courses during the spring &amp; summer of the first year. This has to be approved by the supervisor.</p>
<p><b>Step 2: Year 1</b></p>	<p>a. Development of a WIL plan with the supervisor and the graduate office team. The graduate office will provide a list of all stakeholders in the WIL, will connect and assist students with work placement and their WIL advisor (<i>encadrant</i>).</p> <p>b. Each year, FGSR Supervisory guideline requirements are completed, and a copy is submitted with the professor's annual report to FEC. Student and supervisor sign off on this document as per FGSR requirements. NB: Professors/supervisors submit the first meeting form to the FEC as well.</p> <p>c. Early winter semester, students are given a list of readings to prepare for their comprehensive exam (<i>examen de synthèse</i>).</p> <p>d. Students, in collaboration with the Graduate coordinator and the supervisor start working on their Professional Development requirement.</p>

	<ul style="list-style-type: none"> <li>e. Students work on their research plan in collaboration with the supervisor.</li> <li>f. Given the bilingual nature of this program, Francophone students will have the option to take a non-credit ALS course to improve their English, especially their reading and writing skills.</li> </ul>
<b>Step 3: Year 1</b>	<p>At the end of spring term of the first year, students take their “<i>examen de synthèse</i>”</p> <ul style="list-style-type: none"> <li>- Part one: because of the interdisciplinary nature of the program, students will sit for a comprehensive exam about specific topics related to their field(s) of research and study.</li> <li>- Supervisory committee prepares the question for the comprehensive exam.</li> <li>- Comprehensive examination will be scheduled during a three-day period. This can be modified as needed.</li> <li>- Part two: students submit to the supervisory committee a detailed research proposal with a research plan.</li> <li>- Part three: Oral presentation of the research proposal with a detailed outline and timeline of work (two hours meeting with the supervisory committee).</li> </ul>
<b>Step 4: Year 2</b>	<ul style="list-style-type: none"> <li>a. Research work (summer and fall terms ).</li> <li>b. WIL and internship of 4-8 months.</li> </ul>
<b>Step 5: Year 2</b>	<ul style="list-style-type: none"> <li>a. Writing the thesis.</li> <li>b. Completing the learning outcomes forms.</li> <li>c. Students start to prepare manuscript and dissemination activities: conference papers, journal papers, field-specific organizations, etc).</li> </ul>
<b>STEP 6: Year 2</b>	<ul style="list-style-type: none"> <li>a. Thesis defense takes place at the end of year 2.</li> <li>b. Final evaluation and report on the WIL.</li> <li>c. Exit survey and interview completed.</li> </ul>

## 5.2 Criteria / Requirements for Admission and Academic Progression

*State the admission criteria (including any provision for prior learning assessment), residency requirements, academic performance progression requirements, and graduation requirements applicable to the program, along with the grading scheme. Note any program specific regulations (e.g., for doctoral programs, note any candidacy or dissertation requirements, examination requirements, time to completion requirements, etc.).*

- An undergraduate degree in a STEM field from a recognized institution
- A GPA of 3.0 or equivalent
- Two letters of recommendation
- A statement of research interest (2 pages maximum)

- A letter of support from a potential supervisor
- French language competency

### **5.3 Engaged and Active Learning / Delivery Methods**

5.3.1 *Demonstrate the ways in which the institution identifies and attends to the learning of students in the program and what pedagogies will be used to encourage their engaged and active learning, as per Council's program quality assessment standard #5 (Program delivery).*

“Learning methodologies are the methods of delivery that will be used to achieve the desired learning outcomes at an acceptable level of quality. The institution must demonstrate that it has the expertise and resources to support the proposed methods of delivery and ensure their effectiveness. The institution should also demonstrate the ways in which it understands and attends to the learning needs of students in the program, and supports their engaged and active learning.”

FSJ has the experience of operating graduate programs and the resources to support learners in this new program.

#### **Cohorts of learners**

In the graduate programs at FSJ, entering students form a cohort (both the PhD and Master's students). Students with diverse research interests collaborate and build teams with each other to truly work with interdisciplinary research. The cohorts allow us to build teams, to build confidence, to build support groups for the students. Cohorts allow students to grow as individuals and a part of a group: they ask questions, learn about different opportunities, and most importantly, have a support network for motivation and engagement. The team of the Graduate Studies Office plays a major role in organizing orientation, workshops, and training for the graduate students. Professors also play a role in the cohort-building activities since they integrate the concept within their own syllabi and course requirements, as well as their research program.

Cohorts are also important as a platform to address equity, diversity and inclusivity (EDI and indigenization). For professors and students, there is a chance to interact and ensure inclusivity for all stakeholders in the programs. Cohorts provide opportunity for scholarly mentorship opportunities between students. Students who come from different backgrounds can easily fit within the cohort model, since team building and respect of others is at the core of cohort building. Students will take various EDI seminars and workshops offered at FSJ and/or FSGR.

#### **Directed studies**

Disciplinary and interdisciplinary studies require broad reviews of bodies of work that the restrictions of course work does not lend itself to. Self-motivated and self-guided learning is required, which has created some of the most creative minds free from field-specific dogma. A highly engaged, stimulating and problem-driven learning approach, supported by a student's supervisory committee is the foundation, and one of the unique features, of this program.

#### **Advisory and supervisory team**

The students will receive clear guidance, mentorship and support from a disciplinary or interdisciplinary advisory and supervisory team. Specifically tailored by the supervisor and the program coordinator to meet the demands of the research problem undertaken, the team will support the student through their learning process.

### **Work integrated learning (WIL)**

Learners will apply their knowledge in select projects and work environments to allow for knowledge transfer and gaining real life experiences. FSJ is collaborating with the Arts and Science WIL programs. The Dean of FSJ is a professor and former Vice-Dean of the faculty of engineering at UofA which has the second largest WIL program in Canada and has intimate experience with such programs.

- 5.3.2 *Include a description of the teaching/learning approaches to be used, a description of the rationale for using the approach and evidence of adequate support for the approach. Where applicable, demonstrate how CAQC's Additional Quality Assessment Standards for Programs Delivered in Blended, Distributed or Distance Modes will be met.*

The proposed program is offered in an in-person format. The learner focused directed studies allow versatile and tailored learning opportunities for students that are flexible to their schedule while also training them to self manage their learning, explore and discuss broader issues within their disciplinary or interdisciplinary research context. This model is used in some of the greatest universities in the world (e.g. Cambridge) allowing for flexibility, curiosity driven work and high levels of rigour. The supervisory committee will be the guide and quality control system for the learning as will be the Associate Dean.

### **5.4 Program Comparison**

- 5.4.1 *Provide a comparative analysis of the proposed program (curriculum, structure, admission requirements, etc.) with similar programs offered elsewhere (if any), especially in Alberta and Canada (see sample table below). What process was used to determine which programs were deemed to be the most comparable? Illustrate the similarities and differences.*

There is no similar program in French in Canada that allows for the proposed flexibility and learning model. It is also not a model that is known to exist in English institutions, in Canada, that are driven by course-based learning.

- 5.4.2 *If a similar program is currently offered at the institution, compare the structure, admission requirements and learning outcomes to the proposed program. If this is a conversion of an existing program (e.g., conversion of an applied degree to a new degree program), provide a table similar to the sample shown below.*

There is no similar program in the Campus Alberta system. This is a new program. The mandatory courses are foundational in a number of disciplines. The self-learning approach is one taken in programs at eminent institutions, such as Cambridge University, that is seldom seen in a North American context. Students in these programs are provided fundamental learnings in research methodology - often without courses - and left to learn and experiment, in a controlled environment, to gain knowledge and competencies with the guidance of the supervisor (supervisory committee) to move through their program of research. Such a learning environment leads to adaptable, leaders, experts and lifelong learners that are much more valuable to employers and society,



## 5.5 Other elements affecting quality

*Note any other relevant aspects of the proposed program that might affect quality (e.g., fast-tracking, individual study, parts of the program to be offered in cooperation with another institution, etc.).*

We anticipate cooperation and collaboration from professors and programs from across the UofA. This will provide a unique opportunity for the students, the supervisor and the supervisory team to truly experience inter- and trans-disciplinary research and collaboration.

## SECTION 6: IMPLEMENTATION AND RESOURCES

### 6.1 Program Implementation Plan

*Provide a program implementation plan by academic year (start to maturity) that includes any elements to be phased in (e.g., new academic staff hires, courses, minors, co-op option). If introduction of this program is dependent on a similar program being phased out, the implementation plan should include how both programs are being supported until the phase out and start up are completed.*

The program only requires the development of the two mandatory courses, which will be completed prior to the first term.

We already have a list of potential employers for the WIL components. the government of Canada will be one the biggest employers. Every year, this list will be updated in collaboration with Conseil de Développement économique de l'Alberta.

### 6.2 Staffing Plan

6.2.1 *Show how the number (head count and FTE), distribution and qualifications of teaching staff meet Council's requirements and the objectives of the program as a whole (as described in s. 1.6 above). Include the academic staff expertise to be recruited, if new staff are contemplated. Provide summary information of current academic staff and new hires who will be teaching in the proposed program in the following format (see sample table below).*

The two courses can be taught with the current professor contingent without any impact to the faculty's resources. FSJ has 31 faculty members, and 13 full academic teaching staff able to teach these courses. The table below shows the list of professors. As these courses are fundamental to research in all disciplines, there is no need for new staff hiring.

6.2.2 *Include brief explanations of academic staff categories (e.g., continuing, sessional, term) and workload expectations.*

At FSJ, there are three streams of professors:

- Professors: There are 35 tenure-track professors with continuing contract with an obligation to supervise at the graduate level.

- Teaching professor: there are over 30 teaching professors with renewable three-year contracts. These professors hold PhDs and are eligible and able to supervise at the graduate level.
- Sessional teaching professors: sessional teaching professors are hired on a term-by-term basis by need. They can be part of candidacy examination, and, depending on their expertise, they may take part in thesis/dissertation defenses.

6.2.3 Provide a proposed teaching rotation that outlines the academic staff at launch and to maturity of the program (see sample table below) and shows clearly the plan for any cycling of courses. List also any non-academic staff who will teach in the program.

As standard research methods courses, all faculty members are able to teach the two mandatory courses. Three professors will be identified to teach these courses on a rotating basis and ensure sufficient redundancy in case of sabbatical leaves which occur every 6 years.

6.2.4 For graduate programs, provide a detailed plan to organize the academic advising, supervision and monitoring of graduate students, and state the credentials, graduate teaching experience, master's committee work/supervision and PhD supervision experience of academic staff. For doctoral programs, a summary table such as the following would be helpful.

Please see Appendix A\_ Structure du MSc

6.2.5 Include CVs of core academic staff teaching in the program as well as key administrators (see CAQC's CV template). Be sure their permission has been given.

See Attached academic CV of professors at the end of the document

#### Academic Credentials, Graduate Teaching and Research Supervision of Full Time Faculty

Name	Earned Credential <sup>1</sup>	Supervision of undergraduate research projects	Graduate teaching experience	Master's committee work / supervision		PhD supervision
				Project	Thesis	
ElAtia, Samira	PhD	√	√	Sup	Sup/Com	Co-sup/Com/Ext
Bahi, Boniface	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Boerger, Anne	PhD	√	√	Sup	Sup/Com	Com / Ext / Co-Sup
Boily, Frédéric	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup

Bouferguene Ahmed	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Cammarata Laurent	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Carey, Jason	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Cavanagh, Martine	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Corsi, Elissa	PhD	√	√	Sup	Co-Sup/Com	Com / Ext / Sup
Davoine Francis	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
De Montigny Marc	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Durou, Guillaume	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
El Ghoul Sadok	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Fagnan Laurier	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Mourad, Ferdaoussi	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Flamand, Hélène	PhD	√	√	Sup	Co-Sup /Com	Com / Ext / co-sup
Gaudet, Cindy	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Gnidehou Sedami	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Jacquet, Marianne	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Lemaire, Eva	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Lemieux Hélène	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Lessard, Lessard	Ed.D	√	√	Sup	Co-Sup /Com	Com / Ext / Co-Sup
Lukhanda, Alfred	Doc	√	√	Sup	Co-Sup /Com	Com / Ext / Co-Sup
Natacha Louis	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Mocquais Pierre-Yves	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup

Mounsef Donia	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Safouhi, Hassan	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Langevin, René	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Lapointe-Gagnon Valérie	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Léonard, Carol Jean	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Manuel, Dominic	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Marchak, Kristan	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Mballa, Charlie	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Motiejunaite, Jurate	PhD	√	√	Sup	Co-Sup/Com	Com / Ext / Sup
Nkuiya, Bruno	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Pellerin, Martine	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Pelletier, Sarah	PhD	√	√	Sup	Co-Sup/Com	Com / Ext / Co-Sup
Ravi, Srilata	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Rousseau, Pierre	M.Ed/ ABD	√	√	Sup	Co-Sup/Com	
Sehmby, Dalbir	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Snauwaert, Maité	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Sofyan Alhamid	PhD	√	√	Sup	Co-Sup/Com	Com / Ext / Sup
Tran-Minh, Thao	PhD	√	√	Sup	Co-Sup/Com	Com / Ext / Sup
Viens, Chantal	PhD	√	√	Sup	Co-Sup/Com	Com / Ext / Co-Sup
Villeneuve Anne-José	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Wilson Sheena	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup

<sup>1</sup> Include only highest *earned* credential; if faculty member is enrolled in a graduate program, indicate in a footnote along with expected completion date.

### Key

PhD = Doctor of Philosophy Com = Committee Member

DMA = Doctor of Musical Arts Sup = Supervisor or Co-supervisor

Edd = Doctor of Education Ext = PhD External Examiner

## **6.3 Scholarly and Creative Activity**

6.3.1 *Describe what constitutes scholarship and/or creative activity for academic staff teaching in this program, and summarize the institutional expectations of academic staff with respect to scholarship and professional development as well as how these are assessed. Describe plans for supporting scholarly activities and professional development of academic staff (see Council's expectations regarding scholarship, research and creative activity in s. 3.7.3 of Council's Handbook).*

The definition of scholarship or creative activities in this interdisciplinary program context must be taken as broadly as possible to not limit expectations of the field. Professors are expected to spend 40% of their time teaching (4 courses/year), 40% towards scholarly activities and 20% towards service. Academic teaching staff are expected to teach 8 courses per year with some allowance, on a one on one basis, for research or other activities.

FSJ and UofA offer opportunities to support scholarly activities and professional development. These range from sabbatical leaves and internal grants for conferences, publications to support for grant writing and for supporting graduate students.

6.3.2 *For doctoral proposals, include a tabular summary of research grants held by key academic staff involved in the program, both (i) in aggregate form, and (ii) by academic staff member, years of tenure of each grant, and source and amount of the grant.*

N/A.

## **6.4 Physical and Technical Infrastructure**

*Describe the facilities, laboratory and computer equipment (as applicable) available to meet the specialized demands of the program, as well as plans to address any deficiencies in what might be required.*

### **Library**

The UofA has a large and robust French collection, with over 620,000 items and material. Students can check out these items, and students can receive them at FSJ for pick-up or for local consultations. Bibliothèque Saint-Jean plays an important role in the life of the graduate programs at FSJ. It is the largest French library in Canada west of Manitoba.

While graduate students have access to all UofA libraries, Bibliothèque Saint-Jean is located at FSJ and is designated as the library that serves FSJ. Future students will use it for the following:

- consulting materials;
- seeking help with searchers;
- requesting inter-library loans;
- offering special research seminars;

- booking study rooms;
- assisting in graduate courses, especially the research methods courses;
- and preparing reference materials.

### **La Centrale**

*La Centrale* is the academic support center for FSJ. Students seek help from *la Centrale* for their homework, for writing papers, as well as for career and professional development advice.

Graduate students will be given priority to work in *la Centrale* as monitors.

### **Technology and technical support**

The technological and innovation team of FSJ offers (to both the academic staff as well the students) varied technological support and training linked to using technology for teaching and learning, as well as doing research.

Most recently, we have added a state-of-the-art multimedia room that allows instructors to engage with students in an interactive and collaborative learning environment. The new design of a flexible learning environment (60 rearrangeable seats, individual moveable tables, 45 Chromebooks, 6 large, wall-mounted digital touch displays, natural lighting, and unobstructed sight lines in the room) allows for the adoption of pedagogical practices that promote group instruction, small-group and large-group work, discussion, and collaboration. Designing a flexible learning environment enables the adoption of pedagogical practices that are more inclusive and adaptable to the needs of students than traditional lectures. This student-centered learning environment allows students to become actively involved in their own learning processes and promotes a greater sense of agency and motivation on their part.

The digital technology in the multimedia classroom provides multiple ways to present content and information. Moreover, by following a more inclusive teaching approach based on the Universal Design for Learning (UDL), the multimedia classroom provides students with multiple means to demonstrate their knowledge and understanding. The digital learning environment also provides multimodal ways for students to collaborate, share, and co-construct their knowledge and understanding with their peers.

### **Wellness and Health**

FSJ students are UofA students; as such, they have access to all the services provided by the university to its students for wellness, physical activities, academic support, personal support, health center, mentorship, guidance, and counseling.

For mobility between FSJ and the North Campus of the UofA, where most of these services are located, we have a special FSJ Shuttle bus service that connects the two campuses and is primarily reserved for students.

However, the physical distance, as well as the language of the services may be a hindrance to students seeking these services. Hence, FSJ offers its students services in French on its campus. As such, students can access four FSJ gym facilities, reach out to Mme Josée Ouellete (Conseillère thérapeute/Counsellor, Student Wellness) for mental health issues. Mme Ouelette

is a Certified Canadian Counsellor and students can contact her to meet with her and discuss their issues with her.

Students can also attend events that help reduce stress such as Stresstival, Unwind Your Mind, Days of Actions (DOA) as well as other regular activities organized by La Centrale and the FSJ Student Union. The students' union, and other students' clubs on campus, organize a variety of events throughout the year: yoga at noon; cooking classes in the evening; movie night; dance lessons; hockey; and other events such as cultural celebration of regional food during special events. Students lead these events.

## 6.5 Information Services

*Provide an inventory and analysis of information resources to support the program (using standard library reference guides) and plans to deal with any deficiencies, and a description of student access to other information services.*

UofA Libraries holds the second-largest university library collection in Canada, with print and electronic collections exceeding 5.2 million titles and over 8.7 million volumes. These include:

- more than 110,000 scholarly ejournals across disciplines from a wide range of publishers;
- over 1.36 million ebooks accessible via a variety of formats;
- over 1,100 online databases;
- over 40,000 items in Education & Research Archive, UofA's institutional repository;
- over 30 hosted open access journals;
- over 2,600 research data files available in a dataverse;
- more than 120,000 digitized books, 67,000 newspaper issues, and 20,000 images and maps related to the Canadian prairies and beyond.

The \$25 million collection budget is no longer allocated by department, but is instead administered by a central team. This allows greater flexibility in adding resources to meet changing program needs. The UofA Libraries has also adopted a demand-driven acquisition model, with which they are able to offer a broader range of materials and fulfill specific patron requests.

This collection meets the needs of programs across the university and will serve this program.

## SECTION 7: CONSULTATION AND ASSESSMENT

### 7.1 Program Evaluation

*Describe the criteria and methods which will be used to ensure the ongoing quality of the program. Include mechanisms for periodic review using external evaluation. Include the expected outcomes, key performance indicators and performance targets for the program.*

The program evaluation will follow the CAQC process and will be every 5 - 7 years. The program will adopt a continual improvement process. The graduate program committee will conduct regular student and professor surveys and yearly exit interviews to determine whether program learning outcomes are being met, and to identify challenges and opportunities.

Key outcomes for the program follow:

<b>Outcomes/key performance indicators</b>	<b>Targets</b>
(1) Retention/program completion	90% - it is expected that between 1 out of 10 or 1 out of 20 will decide to change/leave the program. Typical statistics
(2) Years to completion	2 to 2.5 years on average
(3) Recruitment	Increasing recruitment to reach 10 new students per year at steady state.
(4) Research funding	Increased research funding on average for STEM-based researchers.  Training of HQP will lead to greater success with NSERC Discovery funding applications and greater investments in HQP support.  Community activities/WIL will increase community impact and drive partnership grants
(5) Publications	
(a) Journals	1 to 2 journal papers per student on average
(b) Conferences	1 provincial and 1 national level conference participation per student on average
(6) Scholarships	Increased success in obtaining graduate scholarships (NSERC, Alberta Innovates, Mitacs). Aim for 50% success rate
(7) WIL activities	Increased partnerships, community-based investments, research investments, community impact
(8) Employability/salary mass/job satisfaction	50% immediate employment (5) 50% continuing to the PhD (5)  Post graduation surveys/research of social media (1, 2, 5, 10 yr)
(9) Program satisfaction	Post graduation satisfaction survey results Participation in continuous improvement process/stakeholder meetings Survey completion rates Alumni involvement
(10) Recruitment to PhD	50% of those continuing to the PhD remain at FSJ. (2-3)



## 7.2 Consultation / Accreditation or Regulatory Approval

7.2.1 *Building on s. 2.3, outline the consultation that has occurred with other institutions, organizations or agencies, including advisory bodies formed by the applicant institution to assist in program design, implementation and evaluation. This should include, where appropriate, professional associations, regulatory agencies and/or accrediting bodies, and prospective employers.*

Not applicable

7.2.2 *If the program is subject to accreditation or approval of a regulatory body, provide a description of the review process, requirements of the body and timing of the review (if in process). If possible, a chart or table may be useful to outline accreditation or regulatory approval requirements.*

Not applicable

7.2.3 *If not already covered in 7.2.2., indicate how graduates will meet professional or regulatory expectations.*

Not applicable

## 7.3 Reports of Independent Academic Experts

*CAQC views external peer review, which can be both formative and summative, as foundational to ensuring the quality of academic programs. In order to strengthen the proposal, before the proposal is finalized, the institution should consult with one or more independent academic experts it selects from outside the institution to provide advice regarding all aspects of the program. The report(s) of these external independent academic experts should be provided, along with the institution's response to the report(s). If an institution wishes a program proposal to be exempted from the normal requirement of an assessment by an external expert, it must provide a compelling case as part of its request for a Fully Expedited Review. Short résumés of the academic experts involved and a rationale as to why they were selected should be provided (see CAQC's guidelines with respect to the selection and use of Independent Academic Experts in Appendix I of the CAQC Handbook).*

## **SECTION 8: OTHER**

### **8.1 Adverse Claims or Allegations**

*Disclose any adverse claims or allegations that might affect this application or be of concern to Council.*

*N/A*

### **8.2 Statement of Institutional Integrity**

*Include a signed Statement of Institutional Integrity (see Council template on web site).*

### **8.3 Other documentation**

*Provide any other supporting documents such as the Graduate Program Handbook, Faculty Handbook, current calendar, cyclical review of programs policy, etc. that would add support to the applicant's case and would help reviewers (provide website links, if available).*

Library Statement

Required courses for the Masters of Sciences

Detailed Learning outcomes for the program

Letters of support

CV of professors

## APPENDIX A

### **Description du calendrier du MSc, Faculté Saint-Jean** **Calendar description of the MSc , Faculté Saint-Jean**

Le programme de maîtrise en science, disciplinaire ou interdisciplinaire, individuel, prépare les étudiant.e.s pour les emplois scientifiques et technologiques du futur et à résoudre les défis mondiaux de l'heure. Le programme de recherche est basé principalement sur le développement de compétences transversales avancées et des connaissances de pointe dans leurs domaines de spécialisation par l'entremise d'apprentissages personnalisés et individuels.

The individual, disciplinary or interdisciplinary, Master of Science program prepares students for the science and technology jobs of the future and to solve today's global challenges. The research program is based primarily on the development of advanced cross-disciplinary skills and cutting-edge knowledge in their areas of specialization through personalized and individualized learning.

### **Détails du programme** **Details of the program**

- Ce programme est thesis-based.
- Il aura lieu physiquement au campus Saint-jean et à la UA, les cours peuvent être en personne, online (en ligne) ou dans un modèle comodal/hybride (blended/hybride)
- Le programme est complété à la faculté Saint-Jean en collaboration avec le *College of Natural and Applied Sciences* de l'université de l'Alberta.
  
- This program is thesis-based.
- It will take place physically at the Saint John campus and at the UA, courses can be in person, online or in a blended/hybrid model.
- The program is completed at the Saint John Faculty in collaboration with the College of Natural and Applied Sciences at the University of Alberta

### **Déroulement du programme** **Course of the program**

Le programme comprend:

- Deux cours obligatoires (1<sup>er</sup> semestre académique)
- Développement d'un plan d'étude (1<sup>er</sup> semestre académique)
- Un examen de synthèse écrit sur les connaissances de base du domaine du plan d'étude (fin du 2<sup>e</sup> semestre)
- Une proposition de la recherche (fin du 2<sup>e</sup> semestre académique)
- Temps de recherche (7 à 7 semestres académiques)
- Stage apprentissage en milieu de travail – développement d'une proposition pour la communauté ou un employeur possible et travail de 4 à 8 mois pour compléter le projet de proposition. Le tout entamé dans le cadre d'un projet MITACS ou autres (optionnel).
- Rédaction d'une thèse (fin 5<sup>e</sup> / début 6<sup>e</sup> semestre académique)
- Une soutenance de thèse (6 au 9<sup>e</sup> semestre académique)

The program includes:

- Two required courses (1st academic semester)
- Development of a study plan (1st academic semester)
- A written comprehensive exam on the basic knowledge of the study plan field (end of 2nd semester)
- A research proposal (end of 2nd academic semester)
- Research time (7 to 7 academic semesters)
- Work-based learning internship - development of a proposal for the community or a possible employer and 4-8 months of work to complete the proposal project. All initiated as part of a MITACS or other project (optional).
- Writing a thesis (end of 5th / beginning of 6th academic semester)
- A thesis defense (6th to 9th academic semester)

Résultats d'apprentissage visé par la MSc interdisciplinaire

Interdisciplinary MSc Learning Outcomes

<p><b>Attribut de finissant</b></p> <p><b>Graduation Attribute</b></p>	<p><b>Résultats d'apprentissage</b></p> <p><b>Learning outcomes</b></p>	<p><b>Indicateurs</b></p> <p><b>Indicators</b></p>
<p><b>Niveau et profondeur des connaissances</b></p> <p><b>Level and depth of knowledge</b></p>	<ul style="list-style-type: none"> <li>● Approfondir leurs connaissances dans les domaines [premier domaine], [deuxième domaine]...[autres domaines] du programme individuel disciplinaire ou interdisciplinaire [nom du domaine]</li> <li>● Développer des compétences de base en recherche en complétant un cours méthodes de recherche et méthodes statistiques.</li> <li>● Compréhension systématique et critique de la littérature et/ou états des connaissances du sujet de recherche</li> <li>● Connaissance approfondie du domaine de spécialisation.</li> <li>● La défense du projet et l'achèvement du cours [THES 90X]</li> <li>● Deepen their knowledge in the [first area], [second area]...[other areas] of the disciplinary or interdisciplinary individual program [name of area]</li> <li>● Develop basic research skills by completing a research methods and statistical methods course.</li> </ul>	<ul style="list-style-type: none"> <li>● Compléter le cours de méthodes de recherches FSJ ES 500 et méthodes expérimentales et statistiques FSJ ES 505.</li> <li>● Développement d'un plan d'étude individuel avec le comité de supervisions approuvé par le/la vice doyen.ne aux études supérieures. Le plan doit inclure des connaissances au point de vue des :             <ul style="list-style-type: none"> <li>○ Statistiques ou mathématiques nécessaires pour la recherche dans le domaine</li> <li>○ Des domaines du programme d'étude (révision et synthèse de livres, d'articles, d'œuvres créatives ...)</li> <li>○ Des méthodes de recherche et/ou technique/outils de pointe dans les domaines du programme d'étude</li> </ul> </li> </ul>

- Systematic and critical understanding of the literature and/or states of knowledge of the research topic.
- Thorough knowledge of the area of specialization.
- Project defense and course completion [THES 90X].

- Complété durant le cours FSJ ES 509
- Évaluer par
  - un examen de synthèse écrit à la fin du 2<sup>e</sup> semestre sur la liste de sujet dans le plan d'étude
  - Les résultats des cours
  - La revue de littérature du projet final
  - La défense orale du projet final
- Completion of FSJ ES 500 Research Methods and FSJ ES 505 Experimental and Statistical Methods.
- Development of an individual plan of study with the supervisory committee approved by the Associate Dean of Graduate Studies. The plan must include knowledge in the areas of:
  - Statistics or mathematics needed for research in the field
  - of the field (review and synthesis of books, articles, creative works ...)
  - Advanced research methods and/or technique/tools in the curriculum areas
  - Completed during FSJ ES 509
- Evaluate by
  - a written synthesis exam at the end of the 2nd semester on the list of topics in the study plan
  - Course results
  - The literature review of the final project
  - Oral defense of the final project

<p><b>Compétence de recherche et érudition</b></p> <p><b>Research competence and scholarship</b></p>	<ul style="list-style-type: none"> <li>- Capacité de développer des arguments logiques.</li> <li>- Compréhension conceptuelle des cadres théoriques, des méthodologies et/ou de la conception expérimentale permettant une évaluation critique des résultats de la recherche.</li> <li>- Capacité à concevoir de nouvelles expériences ou de nouveaux modèles.</li> <li>- Capacité à évaluer de nouvelles informations dans le contexte des connaissances actuelles dans le domaine.</li> <li>- Conscience des limites des cadres théoriques, des méthodologies et/ou de la conception expérimentale dans le développement d'une interprétation alternative pour tirer des conclusions.</li> <li>- Capacité à produire une recherche ou un projet original d'une qualité suffisante pour satisfaire à l'examen par les pairs et mériter une publication et/ou démontrer un impact pour un public cible.</li> </ul> <ul style="list-style-type: none"> <li>- Ability to develop logical arguments.</li> <li>- Conceptual understanding of theoretical frameworks, methodologies, and/or experimental design allowing for critical evaluation of research results.</li> <li>- Ability to design new experiments or models.</li> <li>- Ability to evaluate new information in the context of current knowledge in the field.</li> </ul>	<ul style="list-style-type: none"> <li>● Développement d'un plan de recherche de moins de 10 pages, approuvé par le comité de supervision, qui inclu : <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Synthèse de la littérature</li> <li>○ Objectifs</li> <li>○ Méthodes de recherche propre au domaine pour obtenir les résultats</li> <li>○ Résultats escomptés</li> <li>○ Format du projet final</li> <li>○ Nombre et format de transfert de connaissances originaux (article et/ou conférences, œuvres, public cible et transfert des connaissances)</li> <li>○ Budget</li> <li>○ Diagramme de Gantt</li> <li>○ Citations (pas incluse dans le nombre de pages)</li> <li>○ Appendices (pas incluse dans le nombre de pages)</li> </ul> </li> <li>● Transfert de connaissance en fin de programme : publication originale et créative propre au domaine (article de revue, conférence, manuscrit, création artistique...)</li> <li>● Défense du projet final</li> <li>● Development of a research plan of less than 10 pages, approved by the supervisory committee, which includes: <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Synthesis of the literature</li> <li>○ Objectives</li> <li>○ Field-specific research methods to obtain results</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>- Awareness of the limitations of theoretical frameworks, methodologies and/or experimental design in developing an alternative interpretation for drawing conclusions.</li> <li>- Ability to produce an original research or project of sufficient quality to satisfy peer review and merit publication and/or demonstrate impact for a target audience.</li> </ul>	<ul style="list-style-type: none"> <li>○ Expected results</li> <li>○ Format of the final project</li> <li>○ Number and format of original knowledge transfer (papers and/or conferences, works, target audience and knowledge transfer)</li> <li>○ Budget</li> <li>○ Gantt chart</li> <li>○ Citations (not included in page count)</li> <li>○ Appendices (not included in page count)</li> <li>● Knowledge transfer at the end of the program: original and creative publication specific to the field (journal article, conference, manuscript, artistic creation...)</li> <li>● Defense of the final project</li> </ul>
<p><b>Habiliter d'appliquer les connaissances</b></p> <p><b>Empower to apply knowledge</b></p>	<p>Compétences démontrées dans le processus de recherche par l'application d'un ensemble de connaissances existantes à l'analyse critique d'une nouvelle question ou d'un problème spécifique dans un nouveau contexte, évaluée au moins une fois par an avec le superviseur ou le comité de supervision et au moment de la défense du projet.</p> <p>Compétences démontrées dans le contexte d'une expérience d'apprentissage en milieu de travail</p> <p><b>Demonstrated competence in the research process through the application of an existing body of knowledge</b></p>	<ul style="list-style-type: none"> <li>● Évaluation formelle du progrès de programme et/ou de projet au moins 2 fois par année par le/la superviseur.e et une fois par année par le comité de supervision</li> <li>● Défense du projet final</li> <li>● Développement du portfolio d'apprentissage en milieu de travail</li> <li>● Utilisation de leurs connaissances durant un stage d'apprentissage en milieu de travail</li> </ul>



	<p>to the critical analysis of a new question or specific problem in a new context, assessed at least annually with the supervisor or supervisory committee and at the time of the project defense.</p> <p>Skills demonstrated in the context of a work-based learning experience</p>	<ul style="list-style-type: none"> <li>● Formal evaluation of program and/or project progress at least twice a year by the supervisor and once a year by the supervisory committee</li> <li>● Defense of the final project</li> <li>● Workplace Learning Portfolio Development</li> <li>● Use of their knowledge during a work-based learning placement</li> </ul>
<p><b>Compétence en communication</b></p> <p><b>Communication skills</b></p>	<ul style="list-style-type: none"> <li>- Communiquer efficacement les résultats de la recherche sous forme écrite et orale selon les normes du domaine par la création d'un projet final et sa défense orale.</li> <li>- Communiquer les résultats de la recherche dans des présentations orales conformes aux normes de la recherche.</li> <li>- Capacité à composer des manuscrits de style recherche qui sont acceptables pour l'examen par les pairs.</li> <li>- Communiquer efficacement des connaissances générales dans le domaine de [nom du domaine] par le biais d'activités d'assistantat à l'enseignement.</li> <li>- Effectively communicate research findings in written and oral form according to the standards of the field</li> </ul>	<ul style="list-style-type: none"> <li>● Communication écrite par le biais : <ul style="list-style-type: none"> <li>○ du plan d'étude,</li> <li>○ du plan de recherche,</li> <li>○ les communications propres au domaine de recherche (article, manuscrit, etc.) s'il y a lieu</li> <li>○ Le document du projet final s'il y a lieu</li> </ul> </li> <li>● Communication orale par le biais <ul style="list-style-type: none"> <li>○ de présentations dans les rencontres de comité de supervision,</li> <li>○ présentations durant des conférences ou autres propres au domaine (diffusion, exhibition)</li> <li>○ Défense du projet final</li> </ul> </li> <li>● L'habilité de communiquer les connaissances du domaine par le biais d'assistantat à l'enseignement</li> <li>● Complétion du portfolio personnel et WIL</li> <li>● Written communication through:</li> </ul>

	<p>through the creation of a final draft and its oral defense.</p> <ul style="list-style-type: none"> <li>- Communicate research findings in oral presentations consistent with research standards.</li> <li>- Ability to compose research style manuscripts that are acceptable for peer review.</li> <li>- Effectively communicate general knowledge in the field of [name of field] through teaching assistantship activities.</li> </ul>	<ul style="list-style-type: none"> <li>○ the study plan,</li> <li>○ the research plan,</li> <li>○ Communications specific to the research area (article, manuscript, etc.) if applicable</li> <li>○ Final project document if applicable</li> </ul> <ul style="list-style-type: none"> <li>● Oral communication through <ul style="list-style-type: none"> <li>○ presentations at supervisory committee meetings</li> <li>○ presentations at conferences or other events specific to the field (dissemination, exhibition)</li> <li>○ Defense of the final project</li> </ul> </li> <li>● Ability to communicate domain knowledge through teaching assistantship</li> <li>● Completion of personal portfolio and WIL</li> </ul>
<p><b>Capacité professionnelle et autonomie</b></p> <p><b>Professional capacity and autonomy</b></p>	<ul style="list-style-type: none"> <li>- Faire preuve d'un comportement éthique dans la recherche et les études.</li> <li>- Faire preuve d'initiative et de responsabilité personnelle.</li> <li>- Atteindre un niveau d'indépendance suffisant pour prendre des décisions correctes dans des scénarios complexes.</li> <li>- Faire preuve de développement professionnel en matières EDI et réconciliation</li> </ul> <ul style="list-style-type: none"> <li>- Demonstrate ethical behavior in research and study.</li> <li>- Demonstrate initiative and personal responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>● Ne pas contrevenir le code des étudiants</li> <li>● Compléter le cours d'éthique de FGSR</li> <li>● Compléter un plan de développement professionnel</li> <li>● Compléter des ateliers de développement professionnel sur les préjugés inconscients, l'intersectionnalité, la réconciliation</li> </ul> <ul style="list-style-type: none"> <li>● Not violate the student code</li> <li>● Complete the FGSR ethics course</li> <li>● Complete a professional development plan</li> </ul>

	<ul style="list-style-type: none"> <li>- Achieve a level of independence sufficient to make correct decisions in complex scenarios.</li> <li>- Demonstrate professional development in EDI and reconciliation</li> </ul>	<ul style="list-style-type: none"> <li>● Complete professional development workshops on unconscious bias, intersectionality, reconciliation</li> </ul>
<p><b>Leadership et collaboration</b></p> <p><b>Leadership et collaboration</b></p>	<p>Démontrer des compétences en gestion de projet en menant à bien le projet de recherche et en obtenant le diplôme dans les délais prévus (2 ans). Travailler efficacement au sein d'une équipe de recherche</p> <p>Demonstrate project management skills by successfully completing the research project and graduating within the expected time frame (2 years).</p> <p>Work effectively as part of a research team</p>	<ul style="list-style-type: none"> <li>● Plan de recherche et achèvement du projet dans un délai de deux ans</li> <li>● Travail en équipe durant l'apprentissage en milieu de travail, dans l'équipe de recherche, avec le comité de supervision</li> <li>● Atelier de développement professionnel sur le travail d'équipe et de leadership</li> <li>● Un membre actif de la communauté du Campus Saint-Jean</li> <li>● Participation active dans les instituts et groupe de recherche du superviseur de programme</li> </ul> <ul style="list-style-type: none"> <li>● Research plan and completion of project within two years</li> <li>● Teamwork during work-based learning, on the research team, with the supervisory committee</li> <li>● Professional development workshop on teamwork and leadership</li> <li>● An active member of the Campus Saint-Jean community</li> </ul>

		<ul style="list-style-type: none"><li>• Active participation in the program supervisor's institutes and research group</li></ul>
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## APPENDIX B

### STRUCTURE OF THE MAITRISE EN SCIENCES - FACULTÉ SAINT-JEAN

Draft of July 2022

#### Summary of the curriculum

<b>Step 1: Year 1</b>	<p>a. In the first week of fall term, students will be welcomed into the program and will take part in the following activities:</p> <ul style="list-style-type: none"><li>- Cohort building;</li><li>- Orientation;</li><li>- Workshops about the use of eclass, online-delivery, teaching and research assistant training, filling forms and claims, submission of forms, learning to use GSMS and other LMS, applying for grants;</li><li>- Personal portfolios;</li><li>- Using the library;</li><li>- Meeting with the supervisor, if selected already;</li><li>- Registering for classes.</li></ul> <p>b. Academic advisory team: given the dual disciplinary and interdisciplinary nature of the program, students will meet with an advisory committee, composed of the supervisor, the Grad program administrator and the Grad Program Advisor/ADgrad and a member of the CES. They will answer students questions about courses and the nature of their research work. This will be the initial stage of the “<i>feuille de route</i>,” or roadmap. Students will start working on their work plan “<i>plan d’études</i>,” or program plan.</p> <p>c. Course work Fall/Winter,</p> <p style="padding-left: 40px;">Fall 1 year 1: two required Course (FSJ-ES 500 and 505) and either a directed studies course and/or another regular course of interest to the student with supervisor agreement.</p> <p style="padding-left: 40px;">Winter 2 year 1: either a directed studies course and /or a regular course of interest to the student with supervisor agreement.</p>
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	<p>The two required courses pertain to conducting research in scientific fields. These courses will be taught every year.</p> <p>In consultation with the student, the supervisory committee will decide on the topics of the directed studies courses and if any additional formal courses will be required.</p> <p>Under certain circumstances, students may take one of their courses during the spring &amp; summer of the first year. This has to be approved by the supervisor.</p>
<p><b>Step 2: Year 1</b></p>	<ol style="list-style-type: none"> <li>a. Development of a WIL plan with the supervisor and the graduate office team. The grad office will provide a list of all stakeholders in the WIL, will connect and assist students with work placement and their WIL advisor (<i>encadrant</i>).</li> <li>b. Each year, FGSR Supervisory guideline requirements are completed, and a copy is submitted with the professor's annual report to FEC. Student and supervisor sign off on this document as per FGSR requirements. NB: Professors/supervisors submit the first meeting form to the FEC as well.</li> <li>c. Early winter semester, students are given a list of readings to prepare for their comprehensive exam (<i>examen de synthèse</i>).</li> <li>d. Students, in collaboration with the Graduate coordinator and the supervisor start working on their Professional Development requirement.</li> <li>e. Students work on their research plan in collaboration with the supervisor.</li> <li>f. Given the bilingual nature of this program, Francophone students will have the option to take a non-credit ALS course to improve their English, especially their reading and writing skills.</li> </ol>
<p><b>Step 3: Year1</b></p>	<p>At the end of spring term of the first year, students take their "<i>examen de synthèse</i>"</p> <ul style="list-style-type: none"> <li>- Part one: because of the interdisciplinary nature of the program, students will sit for a comprehensive exam about specific topics related to their field(s) of research and study.</li> <li>- Supervisory committee prepares the question for the comprehensive exam.</li> <li>- Comprehensive examination will be scheduled during a three-day period. This can be modified as needed.</li> </ul>

	<ul style="list-style-type: none"> <li>- Part two: students submit to the supervisory committee a detailed research proposal with a research plan.</li> <li>- Part three: Oral presentation of the research proposal with a detailed outline and timeline of work (two hours meeting with the supervisory committee).</li> </ul>
<b>Step 4: Year 2</b>	<ul style="list-style-type: none"> <li>a. Research work (summer and fall terms ).</li> <li>b. WIL and internship of 4-8 months.</li> </ul>
<b>Step 5: Year 2</b>	<ul style="list-style-type: none"> <li>a. Writing the thesis.</li> <li>b. Completing the learning outcomes forms.</li> <li>c. Students start to prepare manuscript and dissemination activities: conference papers, journal papers, field-specific organizations, etc).</li> </ul>
<b>STEP 6: Year 2</b>	<ul style="list-style-type: none"> <li>a. Thesis defense takes place at the end of year 2.</li> <li>b. Final evaluation and report on the WIL.</li> <li>c. Exit survey and interview completed.</li> </ul>

## APPENDIX C

### Proposal for courses in the Masters of Sciences

#### **FSJ ES: 500 Introduction à la recherche scientifique (both terms, 3-0-0)**

Ce cours propose une introduction aux méthodes de recherche propres aux disciplines scientifiques. Les sujets abordés comprennent la philosophie des sciences, la méthode scientifique, la recherche fondée sur des hypothèses, l'analyse statistique, la recherche et l'examen de la littérature, l'élaboration d'un plan de recherche, l'établissement d'un budget de recherche, la présentation et la communication de la recherche et les meilleures pratiques en recherche expérimentale, théorique et informatique.

#### **FSJ ES : 505 Conception expérimentale et analyse statistique dans la recherche scientifique (both terms, 3-0-0)**

Ce cours présente les concepts expérimentaux et les méthodes d'analyse des données qui sont couramment utilisés dans la recherche scientifique, y compris corrélation, régression et analyse de la variance. L'objectif principal porte sur l'analyse des plans de variance et leur application. Les sujets incluent concepts de conception, représentations de modèles linéaires, tests d'hypothèses et interprétation des résultats. Une composante majeure implique un examen de la méthodologie statistique et des hypothèses sous-tendant chacun des designs empiriques. Effets fixes, aléatoires et modèles mixtes sont discutés ainsi que l'échantillonnage et les effets de taille, la puissance et l'enquête sur les différences entre les moyens à l'aide de plans planifiés et post-hoc comparaisons. Afin de maîtriser les techniques, les étudiants devront effectuer des travaux pratiques hebdomadaires à la bibliothèque en utilisant un logiciel statistique.

#### **FSJ ES : 509 Études dirigées à la maîtrise (both terms, spring and summer : 3 -0-0 – voir 6?9?)**

Études dirigées dans le cadre de la maîtrise en science se terminant avec un examen de synthèse écrit et une proposition de projet.





Faculty (& Department or Academic Unit):	Faculté Saint-Jean
Contact Person:	<a href="#">Samira ElAtia</a>
Level of change: (choose one only)	• Undergraduate
	• Graduate
Type of change request: (check all that apply)	• Program
	• Regulation
For which term is this intended to take effect?	Fall 2023
Does this proposal have corresponding course changes? (Should be submitted at the same time)	Yes

**Rationale**

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

**New program *Maitrise en sciences interdisciplinaires***  
[Introduction](#) folder: contains the memo from FSJ Dean, as well as an overview of the graduate programs at FSJ and the guiding principles for the proposals.

**Calendar Copy**

URL in current Calendar (or "New page") <a href="https://calendar.ualberta.ca/preview_program.php?catoid=36&amp;poide=42588&amp;returnto=11393">https://calendar.ualberta.ca/preview_program.php?catoid=36&amp;poide=42588&amp;returnto=11393</a>	
<b>Current Copy</b>	<b>Proposed Copy [Français]</b>

**NEW**

## Maîtrise en sciences interdisciplinaire

Le programme de maîtrise en sciences interdisciplinaire au Campus Saint-Jean offre (CSJ), en français, une éducation universitaire au deuxième cycle de haut niveau dans les disciplines scientifiques organisées selon les grands axes de recherche de CSJ. Établi pour répondre aux besoins professionnels du 21<sup>ème</sup> siècle, dans un monde de contact linguistique étroit et en situation linguistique (francophonie) minoritaire, ce programme, offert de façon innovative personnalisée, constitue un milieu incontournable pour la recherche scientifique interdisciplinaire qui offre une occasion unique aux étudiants d'approfondir leurs connaissances et compétences dans la recherche au sein de la dualité linguistique du Canada.

Le programme maîtrise en sciences interdisciplinaires offre aux étudiants la possibilité de choisir leur spécialisation dans différentes catégories qui combinent plusieurs disciplines. Les étudiants peuvent choisir parmi les spécialisations suivantes qui répondent directement aux besoins identifiés dans la société:

- Sciences de la santé, biologie, chimie, psychologie.
- Sciences des données, mathématiques, statistiques et informatique
- Sciences de la terre, physique, environnement

Le programme est complété à la faculté Saint-Jean en collaboration avec le *College of Natural and Applied Sciences* de l'université de l'Alberta.

### Conditions d'admission

Les conditions minimales d'admission au programme de la Maîtrise en sciences interdisciplinaire sont les suivantes:

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

**Note:** s'il y a lieu, satisfaire aux exigences minimales en matière de langue anglaise. voir [English Language Requirement](#).

#### Les candidats doivent également soumettre les documents suivants :

- Lettre d'intention en français indiquant l'orientation et le domaine de recherche choisi;
- Deux lettres de recommandation adressées directement à la Faculté Saint-Jean;
- Une lettre d'appui d'un superviseur potentiel.

## **Exigences du programme**

Maitrise en sciences interdisciplinaire est offerte dans la voie thèse. Les étudiants doivent compléter un minimum de 18 crédits de cours et la soutenance d'une thèse.

### **Cours obligatoires (6 crédits)**

ESFSJ 500 Introduction à la recherche scientifique

ESFSJ 505 Conception expérimentale et analyse statistique dans la recherche scientifique

### **Cours optionnels (12 crédits)**

A la discrétion du superviseur et du comité de supervision, des cours (4 cours) optionnels additionnels peuvent être exigés durant le programme d'étude.

### **Thèse**

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

## **Exigences du développement professionnel et la formation dans l'éthique de la recherche**

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

Pour plus d'information, veuillez consulter le site web de La *Faculty of Graduate Studies and Research* : [FGSR Academic Integrity and Ethics Training Requirement](#) and the [FGSR Professional Development Requirement](#).

## **Résidence**

Les études à temps partiel peuvent être permises avec l'approbation du responsable du programme des études supérieures à la Faculté Saint-Jean.

## **Durée limite du programme**

Le temps maximum pour compléter le programme de Maitrise en sciences interdisciplinaire voie thèse, tel qu'établi par le la Faculty of Graduate Studies and Research, est de quatre ans.

## **Cours de 2e cycle**

La liste des cours des programmes maîtrise se trouve dans la Course Listings, sous les catégories ESFSJ, MAFSJ et M EDU.

URL in current Calendar (or "New page")

[https://calendar.ualberta.ca/preview\\_program.php?catoid=36&poide=42588&returnto=11393](https://calendar.ualberta.ca/preview_program.php?catoid=36&poide=42588&returnto=11393)

Current Copy:

Proposed Copy: **[English]**

**NEW**

## Maîtrise en sciences interdisciplinaire

The *Maitrise en sciences interdisciplinaire individualisée* at Campus Saint-Jean offers, in French, a high-level, graduate education in the scientific disciplines organized according to the major research axes at the Faculté Saint-Jean. Established to meet the professional needs of the 21st century, in a world of close linguistic contact, and in a bilingual minority (Francophone) situation, this program constitutes a unique environment for interdisciplinary scientific research that provides a exclusive opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality.

The *Maitrise en sciences interdisciplinaire* program offers students the opportunity to choose their specialization in different categories that combine several disciplines. Students can choose from the following specializations that directly address the needs identified in society: Health Sciences; Biology; Chemistry; Psychology; Data Science; Mathematics; Statistics and Computer Science; Earth Sciences; Physics; Environment.

The program is completed at the Faculté Saint-Jean in collaboration with the College of Natural and Applied Sciences of the University of Alberta.

### Entrance Requirements

The minimum requirements for admission to the *Maitrise en sciences interdisciplinaire* are as follows.

- An undergraduate degree or equivalent recognized by the University of Alberta.
- An admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last 60 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.
- Applicants must have adequate French language proficiency, as demonstrated by:
  - a degree or its university-level equivalent from an institution recognized by the University of Alberta, and where the language of instruction is French. Proof that instruction for the degree was in French is required;
  - OR

- a satisfactory score on an approved French proficiency test (the list of language proficiency tests approved by the Faculté Saint-Jean is available at the Faculté Saint-Jean Graduate Studies Office).

**Note:** Where applicable, applicants must meet the minimum [English Language Requirement](#).

Applicants are also required to submit the following:

- Letter of intent in French indicating the orientation and the chosen field of research;
- Two letters of reference addressed directly to the Faculté Saint-Jean;
- A letter of support from a potential supervisor.

## **Program Requirements**

The *Maitrise en sciences interdisciplinaire* is a thesis-based program. Students are required to complete a minimum of 18 units in coursework and a thesis.

### **Required courses (6 units)**

ESFSJ: 500 Introduction à la recherche scientifique

ESFSJ : 505 Conception expérimentale et analyse statistique dans la recherche scientifique

### **Elective Courses (12 units)**

At the discretion of the supervisor, and the supervisory committee, additional elective courses (4 courses) may be required during the program of study.

### **Thesis**

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

## **Ethics and Professional Development Requirements**

Students are required to meet the [FGSR Academic Integrity and Ethics Training Requirement](#) and the [FGSR Professional Development Requirement](#).

## **Residence Requirement**

Part-time study may be permitted with the approval of the Graduate Program Coordinator at Faculté Saint-Jean.

## **Length of Program**

	<p>The maximum time to complete the thesis-based <i>Maitrise en sciences interdisciplinaire</i> program is four years, as set by the Faculty of Graduate Studies and Research.</p> <p><b>Graduate Courses</b></p> <p>Graduate courses can be found in <a href="#">Course Listings</a> under the subject headings ESFSJ, MAFSJ and M EDU.</p>
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**Reviewed/Approved by:**

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

FSJ Executive Committee: November 11, 2022  
FSJ Council: November 17, 2022

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

FINAL Item No. 8

**Governance Executive Summary**  
**Action Item**

<b>Agenda Title</b>	<b>FSJ Proposal: Doctorat Etudes Transdisciplinaires</b>
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**Motion**

<p>THAT GFC Programs Committee recommend that the Board of Governors approve the Doctorat Etudes Transdisciplinaires in the Faculté Saint-Jean, for implementation upon final approval.</p>
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**Item**

Action Requested	X Approval <input type="checkbox"/> Recommendation
Proposed by	Jason Carey, Dean, Faculté Saint-Jean
Presenter(s)	Samira ElAtia, Associate Dean, Graduate, FSJ Roger Epp, Interim Vice-Provost and Dean, FGSR

**Details**

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is ( <i>please be specific</i> )	The proposal is before the committee because the Faculté Saint-Jean is proposing a new PhD in transdisciplinary studies (Doctorat en Etudes Transdisciplinaires), for implementation upon final approval along with the corresponding calendar changes.
Executive Summary ( <i>outline the specific item – and remember your audience</i> )	<p>For over a decade, Campus Saint-Jean has been working to create its own doctoral program. It is an equity issue that Faculté Saint-Jean (FSJ, as an academic unit) has its own doctoral program in order to offer a complete university degree program in French across Alberta and in Western Canada. In their final recommendation, The Quality Assurance Review (QAR) committee of independent reviewers concluded:</p> <p><i>“The Committee was impressed with the expertise, insights and commitment of those involved in these (graduate) programs. The M.A. and the M.Ed. are both good programs bringing together fine professors and students. Because there are not many French-language master’s programs in Western Canada, they are of importance that exceeds their modest number of enrollments. The programs do not require any significant overhaul in content or orientation. The Committee believes that the development of a doctoral program is a legitimate goal for a faculty within a U15 university. As the sole francophone doctoral program in Alberta, such a program could well have a significant academic and social impact.”</i></p> <p>Currently,</p> <ol style="list-style-type: none"> <li>(1) Professors at FSJ cannot fully engage in supervisory duties of their own doctoral students</li> <li>(2) French speaking students in the province seek other institutions to continue their higher education in French</li> <li>(3) It is difficult to attract and retain professors without such a program</li> </ol> <p>With a Doctoral program at FSJ, The University of Alberta will gain an international pool of students and researchers in various fields in the Applied and Natural</p>

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	<p>Sciences, in the Humanities and Social sciences, as well as in health and the environment by opening doors for graduate education in the Francophone world, especially in Africa.</p> <p>In 2017-2018, we conducted an extensive survey among our graduate alumni to seek their feedback and input into our existing programs and potential new programs. The large majority of our graduates had a positive experience and they would like to see a complete university program offered in French at the UofA.</p> <p>We have developed an innovative doctoral program that is the result of extensive consultation and feedback locally, provincially, and nationally from various stakeholders. Within the program, students will have a personal portfolio as well as a WIL plan integrated into the program. Besides the two required courses, the student and the supervisory committee will have the possibility to craft an individualized plan of study and research.</p> <p>We have mobilized various groups (Business, agencies, NGO, etc) to assist students in work placements and in conducting research.</p> <p>The program is built with open collaboration for supervision and/or for both the comprehensive examination as well as the candidacy with colleagues from across the university. Built into the program is an openness to collaborate and work in interdisciplinary groups.</p> <p>The cohort model that we propose in this program will train the student at the start of their academic journey to ensure that Indigenous perspectives as well as EDI in research is implemented and taught at the very core of the program. We are also planning several team building activities and orientations that provide the students with peer and administrative support for their overall well-being. Campus Saint-Jean offers a unique fostering environment for students to learn and interact with professors and students in other fields and disciplines that will give them a chance to broaden their perspective of research.</p> <p>Once approved, we have everything in place to start receiving students. Bibliothèque Saint-Jean of UA Libraries is one of the best collections of French resources outside of Winnipeg. Our professors collaborate with colleagues from across the university, the country, and beyond.</p> <p>Woven into the program are specific learning outcomes, implemented from the very beginning of the program with clear measurable indicators for success. The LOs will provide a solid backbone for a rigorous and unique academic program.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

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

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p>	<p>Consultation:</p> <ul style="list-style-type: none"> <li>• Mai-Juin 2019, Septembre 2019: FGSR and Provost Office</li> <li>• Septembre 2019: Comité des études supérieures</li> <li>• September 2019: Faculty of Engineering</li> <li>• September 2019: Faculty of Sciences</li> <li>• Octobre 2019: Conseil consultatif de FSJ</li> <li>• Octobre 2019 : Comité des étudiants aux cycles supérieures</li> <li>• Novembre 2019 : Faculty of Education</li> </ul>
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<p>&lt;For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a>&gt;</p>	<ul style="list-style-type: none"> <li>● Novembre 2019 : 3ème rencontre avec FGSR</li> <li>● Novembre 2019 : Organismes communautaires : Conseil de Développement Economique de l'Alberta, Coalition de la femme, Réseau de Santé Alberta .</li> <li>● Décembre 2019 : Faculty of Arts</li> <li>● Décembre 2019 : ACFA</li> <li>● Décembre 2019 : Alberta Teachers' Association</li> <li>● Décembre 2019 : fees and budget, Registrar office initial meeting</li> <li>● January 2020 : Budget- Edith Finczak and Ibtissam Nkaili</li> <li>● February 2020: Provost office/ FGSR</li> <li>● Mai 2021: Discussion et demande de soutien du comité des évaluateurs externes. QAR</li> <li>● Septembre 2021 : Comité des études supérieures</li> <li>● December 2021 : Meeting with FGSR Vice-dean (Ali Shiri) and advisor (Frances Plane)</li> <li>● Janvier 2022: Documents shared with FSJ Dean's advisory committee and feedback requested</li> <li>● March 2022: meeting with dean of FGSR to discuss progress and next step</li> <li>● March 2022: Discussion with Provost Office about new templates</li> <li>● April-Mai2022: Budget discussion</li> <li>● Summer and fall 2022: consultation with various community stakeholders <ul style="list-style-type: none"> <li>○ ATA</li> <li>○ INRS</li> <li>○ Minister of Official languages</li> <li>○ ACFA</li> <li>○ l'ACFAS</li> <li>○ Canadian Parents for French</li> <li>○ Fédération des conseils scolaires francophones</li> <li>○ Conseil Scolaire Nord</li> <li>○ College of Alberta School Superintendents</li> <li>○ College of sciences</li> <li>○ College of Social Sciences and Humanities</li> </ul> </li> <li>● August 2022: feedback from College of arts and sciences</li> <li>● September 2022, Discussion and Feedback from Dr. Florence Glanfield , Vice-provost Indigenous Programming &amp; research</li> <li>● September 2022: Retreat with all FSJ community</li> <li>● September 2022: Feedback from FGSR</li> <li>● September 2022 : Feedback from ACFAS -Canada</li> <li>● Septembre 2022: Feedback and approval from the FSJ- Comité des études supérieures</li> <li>● Septembre 2022: Feedback and approval from FSJ Association des étudiants aux cycles supérieurs</li> <li>● September 2022: final approval from Finance office ,Edith Finczak</li> <li>● October 2022: consultation with FSGR</li> <li>● October 2022: feedback from Provost office</li> <li>● October 2022: Discussion and approval from FSJ Comité de planification académique (twice)</li> <li>● November 2022: Approval : FSJ Comité executive</li> <li>● November 2022: Approval : FSJ Council</li> </ul>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Approval Pathway:</p> <ul style="list-style-type: none"> <li>● CSJ-Comité de planification académique (academic planning): 6 October 2022</li> <li>● CSJ-Comité de planification stratégique (academic planning): 20 October 2022</li> <li>● CSJ-Comité exécutif (executive committee): 3 November 2022</li> <li>● CSJ- Conseil de la Faculté Saint-Jean ( FSJ Faculty Council): 17 November 2022</li> <li>● FGSR Graduate Program Support Team: 30 January 2023</li> <li>● FGSR Policy Review Committee: February 16, 2023</li> <li>● FGSR Council: March 8, 2023</li> </ul>

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	<ul style="list-style-type: none"> <li>● GFC Programs Committee: March 16, 2023</li> <li>● General Faculties Council: April 17, 2023</li> <li>● Board Learning, Research and Student Experience Committee: June 2, 2023</li> <li>● Board of Governors: June 16, 2023</li> </ul>
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**Strategic Alignment**

<p>Alignment with <i>For the Public Good</i></p>	<p>The proposed program is in alignment with the For the Public Good strategic plan in the following areas:</p> <p>OBJECTIVE 1: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</p> <p>i. Strategy: Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multicampus university with options for Francophone and rural liberal arts education.</p> <p>OBJECTIVE 9: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.</p> <p>ii. Strategy: Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for Francophone and bilingual students, and by progressively improving Faculté Saint-Jean students' and applicants' access to French-language services.</p> <p>The proposed program aligns with the Comprehensive Institutional Plan with respect to attracting and retaining talented students, providing access to innovative learning opportunities, and advancing connections with Francophone and bilingual communities, as well as, in some cases, Alberta Education. The proposed program will also support the mandate that University of Alberta graduates will be prepared, through an innovative learning environment, to think critically, to act entrepreneurially, to create cultural and technical innovation, to be successful in the global marketplace, and to assume positions of leadership in public and private sectors. The proposed program will provide the students with these skills.</p> <p>In addition to the above, the proposed program is in alignment with the Comprehensive Institutional Plan in the following areas.</p> <ul style="list-style-type: none"> <li>● Facilitate, build and support interdisciplinary, cross-faculty and cross-unit engagement and collaboration.</li> <li>● Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified, and diverse academy.</li> <li>● Increase graduate access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</li> <li>● Increased access to, and use of, professional development opportunities for graduate students to support their job market competitiveness, including through internship programs, events and workshops and on-line resources to improve their ability to compete in the global employment market.</li> <li>● Inspire, model and support excellence in teaching and learning.</li> <li>● Expand professional development opportunities for graduate students and postdoctoral fellows.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels.</li> <li>• Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business and community organizations.</li> <li>• Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the reach, effectiveness.</li> <li>• Work closely with key provincial partners and government agencies.</li> <li>• Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges.</li> <li>• Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems</li> <li>• Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement.</li> <li>• The program aligns very closely with the University of Alberta’s mandate of offering innovative programs that meet the needs of the community. It further aligns with the equity, diversity and inclusion strategic plan by offering a program to an important linguistic minority at CSJ highlighted in the strategic plan.</li> <li>• It aligns with the calls to action on Reconciliation and EDI as the program includes required professional development in these areas.</li> </ul>		
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="440 1136 1484 1318"> <tr> <td data-bbox="440 1136 1073 1318"> <input type="checkbox"/> Enrolment Management  <input checked="" type="checkbox"/> Faculty and Staff  <input type="checkbox"/> Funding and Resource Management  <input type="checkbox"/> IT Services, Software and Hardware  <input checked="" type="checkbox"/> Leadership and Change  <input type="checkbox"/> Physical Infrastructure         </td> <td data-bbox="1073 1136 1484 1318"> <input checked="" type="checkbox"/> Relationship with Stakeholders  <input checked="" type="checkbox"/> Reputation  <input checked="" type="checkbox"/> Research Enterprise  <input type="checkbox"/> Safety  <input checked="" type="checkbox"/> Student Success         </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act          UofA Calendar          General Faculties Council Programs Committee          Board Learning, Research and Student Experience Committee          Faculty of Graduate Studies &amp; Research          Comprehensive Institutional Plan          The <i>For the Public Good</i> strategic plan          Alberta Advanced Education templates and requirement of WIL</p>		

Attachments:

1. Complete PhD Proposal. Version Feb1, 2023
2. Calendar Change Doctorat interdisciplinaire

Prepared by: Samira ElAtia (Associate Dean, Graduate, FSJ) - selatia@ualberta.ca

The equity needs for new graduate programs at Campus Saint-Jean

Jason Carey, Professor, Dean and Executive Officer, Campus Saint-Jean

The graduate program proposals-- MSc and PhD--submitted by Faculté Saint-Jean (FSJ) are an integral part of our drive to offer a complete university education from the Bachelor to the Doctorate level, to ensure equitable opportunities internally, and to take down systemic barriers facing Francophones, French speakers, and Francophiles, as well as the FSJ communities of students and researchers.

These proposed programs are unique opportunities in Western Canada for students to do graduate studies within a French environment. UofA has embraced access to French education as a strategic priority and has supported a French standalone faculty since 1976. These graduate programs are the next phase of building this unique learning opportunity and breaking down educational barriers. FSJ professors currently co-supervise a sufficient number of graduate students to make this a value-added proposition; FSJ has the graduate program support structure in place.

Because there is no mechanism to welcome them currently, French-speaking students who want to do their STEM-based, or PhD work in French and/or English with FSJ professors must be registered in other faculties. Consequently, FSJ professors are required to co-supervise, often fully funding students on projects that are not necessarily theirs; this is a necessary tradeoff to have some of their work move forward. In these instances, professors are not truly recognized in faculty evaluation for their work and effort in terms of supervision and mentorship of highly qualified personnel (HQP). This systemic disadvantage, which is inherent to the current situation, is demoralizing, and inequitable, and limits the advancement of exceptional scholarship at FSJ. Further, it hinders FSJ efforts to recruit and retain exceptional professors and students.

There are several advantages to the proposed programs. First, as the university implements its strategic goal to break down barriers for indigenous students, FSJ can play a unique role in opening doors for Métis students, whose language, Michif, is from Indigenous and French roots, to fully partake in graduate programs. Second, it will allow FSJ to build partnerships with other institutions, nationally and internationally, in countries that, because of language, are currently not UofA markets, but could benefit from all our expertise. Third, our university budget models reward research, student supervision and student funding within a faculty. Campus Saint-Jean budgets are directly affected by requiring such activities to occur in other faculties.

Approving these programs will be an effective and powerful decision in support of French language access to education and offers equitable opportunities to researchers. Being One University requires that all have similar access to unique graduate programs, an exceptional

learning environment, and research growth opportunities. These two new programs will make this happen for FSJ and therefore the UofA.

## LIST OF ACRONYMS AND ABBREVIATIONS

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<b>FSJ:</b>	<b>Faculté Saint-Jean</b>
<b>CSJ:</b>	<b>Campus Saint-Jean</b>
<b>FGSR:</b>	<b>Faculty of Graduate Studies and Research</b>
<b>U of A:</b>	<b>University of Alberta</b>
<b>IMELDA:</b>	<b>The Institut Marcelle et Louis Desrochers for Transdisciplinary Research in Canadian and International Francophonies</b>
<b>MAFSJ:</b>	<b>Maîtrise en Arts at Faculté Saint-Jean</b>
<b>M EDU:</b>	<b>Maîtrise en science de l'Éducation</b>
<b>CEDUL:</b>	<b>Certificat en Education - leadership</b>
<b>AECS:</b>	<b>Association des étudiants aux cycles supérieurs</b>
<b>GSA:</b>	<b>Graduate Students Association</b>
<b>CES:</b>	<b>Comité des études supérieures</b>
<b>ADGS :</b>	<b>Associate Dean Graduate Studies</b>
<b>HQP:</b>	<b>Highly Qualified Personnel</b>
<b>CNFS:</b>	<b>Consortium National de Formation de Santé</b>
<b>ACUFC:</b>	<b>L'Association des collèges et universités de la francophonie canadienne</b>
<b>GRISF:</b>	<b>Groupe de recherche Interdisciplinaire en santé des francophones</b>
<b>GRAAL:</b>	<b>Groupe de recherche sur les Afriques et l'Amérique latine</b>
<b>GRITI:</b>	<b>Groupe de recherche sur l'inter/transculturalité et l'immigration</b>
<b>GREC:</b>	<b>Groupe de recherche en éducation et citoyenneté</b>
<b>QAR:</b>	<b>Quality Assurance Review</b>
<b>INRS:</b>	<b>Institut nationale de recherche scientifique</b>

**WIL: Work Integrated Learning**

**WDA: Western Dean Agreement**

**UDL: Universal Design for Learning**

List of Attached documents – appendices

1. Appendix A : Learning Outcomes PhD FSJ
2. Appendix B : Consultation process
3. Appendix C : Doctoral courses
4. Appendix D.1. : supervisory-committee-meeting-progress-report
5. Appendix D.2 : Terms of Reference of supervisory committee
6. Appendix E : List of partners for WIL plan
7. Appendix F: La centrale
8. Appendix G : SUPPLEMENT to item 6.3.2, CAQC New Degree FSJ Doctoral Proposal Part B
9. Appendix H : Survey
11. Letters of supports (including Library Statement)
12. CV



## Proposal Template: New Master’s and Doctoral Degree Programs (Part A: System Co-ordination Review)

Complete this template for proposals for new master’s and doctoral degree programs or specializations.

Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate “not applicable” in cases where questions are not relevant to the particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

### SECTION A: PROPOSAL OVERVIEW

**Basic Information** *(Complete the table below)*

<b>Institution</b>	Faculté Saint-Jean of the University of Alberta
<b>Program Name</b>	<b>Doctor of Philosophy</b>
<b>Specialization Name</b>	<b>Études Transdisciplinaires (Transdisciplinary studies)</b>
<b>Credential Awarded</b>	<b>Doctor of Philosophy</b>
<b>Proposed Effective Date</b>	<b>July 1, 2024</b>

**1. Type of Initiative** *(Answer the following questions)*

*This is a proposal for (select one from the drop-down menu):*

New doctoral program

### SECTION B: OVERVIEW OF PROPOSED PROGRAM OF STUDY

**1. Program Description** *(Answer the following questions)*

a. Attach (as an appendix to this proposal) a concise program description document that includes:

- 3-4 sentence calendar description

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

The doctoral program at Campus Saint-Jean offers, in French, a high-level post-graduate education in several fields of science, health, social sciences and humanities, organized under these three main research orientations. Established to meet the professional needs of the 21st century, in a world of close linguistic contact and in a minority language situation-Francophonie, this program constitutes an essential environment for integrated transdisciplinary research that offers a unique opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality.

- whether the program is course-based or thesis-based  
Thesis based
- a proposed program of study including course names, descriptions, credits and prerequisites, by year of study,  
The structure of the program is detailed in the following table:

<b>Step 1</b>	<p>a. First week of fall term, students will be welcomed into the program and will take part in the following activities:</p> <ul style="list-style-type: none"> <li>• Cohort building;</li> <li>• Orientation;</li> <li>• Workshops on the use of the eClass Learning Management System (LMS), online-delivery, teaching and research assistant training, filling forms and claims, submission of forms, learning to use Graduate Student Management System (GSMS) and other LMS, applying for grants and awards;</li> <li>• Personal portfolios;</li> <li>• Workshop and training on EDI in research</li> <li>• Using the library;</li> <li>• Meeting with the academic advisory team;</li> <li>• Registering for classes after consultation with and approval of the supervisor.</li> <li>• Workshop and training on indigenous perspective in research and graduate learning with a visit to Métis Crossing.</li> </ul> <p>Upon their admission, students should have scheduled a meeting with their supervisor. The supervisory appointment form must be signed at this stage and submitted to the FSJ Graduate office and Faculty of Graduate Studies and Research (FGSR)</p> <p>b. Orientation/Meeting: During their orientation week, students will attend a training session. Where appropriate, PhD students will have an affiliation with <b>The Institut Marcelle et Louis Desrochers for Transdisciplinary Research in Canadian and International Francophonies (IMELDA)</b> and will participate in various activities of the institute.</p> <p>c. Residency is not required in this program. However, we encourage students to attend this first meeting. Professors who fund students through their own research grants may require residency of the student. Financing will not be mandatory.</p> <p>d. Academic advisory team: given the nature of the program, students will meet with an advisory committee, composed of the supervisor, the Grad Program Administrator and the Associate Dean Graduate programs and a member of the Comité des études supérieures-CES. They will answer students' questions about courses and the nature of their research work. This will be the initial stage of the "feuille de route."</p>
<b>Step 2</b>	<p>a. Course work Fall/Winter, potentially Spring and/or Summer Fall 1 Year 1: Two required courses (FSJ-ES 600 and 605- <b>Appendix C</b>), and if required/advised by the supervisory committee a directed-studies course. Winter 2 Year 1: Directed studies courses.</p> <p>The two required courses pertain to conducting research in disciplinary and interdisciplinary fields. These two courses will be taught every year.</p> <p>The program is based on self- and supervisor-directed studies. The supervisory committee (<b>Appendix D.1 and D.2</b>), in consultation with the student, can decide on additional formal courses to be taken in the program if necessary.</p> <p>b. Development of a Work Integrated Learning (WIL) plan with the supervisor and the graduate office team, in addition to a staff member of the Career Center of the UA. The graduate office will provide a list of all partners and stakeholders in the WIL, will connect and assist students with work placement and their WIL advisor (<i>encadrant</i>).</p> <p>c. Each year, FGSR supervisory guideline requirements are completed, and a copy is submitted with the supervisor's annual report to FEC. Student and supervisor sign off on this document as per FGSR requirement. NB: professors/supervisor submit the first meeting form from Step 1 above to Faculty Evaluation Committee along with their annual report.</p>

<p><b>Step 3</b></p>	<p>a. Meeting with supervisor and graduate administration team to establish timeline for research work, Individual Progress Plan (IPP) and Professional Development (PD). Forms are finalized and added to the students' files.</p> <p>For the IDP and PD, approved by the supervisor and the ADG, students will abide by FGSR requirements.</p> <p>b. When necessary, students can enroll in the English language modules. These modules do not count as credits for the required courses in the program (18 course credits). Students take an English language test, and are placed according to their language proficiency into the appropriate module. They follow these modules offered online by FSJ and when they are finished, they receive an FSJ certification of completion.</p> <p>c. Students start to fill their WIL plan and fill their personal portfolio. The personal portfolio will serve as their professional doctoral progress report where they reflect on their progress, display/showcase their work, and engage with the program for their future work endeavors. A major part of their personal portfolio is addressing and fulfilling the doctoral learning outcomes of the program. Students keep artifacts of their progress in this portfolio.</p> <p>d. Implementation of WIL. A progress evaluation form will be developed and used by the supervisor, the work "encadrant," and the graduate program coordinator to ensure proposed progress within the WIL setting. Note: This step will repeat every semester for the first two years.</p> <p>e. Spring, Year 1: As we seek to train students, they will attend the teaching assistant training offered in collaboration with the Center of Teaching and Learning. CTL offers this training and grants a certificate afterwards; we will work with CTL to provide a French version of this training.</p>
<p><b>Step 4</b></p>	<p>a. Student meets with the supervisory committee and start preparation for the Candidacy exam.</p> <ul style="list-style-type: none"> <li>- First meeting with the supervisory committee should be scheduled during the first year, preferably first term: identifying members, defining the roles, and timelines of research work.</li> <li>- A List of readings is provided to the students during the summer of year 1.</li> </ul> <p>b. Year 2: For the first teaching assistantship work, students will assist a professor in a course.</p> <p>c. WIL continues.</p> <p>d. Achievement of learning outcomes and development of personal portfolio continue.</p>
<p><b>Step 5</b></p>	<p>a. Winter, Year 2: candidacy exam</p> <ul style="list-style-type: none"> <li>- Part one: because of the interdisciplinary nature of the program, students will sit for a comprehensive exam about specific topics related to their field(s) of research.</li> <li>- Supervisory committee prepares the questions for the comprehensive exam.</li> <li>- Comprehensive examinations will be scheduled during a three-day period. This can be modified as needed.</li> </ul> <p>b. Winter, Year 2: candidacy exam</p> <ul style="list-style-type: none"> <li>- Part two: student submits to the supervisory committee a detailed research proposal with an extensive bibliography.</li> </ul> <p>c. Winter/Spring, Year 2: candidacy exam</p> <ul style="list-style-type: none"> <li>- Part three: oral defense of the proposal with a detailed outline and timeline of work (three hours with the supervisory committee).</li> </ul> <p>d. WIL continues.</p> <p>e. Learning outcomes and personal portfolio continues.</p> <p>f. As appropriate for the project, students start to participate actively in IMELDA or other organizations: preparing events and dissemination activities (conference, congress, journal papers, field-specific organizations, etc).</p>

<b>Step 6</b>	<p>a. For Year 3, the focus is on finalizing research pertaining to the dissertation. Note: research has been underway since the beginning, but it is in earnest at this stage.</p> <p>b. During Year 3 and Year 4, students assume full teaching responsibilities for first and second year courses.</p> <p>c. Students play a role in mentorship of the junior doctoral students as well the Master's students, they organize the graduate students' colloquium, and they help with the initiation meeting of entering cohorts (Step1).</p> <p>d. WIL continues.</p> <p>e. Achievement of learning outcomes and development of personal portfolio continue.</p> <p>f. Active and broad participation in preparing events and dissemination activities.</p>
<b>Step 7</b>	<p>a. End of Year 3 or Year 4, depending on progress in dissertation writing, thesis defense will take place. For students in the creative arts stream--music &amp; drama--in addition to the defense of their thesis, The supervisory committee will determine and schedule a performance organized by the student.</p> <p>b. Presentation of the personal portfolio – engagement and collaboration.</p> <p>c. Final evaluation and report on WIL.</p> <p>d. Exit survey and interview completed.</p>

- program location (i.e., campus locations), and delivery mode (i.e., face-to-face, online, or blended); and

The program will be delivered in various formats: online; face-to-face (both physically in class in virtually); and hybrid. Students are connected via various online course delivery platforms and interact with professors, classmates and course materials through Moodle, the learning management system (LMS) used by the university.

In addition, and since we aim to offer this program in different modalities to accommodate learners' needs, we will integrate our delivery with our satellite campuses in the province (Lethbridge, Calgary, Red Deer and Grand -Prairie), and in the Northwest Territories.

Currently, we offer a cohort to our students in Calgary, we do orientations for these students, they meet face-to-face with the professors and the program administrators. For the doctoral students, we plan to organize orientation at the beginning of the program with the professors and the administrator staff to ensure that students are well informed and have a clear understanding and procedure of the program. Furthermore, in 2020, we were launching our first summer on campus program, but it was halted during COVID. In addition and upon request from the graduate students in our current program who come from various parts of the province, we will hold a three weeks orientation in the *La Résidence Saint-Jean*. This summer program has been discussed and approved with ancillary services in 2018-2019 and we are ready to offer this cohort and team building to all our students: most of these students will be professionals and offering them as intense two-three weeks sessions where they get to fully understand the program, meet their supervisors and have the chance to be part of FSJ would be a valuable asset to the program both academically and linguistically.

We also plan to work with other organizations such as school boards, Alberta learning consortia, the Francophone community agency and Indigenous Education Council for further satellite delivery across the province.

- Program learning outcomes.

The program outcomes are inspired by and in-line with the Alberta Credentials Framework (ACF). **Appendix A** provides detailed of these learning outcomes for our doctoral programs. All these outcomes will be measured longitudinally and in a formative way through the personal portfolios of the students and through a Work-Integrated Learning (WIL) protocol as stated in the structure of the program above.

We identified 6 graduate attributes that serves of essential competencies of the program. The Learning outcomes of the program are nested within each of the graduating attributes; and each learning outcome has a clear indicator of its achievement, and which will direct our assessment of these learning outcomes. The 6 graduating attributes are as follow:

<i>Niveau et profondeur des connaissances</i>	Level and depth of knowledge
<i>Compétence de recherche et érudition</i>	Research skills and scholarship
<i>Habiliter d'appliquer les connaissances</i>	Empower to apply knowledge
<i>Compétence en communication</i>	Communication skills
<i>Capacité professionnelle et autonomie</i>	Professional capacity and autonomy
<i>Leadership et collaboration</i>	Leadership et collaboration

Additionally, the program will address specific linguistic learning outcomes as well as global learning outcomes to create a unique learning environment. The following goals will be addressed.

- Prepare future researchers with a unique set of transversal, cross-disciplinary skills that will help to develop community leadership qualities and support the application of foundational knowledge in disciplinary and/or interdisciplinary research.
- Focus on the Francophone and linguistic minority perspectives by creating a deeper understanding of, and response to, broad societal needs.
- Fulfill the requirement of the provincial and federal governments in matters pertaining to French as an official language
- Establish new collaborations with potential for a higher-education network, as well as fostering effective relationships with bilingual and Francophone institutions in Canada, and around the world.

<p>d. Identify any special requirements for accreditation/certification of the program.</p> <p>The program meets the requirements for bilingualism at all federal and provincial levels, which allows for special funding opportunities.</p>
<p>e. Where applicable, identify any collaborations with other institutions/organizations and whether there are synergies with other graduate programs at your institution.</p> <p>The program will be unique at UofA, in Alberta, and in Western Canada, and there will be ample opportunities for collaboration with all faculties at the UofA, for research, for supervision, for candidacy exams, and for training. CSJ Professors are multidisciplinary : in social science and humanities, in sciences, in engineering, in health sciences, we foresee collaborations at the three colleges level, as well the faculties level, and with specific departments and programs within these units: psychology, sociology, political sciences, economics, physics, Mathematics, biology, history, communication and media studies, music, computing sciences, medical microbiology and immunology, business, finance, secondary education, elementary education, policy studies in education, educational psychology, modern languages and cultural studies, african studies program, sustainability, Métis and indigenous studies, etc.</p> <p>Professors are also part of the various signature areas of the UofA, for instance: AI4 society (Dr. ElAtia) Situated Knowledges: Indigenous Peoples and Place (CRC in Métis studies : Dr. Gauget, Dr. Lemaire), Intersections of Gender (Dr. Donia Moncef, Dr. Lapointe Gagnon, Dr. Sauwert) , Energy Systems (Dr. Wilson and Dr.Ghoul), precision Health (Dr. Lemieux, Dr. Ferdaouissi, Dr. Safouhi)</p> <p>We will seek to work in collaboration within the UofA, with other Francophone institutions and French programs across Canada through the <i>Medouest</i> agreement: <i>Le consortium des établissements universitaires de l'Ouest canadien</i>: <a href="https://ustboniface.ca/medouest">https://ustboniface.ca/medouest</a> (francophone WDA), and through other agreements, such as <i>Institut nationale de recherche scientifique</i> (INRS), University of Ottawa, University of Moncton, and Laval University; with whom we already have working agreements.</p>
<p><b>Reviewer's Comment:</b></p>
<p><b>2. Work Integrated Learning (WIL) (e.g. internships, clinical placements) (If applicable, answer the following questions)</b></p>
<p>a. Specify which program learning outcomes map into WIL components of the program.</p> <p>Students will be required to do internships through the course of their studies, and not only at the end. Students will also have opportunities to take a variety of courses/certificates that require a job-shadowing component. Since 2007, our master's programs (both the MA and the MEd) have successfully offered the integration of job-shadowing opportunities for students within their courses. All our alums have successfully integrated work upon completing their degrees. Students are placed within a selected working environment where they develop their own work plan, and collaboratively work with a WIL supervisor to fulfill course objectives that are linked to their research program.</p> <p>For the Doctoral program, we will build this requirement into coursework and throughout the four-year program, as stated in the structure of the program above. Because of our strong ties to the community</p>



and the faculty research enterprise, we have built a solid network that can welcome our students for these valuable experiences. We have compiled a database for all the professional and community partners with whom we will collaborate for the WIL plan (Appendix E)

1. CSJ Program outcomes: Establish new collaborations with new potential horizons for a higher-education network, as well as fostering effective relationships with bilingual and francophone institutions in Canada and around the world.
2. Faculty of Graduate Studies and Research (FGSR)-Doctoral learning outcomes 4: Professional Capacity and Autonomy. Many of the future students enrolled in this program will be professionals. They are already integrated in the designated workplace while they are pursuing their degree.
3. Specific outcome under Application of knowledge « *Démontrée par l'application d'un ensemble de connaissances existantes à un problème spécifique dans un contexte d'apprentissage en milieu de travail.* » (translation: Demonstrated by applying an existing body of knowledge to a specific problem in a work-based learning context)

We have consulted with various community stakeholders on the design of the curriculum and the learning outcomes of the graduate programs at CSJ in general, and the proposed PhD program in particular. These on-going consultations ensure the alignment with the needs of the workplace and build on the experiences of the professionals working in interdisciplinary bilingual contexts. These consultations were carried out with the following stakeholders:

- Institut nationale de recherche scientifique (INRS)
- Association Canadienne Française de l'Alberta (ACFA)
- Acfas-Canada
- Accès-emploi
- Conseil de développement économique de l'Alberta
- La coalition des femmes francophones de l'Alberta
- La fédération des conseils scolaire de l'Alberta
- Canadian Parents for French
- Conseil scolaire centre nord
- College of Alberta School Superintendents
- Alberta Teachers Association

- b. Identify the number of placements required in the program (including evidence that placements will be available when needed).

We are planning two placements:

1. The first placement will be an initiation to work environment and would take place ideally in Spring of the first year of the program.
2. The second placement will be an in-depth experience and would take place in the Summer of year 1, and at the beginning of year 2.

c. Comment on whether/how WIL placements in other programs may be impacted as a result of this program.

We do not foresee any impacts on other programs. Our program is unique, it is the only transdisciplinary program offered in French, and focuses on student-guided learning; there is no other similar program that we can compare it to in the province.

**Reviewer's Comment:**

**SECTION C: ENROLMENT PLANNING**

1. (a) Projected Student Enrolment (Complete the table below as applicable).

Proposed Enrolment	1 <sup>st</sup> Year of Implementation	2 <sup>nd</sup> Year of Implementation	3 <sup>rd</sup> Year of Implementation	4 <sup>th</sup> Year of Implementation	5 <sup>th</sup> Year of Implementation	Annual Ongoing
<b>Total Headcount</b>	3	8	13	18	24	45
• 1 <sup>st</sup> Year of Study	3	5	5	5	8	10
• 2 <sup>nd</sup> Year of Study	0	3	5	5	5	10
• 3 <sup>rd</sup> Year of Study	0	0	3	5	5	10
• 4 <sup>th</sup> Year of Study	0	0	0	3	5	10
• 5 <sup>th</sup> Year of Study	0	0	0	0	1	5
• 6 <sup>th</sup> Year of Study	0	0	0	0	0	0
<b>Anticipated No. of Graduates</b>	0	0	0	2	5	10
<b>Reviewer's Comment:</b>						

a. Indicate the percentage of international students in the enrolment projections and provide a rationale regarding how the percentage was established.

We predict that about 1/3 of new students will be international students (35%). This projection is based on the international students' admission and enrollment rate that we have seen in the last three years in our MEDU and MA programs.



We also based our projection on data from doctoral programs that have been approved by Alberta Advanced Education over the last 10 years.

Additionally, we receive from prospective students, on average, ten requests per year for a doctoral program. Also, individual professors at CSJ receive direct requests from international students.

<b>b. Briefly comment upon whether the program is primarily designed to:</b>	
i. cater to graduates of your institution	This program is designed to cater to graduates from our institution as well as from across Alberta first, and Western Canada second. It should also be attractive to international students who would like to work and study in a bilingual integrated inclusive transdisciplinary environment.
ii. to meet a local demand	
iii. to meet a national demand	
iv. meet an international demand	

**Reviewer’s Comment:**

**2. Learner and Labour Market Demand (Answer the following questions)**

**a. Provide evidence of labour market demand for graduates, detailing how such demand was forecasted and substantiated regionally and provincially. (Append supporting documentation, as appropriate.)**

There is a continuous demand for highly trained individuals in the knowledge economy. PhDs are in demand for academic, research, and policy-based positions, among many others (Shin et al 2018; Wiley Education Services 2021). This program prepares graduates to meet the challenges of the future by providing them a uniquely tailored training program. The nature of the program prepares them to work in a wide variety of fields. A clear advantage is a multilingual graduate who can bridge the needs of employers in a bilingual country and in an international market. According to recent news outlets and government reports, more francophone newcomers are choosing to settle in Alberta. In 2022, Canada reached for the first time its target of 4.4% francophone immigrants settling outside of Quebec: 16300 French speaking newcomers (Le devoir, January 24, 2023)

For example, University Affairs posts hundreds of Canadian-based academic positions to which our graduates could apply every year. There is no shortage of demand for our graduates. Currently (December 2022: there are 696 positions posted on University Affaires, with 78 in Alberta, and 74 across Canada that require French.

<b>b. Identify which stakeholder groups were consulted regarding demand/need for this program:</b>	
<input type="checkbox"/> Student/learners	<input type="checkbox"/> Employers and professional associations
<input type="checkbox"/> Faculty	<input type="checkbox"/> Community organizations
<input type="checkbox"/> Program advisory committee	<input type="checkbox"/> Other post-secondary institutions (Peter Dorrington, Université de Saint-Boniface; Aline Germain-Rutherford, University of Ottawa; Rémi Léger, Simon Fraser University, Donald Ipperciel, York University)
<input type="checkbox"/> Regulator and/or accreditation bodies	<input type="checkbox"/> Other (please identify)

- c. Summarize the results of the identified consultations and attach supporting documentation (e.g., minutes of meetings, letters of support, etc.), when available.

We held several meetings with various offices at the University and community stakeholders (see **Appendix B**). All those consulted supported our proposal and attached to this proposal are letters of support for this program from these stakeholders.

The Quality Assurance Review (QAR) conducted in 2020-2021 recommended that the University of Alberta and Faculté Saint-Jean have a complete post-secondary set of programs, from Bachelor to Doctoral degrees. The QAR committee of independent reviewers concluded:

“The Committee was impressed with the expertise, insights and commitment of those involved in these (graduate) programs. The M.A. and the M.Ed. are both good programs bringing together fine professors and students. Because there are not many French-language master’s programs in Western Canada, they are of importance that exceeds their modest number of enrollments. The programs do not require any significant overhaul in content or orientation. The Committee believes that the development of a doctoral program is a legitimate goal for a faculty within a U15 university. As the sole francophone doctoral program in Alberta, such a program could well have a significant academic and social impact.”

Formal and informal discussions with students graduating from our master’s program indicate a desire for a PhD program. We find that our graduates are currently either going to the UofA North campus or to other post-secondary institutions to obtain their PhD.

- d. Provide evidence of student demand for the program. (e.g., survey results, waitlists, demand in similar programs at other institutions etc.).

In a survey (**Appendix G** conducted in 2018-2019 among graduates of the program, 25% of respondents continued their doctoral studies. Another 38% pursued other graduate programs.

Among the respondents, 80% stated that they would recommend the graduate program at CSJ and if they have a chance they would pursue more graduate studies at CSJ.

The only drawback was the lack of variety in the courses. Since then, CSJ has developed new graduate courses that we are implementing now. The results of the survey revealed that graduates of the program benefited tremendously from their education at CSJ for (a) their own professional development, (b) the content covered in the program and the courses, (c) intellectual endeavor, (d) personal and professional growth, and (e) career choices.

- e. Identify and discuss any additional factors that may impact student demand for this proposed program.

CSJ offers a unique environment that will improve graduate student completion rates, since they will have a chance to actively collaborate and work in teams within a supportive environment. Students will have a chance to interact closely with researchers and participate in various research

activities on campus. Over the last 5 year period, the completion rate for students in our full-time masters program is very high (only one student in the MA program who did not finish in time, and only 1 person in the MEd program did not finish on time and in both cases these students faced challenges due to COVID pandemic).

- f. Comment on the overall sustainability of learner demand for this program over the longer term.

Training PhD students is an integral part of the mission of a research intensive university such as the UofA, a U15 university in Canada and one of the top 100 research-intensive institutions in the world. CSJ is an integral part of UofA. There is no reason to believe that this program cannot be sustainable: (a) with the growth of the French immersion programs and the linguistic dual identity of young Canadians (Statistics Canada 2020) , (b) the maintain of Francophone communities in the minority context and the support of the Francophone newcomers -with a steady rise of settlement of this population in Alberta (Government of Alberta 2021) , and (c) attracting international Francophone students from around the world to study in a world-class university. At its very core, this interdisciplinary program allows professors to supervise a doctoral student without the constrains of field-specific program: it thus allows the disciplinary and interdisciplinary nature of CSJ, and minimizes required resources to ensure the viability of the program. All current faculty members can and should have at least one PhD student, thus ensuring its viability.

To meet participant, community and CSJ needs, we are proposing an innovative program with both bilingualism and multi-disciplinary research at its core.

- Canadians are more open to mastering both official languages than ever before (Statistics 150 Canada, 2017).
- Canadians are also better positioned in their work environment when they can function in field specific or inter- and trans-disciplinary capacity (Human Wanted Report 2018. They are not working exclusively in their fields.

Through our community and research partners (INRS, Acfas, Accès emplion, FCSF, etc.) we will ensure that all learning outcomes will be met.

- g. Describe how the enrolment plan takes into account relevant labour market demand and societal benefit factors.

The proposed program is not linked to a single, distinct discipline that can make it difficult for graduates to find jobs. Its nature allows graduates to respond to numerous employment postings, be entrepreneurial, create spin-offs to tackle unique societal challenges and meet labour market demands. Graduates will create their own opportunities, as well as meet labour market demand to benefit society at large.

**Reviewer's Comment:**

**SECTION D: GRADUATE OUTCOMES AND PATHWAYS**

## 1. Employment Outcomes (Answer the following questions)

- a. Are the majority of graduates expected to enter directly into the labour market upon graduation or continue on to further study? (Elaborate as needed).

Graduates from this program will be expected to enter directly into the labour market. We anticipate that a majority (2/3) of students coming to this program will have work experience or be employed, and thus be readily (re)employable. Further, the program is structured such that students will have work placement in their specific field of study and research during the course of their studies. Students who have not had relevant work experience will therefore acquire that experience through their studies. The experience will be valuable for students in building relationships and networks, and in preparing them for the labour market.

The Graduate office and *La Centrale*, the students academic and personal support center at CSJ (Please see **Appendix F** attached to this document for details about *la Centrale*), as well as all the infrastructure available at the University to Alberta and FGSR that support graduate students will play a pivotal role in preparing students for the demands of their work search. They have information about possible jobs, and help students prepare their academic CV, or resume, and a work portfolio.

Students will benefit from the close mentorship that the program will offer as stated in the structure of the program in

- b. What types of academic/professional positions does the proposed program prepare graduates for?

The Office of Graduate Studies at CSJ has compiled an extensive list (see Appendix G attached) of potential offices, agencies, NGO, and businesses that can host our students. Some partners in this list have welcomed some of our students in the MA and MEd programs, the others are willing to welcome our students in the future. Discussions with MITACS, as one example, showed the openness to support student placement and research opportunities with various partners. We have developed a formal work-plan and professional portfolio that allows students to gather various artifacts to demonstrate that they have fulfilled the learning outcomes of the program.

For this program, we primarily seek to prepare doctoral students for leadership, research, and entrepreneurial positions outside of academia. They will also be formidable and highly competitive candidates for academic positions. The proposed program will have such a breadth of skill embedded in it, that it will provide students with various competencies for a diverse suite of positions:

- research leaders in NGO, government based (Innovtech, NRC), private organizations;
- education and various educational leadership positions;
- business, banking, economics;
- leadership and research positions within community/bilingual agencies;
- global affairs and international relations;

- media and communication;
- public health; and
- entrepreneurship and partners with international francophone agencies/business.

In addition, like graduates from other programs, students may choose to pursue academic positions in other institutions.

- c. Identify program supports that assist graduates to successfully transition from university to employment.

For this program, we created a professional internship with a personal portfolio and a WIL plan that starts from Year 1, and continues in Years 2 and 3. Students will work closely with their supervisor and the WIL mentor to bridge what is learned during formal learning and research activities and its application in the workplace. The program sets out a clear set of competencies that students will develop and be able to transfer to the labour market.

**Reviewer's Comment:**

**2. Societal Benefits and Pathways** (*Answer the following questions*)

- a. In cases where labour market demand is not the primary reason for this program, identify anticipated social and community benefits (in addition to employment outcomes) within local, national or international contexts.

This program offers a unique opportunity for Albertans, Canadians, and international participants to seek graduate education in French, and develop their bilingual skills that will open doors to various opportunities across Canada and around the world.

Among the Francophone communities outside of Quebec, this doctoral program will be a beacon in disciplinary, and inter- and trans-disciplinary research. CSJ offers a unique opportunity in that it is strongly connected to the Franco-Albertan community and is an integral part of the University of Alberta, a leading research institution in Canada and the world.

The ability of CSJ professors to build research and educational networks in Alberta, Canada, and the world is an excellent asset for the university and the province. Local, national and international students will benefit tremendously from the opportunity to work with students and professors from the University community in both official languages. They will be uniquely prepared for a world that requires such linguistic abilities.

In an era of globalization, the program will be unique in offering an environment where students conduct research from a big-picture perspective. They will also benefit from greater personalized learning opportunities, and consistent interactions with various colleagues, staff and fellow students.

Many institutions across Canada are attempting to meet the need for bilingual or French postsecondary education, including Simon Fraser University, and the University of Regina, signaling that there is a need and a demand for a program. The population of bilingual Canadians that want to have a choice in their higher education is growing.

- b. Comment on how the program creates opportunities for graduates in areas such as entrepreneurship, innovation, and/or social/community development.

Within their individualized plan, each student will engage in diverse opportunities with Francophone and bilingual stakeholders. There are ample opportunities for collaboration with all faculties at the UofA, for research, for supervision, for candidacy exams and for training. Our ties with the community ensure that students will have opportunities to better appreciate local and global needs, in the context of their interdisciplinary work. They will be able to work closely with stakeholders during and after their degree to tackle societal challenges. The listed competencies of the program prepare students for current needs in the labour market. The WIL program will immerse students in situations in which they are required to market themselves, their skills, be entrepreneurial, and stand out.

- c. Indicate whether the proposed program offers new or expanded pathway opportunities for students in the Alberta Adult Learning System. (Elaborate as needed).

Within Campus Alberta, this French program, that allows for disciplinary as well as inter- and trans-disciplinary PhD, unique in Canada, will be a vital bridge to complete the educational pathway for students in the adult learning system: the first doctoral program in French in Alberta. This is a paramount step in ensuring equity and inclusivity in post secondary education in the province. Campus Alberta would offer to all Albertans a complete educational landscape in both official languages.

**Reviewer's Comment:**

## SECTION E: FINANCIAL VIABILITY AND SUSTAINABILITY

### 1. Budget and Funding Sources *(Answer the following questions)*

- a. Describe how the institution plans to finance the program, including any applicable sources of funds such as tuition, grants etc.:

Please refer to the attached budget for full details.

#### Ongoing Revenues and Operational Costs

	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
<b>Revenue</b>						
Domestic Tuition/Fees	\$12,579	\$33,544	\$54,509	\$75,474	\$100,632	\$188,685
International Tuition/ Fees	\$0	\$0	\$0	\$0	\$0	\$0
Base funding	\$0	\$0	\$0	\$0	\$0	\$0
External Funding	\$0	\$0	\$0	\$0	\$0	\$0
Internal Reallocation	\$0	\$0	\$0	\$0	\$0	\$0
Other Internal Sources	\$19,194	\$0	\$0	\$0	\$0	\$0
<b>Total Revenue</b>	<b>\$31,773</b>	<b>\$33,544</b>	<b>\$54,509</b>	<b>\$75,474</b>	<b>\$100,632</b>	<b>\$188,685</b>
<b>Operational Costs</b>	0	0	0	0	0	0
Faculty Salaries/Benefits	\$28,000	\$0	\$0	\$0	\$0	\$0
Graduate Student Funding	\$0	\$0	\$0	\$0	\$0	\$0
Service Teaching Costs	\$0	\$0	\$0	\$0	\$0	\$0
Admin Salaries/Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Materials/Contracted Service	\$0	\$0	\$0	\$0	\$0	\$0
Other Direct Costs	\$0	\$0	\$0	\$0	\$0	\$0
Indirect Costs	\$3,773	\$10,063	\$16,352	\$22,642	\$30,189	\$56,605
<b>Total Operational Costs</b>	<b>\$31,773</b>	<b>\$10,063</b>	<b>\$16,352</b>	<b>\$22,642</b>	<b>\$30,189</b>	<b>\$56,605</b>
<b>Revenue net of expenditures</b>	<b>\$0</b>	<b>\$23,481</b>	<b>\$38,157</b>	<b>\$52,832</b>	<b>\$70,443</b>	<b>\$132,080</b>

### One-Time Expenditures

	Amount	Revenue Source	Details
Facilities	\$0	\$0	None projected
Equipment and IT	\$2,000	\$2,000	Computer and equipment for the new program coordinator - Internal faculty contribution
Curriculum Development	\$0	\$0	None projected
Marketing and Promotion	\$3,000	\$3,000	Advertising costs and promotion materials specific to the program - Internal faculty contribution
Faculty Recruitment and Establishment	\$0	\$0	None projected
Library Enhancements	\$0	\$0	None projected
Other	\$0	\$0	None projected



The new program revenues will be generated through tuition over and above current student quotas. The new PhD program will use the current graduate program capacity. Any additional cost should not exceed revenues. The additional costs will be limited to assistantship funding and administrative support costs. The additional assistantship costs will serve to offset instructor's costs that would otherwise be incurred. CSJ has access to other granting programs that target French in a minority setting programs- Programmes d'appui aux langues officielles/ Official Languages Support Programs (PLOE).

The PhD program will be considered a new program. However, it is not expected to affect the larger budget significantly. No additional teaching costs will be incurred, and the additional costs will consist mainly of student funding, which may eventually be funded through external research funding.

The faculty will continue to cover the costs of additional administrative support services (i.e. coordination costs) and support the program through internal sources if the full revenues are not achieved.

- b. Discuss risk mitigation plans should full revenue(s) not be achieved or should costs exceed amounts budgeted.

As detailed earlier, it is part of faculty member's work requirements to train graduate students. Currently, faculty members are required to co-supervise their fully-funded students in other faculties. This is an equity issue, as they do not receive the support and recognition for their efforts. This proposed program provides opportunities for students and faculty members to work primarily at CSJ.

Risk is further minimized insofar as CSJ already has graduate program staff that are funded and can support students and supervisors, as well as the infrastructure to support research activities. Therefore, revenue from additional students will flow to support program activities at CSJ.

**Reviewer's Comment:**

**2. Financial Aid and Support for Students** *(If funding support is provided to students, answer the following questions)*

- a. Indicate the percentage of students who are likely to receive funding (fully-funded, partially funded, or un-funded)?

As it is part of their work requirements, it is expected that faculty members obtain research grants that will support their students. However, noting the diversity of research areas amongst faculty members, and the difficulty in some cases in obtaining research funds, PhD funding will not be mandatory. Many students will be part time because of existing employment. It is expected that 50% of students will be funded.

- b. Estimate the typical level of funding provided to students admitted into the proposed program. (Indicate if there is a minimum).

It is expected that funded students will receive \$18,000/yr.



Graduate student assistantship funding will be offered to all full time students for the duration of the program. Other funding opportunities may be available through research funding to be pursued by professors.

Students will be offered opportunities for:

Teaching assistantships;

Research assistantships;

Work in the library;

Work in *La Centrale*;

Work as lab assistants;

Work in Marcelle and Louis Desrochers Institute for Heritage Studies and Transdisciplinary Research on Francophonies (IMELDA) and other institutes in the UofA;

WIL activities may be remunerated in some instances .

c. Identify external awards (e.g., SSHRC or NSCHRC fellowships) that students are eligible for and can reasonably expected to be awarded.

Students at CSJ will be eligible for standard awards administered by FGSR and will pursue, with their supervisors' support, external funding opportunities that all students at the University of Alberta apply for, such as Tri-Council, MITACS, and Alberta Graduate Scholarships.

**Reviewer's Comment:**

**3. Tuition and Student Cost Considerations** (*Answer the following questions*)

a. Document tuition and fee projections for students (specify domestic student tuition fees, international student tuition fees, compulsory student fees, and other costs likely to be incurred by students (texts, equipment, equipment, travel for research or conference etc.). Provide rationale where appropriate such as comparisons with similar programs. (Consult with the Ministry as needed.):

- Campus Alberta Grant is assumed at \$12,000 per student.
- Both domestic and international students will pay University of Alberta graduate program tuition and students fees.
- Domestic:
  - Instructional fees - \$4,192.80
  - Non-instructional fees - \$1,213.31
- International
  - Instructional fees - \$8,700.00
  - Non-instructional fees - \$1,213.31
- Conference and other costs are expected to be covered by the supervisor and through awards available through the Graduate Students' Association (GSA).
- The two mandatory courses will not require other costs.

b. Does the proposed program align with the Tuition and Fees Regulation?  Yes; or  No

c. Please elaborate on above answer, if necessary.

- This is a typical graduate program that meets the TFR.

**Reviewer's Comment:**

## SECTION F: INSTITUTIONAL IMPACT

### 1. Institutional Mandate, Strategy Alignment, and Capacity *(Answer the following questions)*

- a. Briefly describe how the proposed program aligns with the institution's mandate and government priorities.

The proposed program aligns with the Comprehensive Institutional Plan with respect to attracting and retaining talented students, providing access to innovative learning opportunities, and advancing connections with Francophone and bilingual communities, as well as, in some cases, Alberta Education. The proposed program will also support the mandate that University of Alberta graduates will be prepared, through an innovative learning environment, to think critically, to act entrepreneurially, to create cultural and technical innovation, to be successful in the global marketplace, and to assume positions of leadership in public and private sectors. The proposed program will provide the students with these skills.

In addition to the above, the proposed program is in alignment with the Comprehensive Institutional Plan in the following areas.

- Facilitate, build and support interdisciplinary, cross-faculty and cross-unit engagement and collaboration.
- Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified, and diverse academy.
- Increase graduate access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.
- Increased access to, and use of, professional development opportunities for graduate students to support their job market competitiveness, including through internship programs, events and workshops and on-line resources to improve their ability to compete in the global employment market.
- Inspire, model and support excellence in teaching and learning.
- Expand professional development opportunities for graduate students and post-doctoral fellows.
- Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels.
- Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business and community organizations.
- Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the reach, effectiveness.

- Work closely with key provincial partners and government agencies.
- Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges.
- Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems
- Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement.
- The program aligns very closely with the University of Alberta's mandate of offering innovative programs that meet the needs of the community. It further aligns with the equity, diversity and inclusion strategic plan by offering a program to an important linguistic minority at CSJ highlighted in the strategic plan.
- It aligns with the calls to action on Reconciliation and EDI as the program includes required professional development in these areas.

The proposed certificate is in alignment with the *For the Public Good* strategic plan in the following areas:

OBJECTIVE: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.

- i. Strategy: Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for Francophone and rural liberal arts education.

9) OBJECTIVE: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.

- ii. Strategy: Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for Francophone and bilingual students, and by progressively improving Faculté Saint-Jean students' and applicants' access to French-language services.

The graduate program at Faculté Saint-Jean is uniquely situated to advance the Comprehensive Institutional Plan and *For the Public Good* among highly trained graduates in the second official language of Canada. Employers in Western Canada (British Columbia, Alberta and Saskatchewan) look to CSJ which, for 5 decades now, has played a pivotal role in training citizens in French as the sole institution to provide, for example, graduate degrees for K-12 educators who want to become school principals.

The proposed program aligns with government priorities that all programs should include work integrated learning opportunities. This program includes such opportunities and most research programs will include additional hands-on, practical learning that will prepare graduates for employment or postdoctoral fellowships.

b. To what extent does the program build on the institution's existing programs, infrastructure, resources and experience from offering programs in related fields?

The program builds on the series of undergraduate and existing and proposed graduate programs providing a pathway to complete a full post-secondary education at CSJ, from the collegiate to the PhD. We have enough space to receive students and we have the human resources capacity to assist and supervise the students:

- graduate students office space;
- academic program coordinator;
- IMELDA;
- *La Centrale*;
- Bibliothèque Saint-Jean;
- laboratories;
- sus services;
- meeting spaces;
- examination spaces;
- the Francophone provincial archives; and
- proximity to the Cité Francophone.

**Reviewer's Comment:**

## 2. Internal Review and Approval

a. Indicate which internal governance body recommended approval and specify date of approval.

See **Appendix B** for the consultations and the process of governance

**Reviewer's Comment:**

## SECTION G: SYSTEM IMPACT

### 1. Impact on Alberta Adult Learning System *(Answer the following questions)*

a. How does this program support provincial priorities for the Alberta post-secondary system?

There are two elements that distinguish this program from others across Alberta: language and flexibility in disciplinarity. The program will be completely in French, from the admission process, the required courses, the research, and the writing process. The second feature is the transdisciplinary nature of the program: it is built into the program from its conception. Graduates will take a mandatory course on conducting interdisciplinary research. They will work within interdisciplinary research teams and their research and dissertation will be conducted within interdisciplinary perspectives/research angles. We will build a collaborative

learning environment for our students where various research perspectives can be addressed and developed.

- The proposed program **improves access to education** for our linguistic minority and **improves the student experience** by employing student-focused research and learning.
- By including WIL and competency-based education, the program ensures that students **develop skills for jobs**.
- The interdisciplinary nature of the program aligns fully with the aim to **support innovation and** strengthens opportunities for partnerships that can lead to **commercialization**.
- CSJ plays an important role in *la Francophonie*, and is a major partner with a number of institutions. These programs will allow for exchange programs with partner institutions thanks to **strengthening internationalization**.
- The program supports professors' efforts to obtain research funds, train exceptional students, and produce exceptional research which **improves CSJ's** (as a faculty) **sustainability** and uses existing tuition and minimum funding guidelines to ensure **affordability**.
- Direct investment of professor efforts and student tuition into CSJ **strengthens our governance system** by reducing paper-work and difficult-to-verify accountabilities in the research/graduate student supervision. The current situation of supervision in other programs on North campus prevents appropriate oversight of supervision and duplication of administrative efforts by our graduate program staff. Offering our own programs and ensures equity in the system

b. Describe what distinguishes the proposed program from similar or related programs in the Alberta Adult Learning system.

Language is the first distinguishing feature; the program will be completely in French--the admission process, the required courses, the research, and the writing process. The second is the transdisciplinary nature of the program: Professors, supervisors and students will be interacting with each other in an integrated interdisciplinary way: this feature is built into the program from its conception even if individual work may disciplinary in nature. The program opens up to new collaboration that allows for communication and learning opportunities from various disciplines

c. If proposed program/specialization potentially constitutes program duplication, explain why such duplication is appropriate and beneficial in this circumstance.

Given the unique content of inter- and disciplinary research and the bilingual/ Francophone foundation of the programs, there is no duplication of this program.

d. Summarize the outcomes of consultations with other institutions offering related programs. (Attach copies of relevant documents – e.g. letters, meeting summaries, etc.).

Throughout the consultation process, we received encouragement and support for the PhD program: be it from current students and alumni, from employers, from all different organizations in Alberta that we work with as well from national agencies and institutions. They all highly support such a program and praise our efforts to develop them for the students, the campus and the Francophonie. Our university partners (colleges and faculties) welcome

such an initiative because it will open new research opportunities by emphasizing the bilingual collaboration among researchers across the university.

**See attached support letters and implementation timeline**

**Reviewer’s Comment:**

**SECTION H: OTHER CONSIDERATIONS**

**Other considerations**

a. Are there other factors or considerations the Ministry should take into account when reviewing this proposal?

**Guiding Principles for A Complete Graduate Program at FSJ**

*Principes directeurs pour établir un programme compréhensif d’études supérieures FSJ*

In 2020-2021, our graduate programs underwent an independent quality assurance review that concluded:

“The Committee was impressed with the expertise, insights and commitment of those involved in these (graduate) programs. The M.A. and the M.Ed. are both good programs bringing together fine professors and students. Because there are not many French-language master’s programs in Western Canada, they are of importance that exceeds their modest number of enrollments. The programs do not require any significant overhaul in content or orientation. The Committee believes that the development of a doctoral program is a legitimate goal for a faculty within a U15 university. As the sole francophone doctoral program in Alberta, such a program could well have a significant academic and social impact.”

Based on this recommendation, and taking in consideration a survey conducted among our graduates in 2018, FSJ is finalizing two proposals: one for a PhD; and one for an MSc. With these two new degrees, CSJ will be able to offer a complete post-secondary set of university programs that will meet the needs of its community, champion minority language post-secondary education opportunities, and allow students from across Alberta and Western Canada to continue their education, uninterrupted, in both official languages. The guiding principles for these programs are as follow:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● Donner des opportunités de supervision aux professeurs au 2e et 3e cycles;</li> <li>● S’assurer que les efforts des professeurs soient reconnus pleinement;</li> <li>● Que les efforts rapportent à la réputation et la place Campus Saint-Jean au sein;</li> <li>● Donner aux étudiants francophones et/ou bilingues les opportunités de faire des études supérieures, innovateurs au campus Saint-Jean;</li> <li>● Donner aux étudiants des compétences pratiques;</li> </ul> | <ul style="list-style-type: none"> <li>● Provide supervision opportunities to professors at the 2nd and 3rd cycles;</li> <li>● Ensure that the efforts of teachers are fully recognized;</li> <li>● That the efforts relate to the reputation and place Campus Saint-Jean within;</li> <li>● Give French-speaking and/or bilingual students the opportunity to pursue innovative graduate studies at the Saint-Jean campus;</li> <li>● Give students practical skills;</li> <li>● To prepare the next generation of</li> </ul> |
|--|--|

- De préparer la prochaine génération de cerveaux francophone et francophile en Alberta;
- De créer l'opportunité aux professeurs de faire des demandes de subventions qui payeront pour ces étudiants et soutiendront leurs recherches;
- De pouvoir amener plus de fond de recherche au campus saint-jean de rencontrer les métriques nécessaires pour augmenter les budgets du campus;
- Rappporter des revenus au campus;
- De minimiser les coûts nécessaires pour offrir les programmes.

Francophone and Francophile brains in Alberta;

- To create the opportunity for professors to apply for grants that will pay for these students and support their research;
- To be able to bring more research funds to the Saint-Jean campus to meet the metrics necessary to increase campus budgets;
- Report revenue to campus;
- To minimize the costs necessary to deliver the programs.

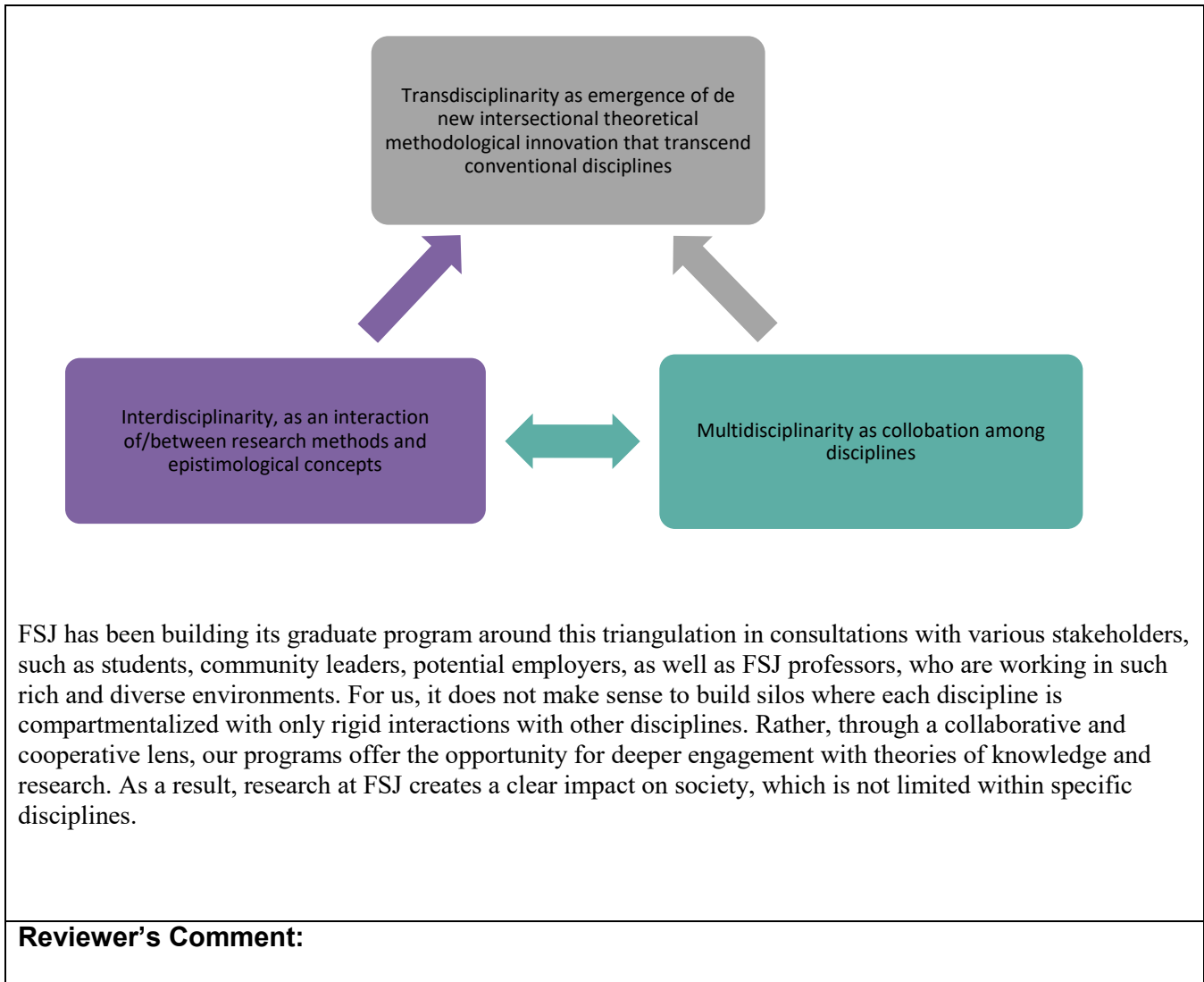
### **Bilingualism**

Our graduate program is unique: it is anchored in collaboration amongst our faculty members and various faculty members across the UA for all matters, including research proposals, grants, student supervision, candidacy exams. The unique opportunity to pursue graduate education in French faculty, at a French campus, nestled in a world-class university will attract many students, especially from francophone Africa. It is a tremendous opportunity for students to pursue their graduate education while mastering English. Bilingualism and the bilingual nature of our programs and partnership with other faculties is a unique feature not only for the U of Alberta, but for Alberta as a whole. Faculté Saint-Jean encompasses the transversal linguistic, historical, political, special and cultural realities of Alberta, of Western Canada, of Canada, and of the *Francophonies internationales*.

### **The philosophy of our programs in FSJ.**

These programs are anchored in a transdisciplinary approach to research and graduate education that integrates and goes beyond traditional interdisciplinary work. To create our transdisciplinary approach, we build on the interdisciplinary foundation of the interaction between methods and concepts, and add the collaboration that is essential to multi-disciplinary work. This transdisciplinary education has a vertical and horizontal approach to research that encompasses both inter and multidisciplinary approaches.





<b>REVIEW COMPLETE: RECOMMENDATION (FOR DEPARTMENT USE)</b>
<b>Recommendation(s):</b>
<b>Rationale for Recommendation:</b>
<b>Reviewer(s):</b>
<b>Date Completed:</b>



## Part B: Campus Alberta Quality Council Review

As noted at the beginning of Part A, given a positive outcome from the System Coordination Review, the Minister may refer the proposed program to the Campus Alberta Quality Council for quality assessment, the second stage of review.

The onus is on the applicant institution to satisfy Council that the level of learning to be achieved is consistent with that which is expected at the proposed degree level, that the program has sufficient breadth and rigour to meet national and international standards as outlined in, for example, the Canadian Degree Qualifications Framework (CDQF), and that the program is comparable in quality to similar programs (if any) offered in Alberta and elsewhere. The program proposal should demonstrate how Council's program quality standards and any applicable guidelines have been addressed and describe any unique dimensions that set the program apart from similar programs thus providing new educational opportunities for students.

NOTE: Part A of the program proposal may undergo changes as a result of the System Coordination Review. It is important that Part A be up-to-date and complete before it is forwarded to Council. Building on the information provided in Part A, the program proposal that is sent to Council should contain the following additional information. When possible, links to existing policy documents and institutional policies should be provided, rather than recopying them in response to questions.

### SECTION 5: PROGRAM SPECIFICS

#### 5.1 Program Structure and Learning Outcomes

5.1.1 *Describe the program's learning outcomes and how they were established. How will the achievement of the learning outcomes be evaluated? Providing a mapping of the courses to the learning outcomes, particularly in professional programs, is helpful.*

- a. There are two sets of learning outcomes identified in this proposal. We aim to implement and target the University of Alberta's newly established Generic Doctoral Learning Outcomes (DLO) within the coursework and the other components for the program, such as professional development, work-integrated-learning (WIL), research, ethics, and knowledge dissemination.
  - Knowledge
  - Research competency
  - Communication skills
  - Professional capacity and autonomy
  - Ethics

These outcomes are inspired by, and in-line with, the Alberta Higher Education Framework for Credentials for Post-Graduate Degrees. Faculté Saint-Jean (FSJ) has played a major role in working with the committee that worked on these outcomes under the guidance of the Faculty of Graduate Studies and Research (FGSR). The Associate Dean Graduate Studies at FSJ was actively involved in the work on the UofA's DLO for the duration of one year. As

such, there is already in-depth knowledge within the FSJ community about addressing and implementing these learning outcomes within the programs. It is important to note that, as we are proposing a new program, we will weave these DLO within the initial structure.

<b>Résultats d'apprentissage au doctorat/ PhD Learning Outcomes</b>		
<b>Attribut de finissant Graduating Attribute</b>	<b>Résultats d'apprentissage Learning outcomes</b>	<b>Indicateurs Indicators</b>
<p><b>Niveau et profondeur des connaissances</b></p> <p><b>Level and depth of knowledge</b></p>	<ul style="list-style-type: none"> <li>● Approfondir leurs connaissances dans les domaines de spécialité d'études et de recherche du programme</li> <li>● Développer des compétences de base en recherche en complétant un cours méthodes de recherche.</li> <li>● Démontrer par la réussite d'un examen de compréhension, l'examen de candidature, la défense du projet et l'achèvement du cours [THES 909] : <ul style="list-style-type: none"> <li>○ Une compréhension approfondie et critique du domaine de spécialisation,</li> <li>○ Une conscience critique des développements récents dans le domaine et la spécialité,</li> <li>○ une compréhension générale du domaine,</li> </ul> </li> <li>● des connaissances pertinentes en dehors du domaine, le cas échéant.</li> </ul>	<ul style="list-style-type: none"> <li>● Compléter le cours de méthodes de recherches</li> <li>● Développement d'un plan d'étude individuel avec le comité de supervisions approuvé par le/la vice doyen.ne aux études supérieures. Le plan doit inclure des connaissances au point de vue des : <ul style="list-style-type: none"> <li>○ Statistiques ou mathématiques nécessaires pour la recherche dans le domaine</li> <li>○ Connaissances approfondis dans les domaines du programme d'étude (révision et synthèse de livres, d'article, d'œuvres créatives, ...)</li> <li>○ Connaissance approfondis sur les méthodes de recherche et/ou technique de pointe et/ou les outils de pointe dans les domaines du programme d'étude</li> </ul> </li> <li>● Développement d'un rapport de candidature et projet de recherche au doctorat <ul style="list-style-type: none"> <li>○ Le rapport devrait être dans le format d'une demande de subvention pour un des trois conseils de recherche du Canada et devrait inclure : <ul style="list-style-type: none"> <li>· Introduction</li> <li>· Synthèse de la littérature</li> <li>· Objectifs</li> <li>· Méthodes de recherche propre au domaine pour obtenir les résultats</li> <li>· Résultats escomptés</li> <li>· Format du projet final</li> <li>· Nombre et format de transfert de connaissances originaux (article et/ou conférences,</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Deepen their knowledge in the specialty areas of study and research of the program</li> <li>• Develop basic research skills by completing a research methods course.</li> <li>• Demonstrate through successful completion of a comprehension exam, candidacy exam, project defense, and course completion [THES 909] :</li> </ul>	<p>œuvres, publique cible et transfert des connaissances)</p> <ul style="list-style-type: none"> <li>· Budget</li> <li>· Diagramme de Gantt</li> <li>· Citations (pas incluse dans le nombre de pages)</li> <li>· Appendices (pas incluse dans le nombre de pages)</li> </ul> <ul style="list-style-type: none"> <li>• Évaluer par <ul style="list-style-type: none"> <li>○ un examen de compréhension oral dans la première année du programme sur la liste de sujet dans le plan d'étude</li> <li>○ L'examen de candidature visant l'évaluation <ul style="list-style-type: none"> <li>· des connaissances propre au projet</li> <li>· de l'originalité, des méthodes, de la faisabilité et de l'impact du projet de recherche</li> <li>· Le plan de transfert de connaissance</li> </ul> </li> <li>○ La revue de littérature du projet final</li> <li>○ La défense oral du projet final</li> </ul> </li> <li>• Completion of the research methods course</li> <li>• Development of an study plan with the supervisory committee approved by the Associate Dean of Graduate Studies. The plan must include knowledge in the areas of: <ul style="list-style-type: none"> <li>○ Statistics or mathematics necessary for research in the field</li> <li>○ In-depth knowledge of (inter)disciplinary areas of the curriculum (review and synthesis of books, articles, creative works, etc.)</li> <li>○ In-depth knowledge of advanced research methods and/or techniques and/or tools in the curriculum areas</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ A thorough and critical understanding of the area of specialization,</li> <li>○ A critical awareness of recent developments in the field and specialty,</li> <li>○ A general understanding of the field,</li> <li>● Relevant knowledge outside the field, if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>● Development of a Doctoral Research Proposal and Application Report <ul style="list-style-type: none"> <li>○ The report should be in the format of a grant application for one of the three research councils in Canada and should include: <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Synthesis of the literature</li> <li>- Objectives</li> <li>- Field-specific research methods to obtain results</li> <li>- Expected results</li> <li>- Format of the final project</li> <li>- Number and format of original knowledge transfer (papers and/or conferences, works, target audience and knowledge transfer)</li> <li>- Budget</li> <li>- Gantt chart</li> <li>- Citations (not included in page count)</li> <li>- Appendices (not included in page count)</li> </ul> </li> </ul> </li> <li>● Evaluate through <ul style="list-style-type: none"> <li>○ an oral comprehension exam in the first year of the program on the list of topics in the study plan</li> <li>○ The candidacy exam aimed at evaluating : <ul style="list-style-type: none"> <li>- the knowledge specific to the project</li> <li>- originality, methods, feasibility and impact of the research project</li> <li>- The knowledge transfer plan</li> </ul> </li> </ul> </li> <li>● Literature review of the final project</li> <li>● Oral defense of the final project</li> </ul>
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<p><b>Compétence de recherche et érudition</b></p> <p><b>Research skills and scholarship</b></p>	<ul style="list-style-type: none"> <li>- Capacité à conceptualiser, à concevoir et à mettre en œuvre des recherches, à élaborer de nouvelles méthodes et/ou de nouveaux modèles et/ou de nouvelles théories pour générer de nouvelles connaissances.</li> <li>- Capacité à porter des jugements à facettes multiples sur des questions complexes dans la spécialité.</li> <li>- Capacité à produire une recherche originale de qualité suffisante pour satisfaire à l'examen par les pairs et mériter d'être publiée.</li> <li>- Capacité à identifier les domaines d'investigation future et à fournir une justification et une signification en rédigeant des propositions de subventions de recherche en tout ou en partie.</li> </ul> <ul style="list-style-type: none"> <li>- Ability to conceptualize, design and implement research, develop new methods and/or models and/or theories to generate new knowledge.</li> <li>- Ability to make multifaceted judgments about complex issues in the specialty.</li> <li>- Ability to produce original research of sufficient quality to satisfy peer review and merit publication.</li> <li>- Ability to identify areas for future investigation and provide justification and significance in writing proposals for research grants in whole or in part.</li> </ul>	<ul style="list-style-type: none"> <li>● Développement d'un plan de recherche dans le cadre du rapport de candidature</li> <li>● Transfert de connaissance en fin de programme : publication originale et créative propre au domaine (article de revue, conférence, manuscrit, création artistique...)</li> <li>● Défense du projet final</li> </ul> <ul style="list-style-type: none"> <li>● Development of a research plan as part of the application report</li> <li>● Knowledge transfer at the end of the program: original and creative publication specific to the field (journal article, conference, manuscript, artistic creation...)</li> <li>● Defense of the final project</li> </ul>
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<p><b>Habiliter d'appliquer les connaissances</b></p> <p><b>Empower to apply knowledge</b></p>	<ul style="list-style-type: none"> <li>- Démontrer la capacité d'entreprendre des recherches à un niveau avancé par la création et la défense d'une proposition de recherche.</li> <li>- Démontrer la capacité de contribuer au développement de techniques, d'outils, de pratiques, d'idées, de théories, d'approches et/ou de matériaux évalués au moment de la défense de la thèse.</li> <li>- Compétence démontrée dans le processus de recherche par l'application d'un ensemble de connaissances existantes à l'analyse critique d'une nouvelle question ou d'un problème spécifique dans un nouveau contexte, évaluée au moins une fois par an avec le superviseur ou le comité de supervision et au moment de la défense du projet.</li> <li>- Démontrée par l'application d'un ensemble de connaissances existantes à un problème spécifique dans un contexte d'apprentissage en milieu de travail.</li> <li>- Demonstrate the ability to undertake research at an advanced level through the creation and defense of a research proposal.</li> <li>- Demonstrate the ability to contribute to the development of techniques, tools, practices, ideas, theories, approaches, and/or materials evaluated at the time of the thesis defense.</li> <li>- Demonstrated competence in the research process through the application of an existing body of knowledge to the critical analysis of a new question or specific problem in a new context, assessed at least annually with the supervisor or</li> </ul>	<ul style="list-style-type: none"> <li>● Évaluation formelle du progrès de programme et/ou de projet au moins 2 fois par année par le/la superviseur.e et une fois par année par le comité de supervision</li> <li>● Défense du rapport de candidature et du projet final</li> <li>● Développement du portfolio de d'apprentissage en milieu de travail</li> <li>● Utilisation de leurs connaissances durant un stage d'apprentissage en milieu de travail</li> <li>● Formal evaluation of program and/or project progress at least twice a year by the supervisor and once a year by the supervisory committee</li> <li>● Defense of the application report and final project</li> <li>● Development of a work-based learning portfolio</li> <li>● Use of their knowledge during a work-based learning placement</li> </ul>
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	<p>supervisory committee and at the time of the project defense.</p> <ul style="list-style-type: none"> <li>- Demonstrated through the application of an existing body of knowledge to a specific problem in a work-based learning context.</li> </ul>	
<p><b>Compétence en communication</b></p> <p><b>Communication skills</b></p>	<ul style="list-style-type: none"> <li>- Communiquer efficacement les résultats de la recherche sous forme écrite et orale selon les normes du domaine ; développement d'un plan d'étude individuel développement et défense d'un rapport de candidature ; et par la création d'un projet final et sa défense orale.</li> <li>- Communiquer les résultats de la recherche dans des présentations orales conformes aux normes de la recherche.</li> <li>- Capacité à composer des manuscrits de style recherche qui sont acceptables pour l'examen par les pairs.</li> <li>- Communiquer efficacement des connaissances générales dans le domaine d'études et de recherche par le biais d'activités d'assistantat à l'enseignement et/ou en enseignement.</li> <li>- Communiquer les résultats de la recherche dans des présentations orales conformes aux normes acceptables dans la recherche, l'enseignement postsecondaire et les forums publics.</li> <li>- Capacité à rédiger une proposition de subvention d'un des trois conseils de recherche du Canada.</li> <li>- Effectively communicate research findings in written and oral form according to the</li> </ul>	<ul style="list-style-type: none"> <li>• Communication écrite par le biais : <ul style="list-style-type: none"> <li>○ du plan d'étude,</li> <li>○ du plan de recherche et de candidature,</li> <li>○ les communications propres au domaine de recherche (article, manuscrit, etc) s'il y a lieu</li> <li>○ Le document du projet final s'il y a lieu</li> </ul> </li> <li>• Communication oral par le biais <ul style="list-style-type: none"> <li>○ de présentations dans les rencontres de comité de supervision,</li> <li>○ présentations durant des conférence ou autres propres au domaine (diffusion, exhibition)</li> <li>○ Défense du projet final</li> </ul> </li> <li>• L'habileté de communiquer les connaissances du domaine par le biais d'assistant à l'enseignement ou durant l'enseignement d'un cours.</li> <li>• Complétion du portfolio personnel et WIL.</li> </ul> <ul style="list-style-type: none"> <li>• Written communication through: the study plan,</li> <li>• the research and application plan,</li> <li>• Communications specific to the research area (article, manuscript, etc.) if applicable</li> <li>• Final project document if applicable</li> <li>• Oral communication through</li> <li>• presentations at supervisory committee meetings</li> <li>• presentations at conferences or other events specific to the field (dissemination, exhibition)</li> <li>• Defense of the final project</li> </ul>

	<p>standards of the field; development of an individual study plan development and defense of a candidate report; and through the creation of a final project and its oral defense.</p> <ul style="list-style-type: none"> <li>- Communicate research findings in oral presentations consistent with research standards.</li> <li>- Ability to compose research-style manuscripts that are acceptable for peer review.</li> <li>- Effectively communicate general knowledge in the field of study and research through teaching assistantship and/or teaching activities.</li> <li>- Communicate research findings in oral presentations consistent with acceptable standards in research, postsecondary education, and public forums.</li> <li>- Ability to write a grant proposal from one of the three research councils in Canada.</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to communicate knowledge of the field through teaching assistants or during the teaching of a course.</li> <li>● Completion of personal portfolio and WIL.</li> </ul>
<p><b>Capacité professionnel et autonomie</b></p> <p><b>Professional capacity and autonomy</b></p>	<ul style="list-style-type: none"> <li>- Faire preuve d'une autonomie suffisante pour réussir dans un emploi qui exige principalement une initiative personnelle et une étude indépendante.</li> <li>- Faire preuve d'indépendance intellectuelle pour s'engager sur le plan académique et professionnel et se tenir au courant des développements pertinents liés à la recherche et à son impact social.</li> <li>- Demonstrate sufficient autonomy to succeed in a job that primarily requires personal initiative and independent study.</li> <li>- Demonstrate intellectual independence to engage academically and professionally</li> </ul>	<ul style="list-style-type: none"> <li>● Ne pas contrevenir le code des étudiants</li> <li>● Compléter le cours d'éthique de FGSR</li> <li>● Compléter un plan de développement professionnel</li> <li>● Compléter des ateliers de développement professionnel sur les préjugés inconscient, l'intersectionnalité</li> <li>● Développement d'une demande de subvention</li> <li>● Not violate the student code</li> <li>● Complete the FGSR ethics course</li> <li>● Complete a professional development plan</li> <li>● Complete professional development workshops on unconscious bias, intersectionality</li> <li>● Development of a grant application</li> </ul>



	<p>and keep abreast of relevant developments related to research and its social impact.</p>	
<p><b>Leadership et collaboration</b></p> <p><b>Leadership et collaboration</b></p>	<ul style="list-style-type: none"> <li>● Démontrer des compétences en gestion de projet en menant à bien le projet de recherche et en obtenant le diplôme dans les délais prévus (4 ans).</li> <li>● Travailler efficacement au sein d'une équipe de recherche et en être le leader.</li> <li>● Démontrer la capacité et l'initiative de rechercher et de créer les relations et les partenariats nécessaires pour mener à bien la recherche de la thèse.</li> <li>● Démontrer la capacité à fournir des ressources actives pour le projet de recherche avec le chercheur principal.</li> <li>● Demonstrate project management skills by successfully completing the research project and graduating within the expected time frame (4 years).</li> <li>● Work effectively as part of a research team and be the leader of the team.</li> <li>● Demonstrate the ability and initiative to seek out and create the relationships and partnerships necessary to complete the dissertation research.</li> <li>● Demonstrate the ability to provide active resources for the research project with the principal investigator.</li> </ul>	<ul style="list-style-type: none"> <li>● Plan de recherche et achèvement du projet dans un délai de deux ans</li> <li>● Travail en équipe durant l'apprentissage en milieu de travail, dans l'équipe de recherche, avec le comité de supervision</li> <li>● Atelier de développement professionnel sur le travail d'équipe et de leadership</li> <li>● Un membre actif de la communauté du Campus Saint-Jean</li> <li>● Participation active dans les instituts et groupe de recherche du superviseur de programme</li> <li>● Superviser PHQ au sein du groupe de recherche</li> <li>● Research plan and completion of project within two years</li> <li>● Teamwork during work-based learning, on the research team, with the supervisory committee</li> <li>● Professional development workshop on teamwork and leadership</li> <li>● An active member of the Campus Saint-Jean community</li> <li>● Active participation in the program supervisor's institutes and research group</li> <li>● Supervise PHQ within the research group</li> </ul>

- b. In addition to these university-wide DLO, FSJ identified 4 specific goals to this doctoral program. Consultation within the *Comité des études supérieures (CES)* narrowed down the following four goals unique to FSJ.
- Prepare future researchers with a unique set of transversal, cross-disciplinary skills that will help to develop community leadership qualities and support the application of foundational knowledge in disciplinary and/or interdisciplinary research.
  - Focus on the Francophone and linguistic minority perspectives by creating deeper understand and responding to the larger societal needs
  - Fulfil the requirement of the provincial and federal government in matters pertaining to French as an official language
  - Establish new collaborations with new potential horizons for a higher education network, as well as fostering effective relationships with bilingual and Francophone institutions in Canada and around the world.
- c. For the evaluation of these learning outcomes (generic and specific), we plan to introduce a “personal portfolio” for each student where all artifacts are kept. Evidence of assessment is not limited to coursework only: it includes :
- course work
  - research work
  - Cohort activities, including (a) indigenous education and research and (b) EDI training
  - WIL
  - Supervisory committee,

Each student will have regular meetings with their supervisor, graduate advisor, supervisory committee, and all other persons involved in regulation of their program, such as PD and ethics. Professors will complete their parts of the portfolio once the student takes their courses. The program administrator will add the road map (*feuille de route*). All grades, all courses, required work (papers, projects), as well as all activities where the student is involved will be added to the portfolio.

There will be fixed meetings with the office of the graduate studies for each student at the beginning of each semester. These meetings will provide the opportunity for communication and planning, as well as a time for introspection and feedback for the acquisition of these LO and finishing the program within the required timeframe.

.1.2 *Students are expected to demonstrate independent scholarly activity applicable to the degree level and expectations of its graduates (see the CDQF). Describe the academic culture that will nurture and support student scholarly and creative activity.*

FSJ is a closely-knit community; it functions as a microcosm of a university within the larger macrocosm of UofA. As such, students and supervisors work in close contact. All administrative, academic, library, and community engagement events happen within Campus Saint-Jean, either physically or virtually.

Graduate student offices are in the same building that houses the professors' offices, and thus students and supervisors can meet on short notice and work collaboratively on a continuous basis. There is ample space in the Graduate student offices that would welcome to PhD students as well. Staff share the facilities such as gym, cafeteria, bookstore, *la Centrale* (FSJ students supports center), with students. Bibliothèque Saint-Jean, which is part of the libraries of the UofA, is also in close proximity to the students.

Because of the small class sizes, in addition to the collegial and constant interaction between administration staff, faculty members, and students (graduate and undergraduate), students are nurtured in becoming part of the FSJ community: they belong to the campus, they are not just numbers, but colleagues and peers known by their first names among faculty and staff.

The infrastructure and culture at FSJ allow students to interact beyond the classroom with their peers and professors. The FSJ culture also provides opportunities for working collaboratively on interdisciplinary topics and research. For example, a student could have the opportunity to attend lectures on Mathematics on Tuesday night, and attend a conference on the History of Theatre in Western Canada on Thursday, and attend a concert by the *Chorale Saint-Jean* on Saturday evening.

In addition to this, there is a unique opportunity for students to independently engage in scholarly activities. All students admitted to the program will be members of IMELDA. The institute will play a major role in providing students with a platform to engage in research, to participate in dissemination and research activities, to organize these activities, to apply for special funds and exchange opportunities with associates of the institute.

IMELDA co-sponsors the annual graduate student conference. The institute is also developing a project to have graduate student interns working in various research projects related to Francophone heritage in Alberta.

***IMELDA's academic partnerships***

Concordia University, Montréal	Université de Heidelberg	Université de Bruxelles
Université de Birmingham	Université d'Innsbruck	Université de Bordeaux
Université de Sherbrooke, Québec	Université Paul Valéry, Montpellier III	
Université de Saint-Boniface	Université de Tours	Université d'Ottawa
Université de Moncton		

IMELDA has also academic partnerships across the UofA:

Department of Modern Languages and Cultural Studies department, Department of Drama, Department of History, Department of Political Sciences, Faculty of Arts, The Canadian Institute of Ukrainian Studies, The Kule Institute for Advanced Studies

### **Other partnerships**

L'Association d'Études Canadiennes  
ACFAS-Alberta  
Société historique francophone de l'Alberta  
La Cité Francophone, Edmonton  
Coalition des femmes Francophone de l'Alberta  
Francophonie Albertaine plurielle  
Bibliothèque et Archives Canada  
Unithéâtre, Edmonton  
L'Atelier des artistes en exil, Paris  
Réseau Santé Alberta  
Bibliothèque et Archives Canada

5.1.3 *For undergraduate degrees, demonstrate (in a table, if possible) how the program meets the relevant section of CAQC's Expectations for Design and Structure of Undergraduate Degrees.*

N/A

5.1.4 *Provide an outline of the program structure and requirements (major, minor, cognates, core, general education, etc.) including credits in each category, and a summary description of the curriculum. Note any new courses. Course outlines must be available for reviewers but are NOT to be included with the proposal. (See sample table below - note that this is provided as a guideline only for a typical baccalaureate program, and will be different for other baccalaureate and graduate programs).*

**Program structure**

**Coursework (See Appendix A):**

Component	Courses (maximum)	Credits
Required courses	2 courses	6 credits
Additional requirements (within each discipline)	N/A	N/A credits
Electives—choice of the students (not mandatory)	4 courses	12 credits
Total	up to 6 courses	18 credits

**Pre-requisite: students must demonstrate that they have take previous courses in research methods as well advanced courses in their area of study**

**Other:**

Component	Requirement	
Professional development and IDP	8 hours	
Comprehensive exams	6 hours	
Candidacy exam	up to 4 hours	
Ethics and Academic Citizenship	8 hours	
English Language Competence	Reach level CLB_8	
Work-Integrated plan	40 hours	
Personal portfolio	up to the students	

## Typical student program

FALL					
Course number	Course title	Course level	Role in program	Credits	
FSJ ES 600	Séminaire de recherche interdisciplinaire	G	PhD requirement	3	
FSJ ES 6/5XX		G	Elective	3	
FSJ ES 6/5XX		G	Elective	3	
1 <sup>st</sup> YEA R	Workshop for WIL LO portfolio English language competence IDP development				
	WINTER				
	FSJ ES 605	Research Design	G	PhD requirement	3
	FSJ ES 6/5XX		G	Elective	3
	FSJ ES 6/5XX		G	Elective	3
	Workshop for WIL LO portfolio English language competence IDP development				
	GET			FGSR Requirement	
	2 <sup>nd</sup> YEA R	FALL			
PD				FGSR Requirement	
Internship				FSJ requirement	
		LO portfolio English language competence Work in IMELDA			
Candidacy		Part one: Comprehensive exam		FSJ requirement	
WINTER					
Candidacy		Part two: Research paper		FGSR Requirement	
Internship				FSJ requirement	
		LO portfolio English language competence Work in IMELDA		FSJ requirement	
Candidacy		Part three : Research proposal Defense		FGSR Requirement	
3 <sup>rd</sup> YEA R		LO portfolio Work in IMELDA Research and dissertation work		FSJ requirement	
4 <sup>th</sup> YEA R		Internship LO portfolio Research and dissertation work		FSJ Requirement	
	Dissertation defense			FGSR Requirement	
		Presentation of portfolio		FSJ Requirement	

## 5.2 Criteria / Requirements for Admission and Academic Progression

*State the admission criteria (including any provision for prior learning assessment), residency requirements, academic performance progression requirements, and graduation requirements applicable to the program, along with the grading scheme. Note any program specific regulations (e.g., for doctoral programs, note any candidacy or dissertation requirements, examination requirements, time to completion requirements, etc.).*

### Admission requirement

- A previous master's degree from a recognized institution
- A GPA of 3.0 (minimum) or equivalent
- Two letters of recommendation
- A statement of research intent and purpose (5 pages maximum)
- A letter of support from a potential supervisor
- French language competency

### Programme requirements

- Supervision progressions report on a yearly basis
- WIL progress report
- Personal portfolio progress report
- Residency letter when required
- Candidacy forms
- Supervisory committee forms
- Comprehensive examination forms
- 4 years time to completion - may be extended to 6 years as per FGSR regulations

## 5.3 Engaged and Active Learning / Delivery Methods

5.3.1 *Demonstrate the ways in which the institution identifies and attends to the learning of students in the program and what pedagogies will be used to encourage their engaged and active learning, as per Council's program quality assessment standard #5 (Program delivery).*

We are building the doctoral program around two main approaches to learning: team building and collaboration. By doing so, we aim to ensure that students are successful in their endeavour. In this proposed program, we abide by the CAQC Standards (<https://caqc.alberta.ca/handbook/>) for Research Based Doctoral programs. Students will work collaboratively in supervisory committee and in learning cohorts to develop unique and substantial research proposal. Students will be presented with diverse research methodology that they will apply to concrete situations for their WIL experience and which will culminate in their dissertations. The dissertation's oral examination will involve a committee including external evaluators as required.

### Cohorts of learners

In the graduate programs at FSJ, entering students form a cohort (both the PhD and the master's students). Students with diverse research interests collaborate and build teams with each other to truly work with interdisciplinary research. The cohorts allow us to build teams, to build confidence, and to build support groups for the students. Cohorts allow students to grow as individuals, and as part of a group. They ask questions, learn about different opportunities, and most importantly, have a support network for motivation and engagement. The team of the

graduate studies office plays a major role in organizing orientation, workshops, training etc. for the graduate students. Professors also play a role in cohort-building activities since they implement this within their own syllabi and course requirements, as well as their research program.

Cohorts are also important as a platform to address EDI. For professors, and for the students, there is a chance to interact and ensure inclusivity for all stakeholders in the programs. It will provide an opportunity for scholarly mentorship opportunities between students. Students who come from a different background can easily fit within the cohort model, since team building and respect of others is at the core of cohort building. Students will take various EDI seminars and workshops offered at FSJ and/or FSGR.

Cohorts of students will also receive mandatory training in indigenous perspective in research and graduate studies. For this, students will participate in field trips to Métis crossing and will be requested to take the Institutional MOOC course: Indigenous Canada

### **Team teaching and co-teaching**

In the last three years, professors in the graduate program have opted to do co-teaching. That is, two professors (with complementary expertise and while offering two courses) work together to address the content of their course while ensuring that there is continuity between courses.

Co-teaching has proven to be a highly functional method of teaching that engages the learner and the instructor to interact meaningfully with the content in a way that makes the content transcend one course. It has created a “Learning Commons” environment where the instructors support and complement each other. Co-teaching provides a unique learning experience; it adds a level of transparency, agency, and a continuity of learning within the program.

An Interdisciplinary Supervisory team will oversee the work of the student and provide adequate advice to ensure progress (Appendix D.1 and D.2 for details)

- 5.3.2 *Include a description of the teaching/learning approaches to be used, a description of the rationale for using the approach and evidence of adequate support for the approach. Where applicable, demonstrate how CAQC's Additional Quality Assessment Standards for Programs Delivered in Blended, Distributed or Distance Modes will be met.*

In order to ensure that our identified learning outcomes are met, we will be offer various methods for the delivery of our proposed programs. We have the technological expertise and the pedagogical training and tools to deliver a an extensive program of highest quality to students enrolled from anywhere in the province and in Western Canada. All professors are able to provide quality content delivered synchronously and asynchronously, in blended-format as well as online. All classes in FSJ have are on eclass and an Learning management system (LMS) is in place for all courses. Resources such as *La Centrale* and the Bibliotheque Saint-Jean are all offered in diverse format that would benefit the students and ensure a successful learning experiences



## **Delivery of courses**

FSJ has long standing experience in online and hybrid models of course teaching and course delivery. We have offered courses using various online platforms to students from all over Western Canada. Our classrooms have long been equipped with smartboards, recording equipment, and various interactive communication technologies that allow students to be fully part of the classroom experience.

The classes are offered in the late afternoon and early evening on weekdays, and on weekends (Friday evening and Saturday during the day). This scheduling allows students to pursue their WIL, and professional development work, as well as their research during the day. For students who will be doing Teaching Assistantships, this scheduling allows them to teach and work during the day and take their courses in the evenings and weekends. Our 25 years of experience offering the Master's of education (MEDU) courses in this format is advantageous to the students. Our survey found that this schedule is one of things students like about the program: they can pursue their graduate studies outside of their working hours.

As with our existing graduate programs, once admitted to the program, students will be sent a welcome package that includes a technological guide called "*Êtes-vous prêts?*" (*Are you ready?*) and instructions for the software they need to download, how to connect to the teaching platforms, etc. We also have technical support that offers the students various services to ensure they are connected properly to the online class.

## 5.4 Program Comparison

5.4.1 *Provide a comparative analysis of the proposed program (curriculum, structure, admission requirements, etc.) with similar programs offered elsewhere (if any), especially in Alberta and Canada (see sample table below). What process was used to determine which programs were deemed to be the most comparable? Illustrate the similarities and differences.*

There is no similar program in French across Canada: individualised and transdisciplinary around the three major areas of research of the Canadian Tri-Council of Research.

**NOTE:** At York University, in Toronto, there is a Graduate Program in the Humanities, but its focus is on training scholars in the humanities, it does not include the social sciences and it does not provide a WIL within the program, and it is offered in English only.

5.4.2 *If a similar program is currently offered at the institution, compare the structure, admission requirements and learning outcomes to the proposed program. If this is a conversion of an existing program (e.g., conversion of an applied degree to a new degree program), provide a table similar to the sample shown below.*

There is no similar program in the Campus Alberta system.

## 5.5 Other elements affecting quality

*Note any other relevant aspects of the proposed program that might affect quality (e.g., fast-tracking, individual study, parts of the program to be offered in cooperation with another institution, etc.).*

We anticipate cooperation and collaboration from professors and programs from all across the UofA. This will provide a unique opportunity for the students, the supervisor and the supervisory team to truly experience inter- and trans-disciplinary research and collaboration.

## SECTION 6: IMPLEMENTATION AND RESOURCES

### 6.1 Program Implementation Plan

*Provide a program implementation plan by academic year (start to maturity) that includes any elements to be phased in (e.g., new academic staff hires, courses, minors, co-op option). If introduction of this program is dependent on a similar program being phased out, the implementation plan should include how both programs are being supported until the phase out and start up are completed.*

The program implementation will start a few weeks before the first term starts. Orientations and workshops will be offered to the students.

The required courses will be offered from the start of the first year. During the first term of the first year: we will run orientation to build cohort and to introduce various components of the program. Supervisory committee and all necessary forms and meeting will be introduced during the first semester.

The WIL will be phased in at the end of the first year . The comprehensive exams as well as the candidacy examination will be phased in during the second year with orientation planned for both professors, supervisory committees and students. Targeted meetings will be held with professors about grading procedures for the comprehensive exams. During year 2, we will phase in the training for the mentors during the WIL. During year three, we will train and provide a workshop about the dissertation defence and research dissemination activities.

Campus Saint-Jean is slated to hire more professors in the coming years. These future colleagues will add vitality to the existing team of professors at FSJ. Last year, CSJ hired three new professors in Biology, Social Studies and Education (STEM)

Half of the new courses will be introduced the first year of the program, and the second half will be introduced once the program starts. Program electives will be introduced starting next year, and rotations will be scheduled to ensure a diversity of courses. We will start with two options each term, and as more students join the program, more options will be offered. We hope to reach full capacity within 5 years, with 5 elective courses per year.

We are in the process of compiling a list of courses from across the university that students can take as electives. This list will be updated yearly based on needs, availability, and course offerings. It will also be developed and maintained in consultation of professors and supervisors. We will build a database of professors and colleagues from across the UofA who are bilingual and who will be invited to be members of the supervisory and examinations committees.

For the WIL components, we will update a list of all potential employers that can be part of this program. We already have a list (see Appendix), and every year, this list will be updated in collaboration with *Conseil de Développement économique de l'Alberta*

## 6.2 Staffing Plan

6.2.1 *Show how the number (head count and FTE), distribution and qualifications of teaching staff meet Council's requirements and the objectives of the program as a whole (as described in s. 1.6 above). Include the academic staff expertise to be recruited, if new staff are contemplated. Provide summary information of current academic staff and new hires who will be teaching in the proposed program in the following format (see sample table below).*

### **Courses taught by academic staff by credential and specialization**

<sup>1</sup> Include only highest *earned* credential; if faculty member is enrolled in a graduate program, indicate in a footnote. For new hires, indicate the desired credential and specialization.

\* Currently enrolled in a [Name of Program] at [Institution]. Expected to graduate in [Date].

Please refer to attached CVs at the end of the document for details about the professors' credentials.

6.2.2 *Include brief explanations of academic staff categories (e.g., continuing, sessional, term) and workload expectations.*

There are three streams of professors at FSJ:

- a. Professors: There are 35 tenure-track professors with continuing contracts with an obligation to supervise at the graduate level.
- b. Teaching professors: There are ten teaching professors with renewable three-year contracts. These professors hold PhDs and are eligible and able to supervise at the graduate level.
- c. Sessional teaching professors: sessional teaching professors are hired on a per-term basis based on needs. They can be part of candidacy examinations, and, depending on their expertise, they may take part in thesis/dissertation defences. For instance, Dr. Robert Lessard, Superintendent of the Conseil Scolaire Francophone Nord d’Edmonton sits as external examiner for the Master of Education program given his leadership and background on the subject of school leadership and administration.

6.2.3 *Provide a proposed teaching rotation that outlines the academic staff at launch and to maturity of the program (see sample table below) and shows clearly the plan for any cycling of courses. List also any non-academic staff who will teach in the program.*

Proposed two-year teaching rotation for required courses: the courses will be offered every year, but in order to provide all professors the opportunity to teach these graduate courses, we will have a rotation among two professors (those who indicate it) will be implemented

6.2.4 *For graduate programs, provide a detailed plan to organize the academic advising, supervision and monitoring of graduate students, and state the credentials, graduate teaching experience, master’s committee work/supervision and PhD supervision experience of academic staff. For doctoral programs, a summary table such as the following would be helpful.*

**Academic Credentials, Graduate Teaching and Research Supervision of Full Time Faculty**

Name	Earned Credential <sup>1</sup>	Supervision of undergraduate research projects	Graduate teaching experience	Master’s committee work / supervision		PhD supervision
				Project	Thesis	
ElAtia, Samira	PhD	√	√	Sup	Sup/Com	Co-sup/Com/Ext
Bahi, Boniface	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Boerger, Anne	PhD	√	√	Sup	Sup/Com	Com / Ext / Co-Sup
Boily, Frédéric	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup

Bouferguene Ahmed	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Cammarata Laurent	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Carey, Jason	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Cavanagh, Martine	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Corsi, Elissa	PhD	√	√	Sup	Co- Sup/Com	Com / Ext / Sup
Davoine Francis	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
De Montigny Marc	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Durou, Guillaume	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
El Ghoul Sadok	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Fagnan Laurier	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Mourad, Ferdaoussi	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Flamand, Hélène	PhD	√	√	Sup	Co-Sup /Com	Com / Ext / co-sup
Gaudet, Cindy	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Gnidehou Sedami	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Jacquet, Marianne	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Lemaire, Eva	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Lemieux Hélène	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Lessard, Lessard	Ed.D	√	√	Sup	Co-Sup /Com	Com / Ext / Co-Sup
Lukhanda, Alfred	Doc	√	√	Sup	Co-Sup /Com	Com / Ext / Co-Sup
Natacha Louis	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Mocquais Pierre-Yves	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup

Mounsef Donia	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Mulatris Paulin	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Safouhi, Hassan	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Langevin, René	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Lapointe-Gagnon Valérie	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Léonard, Carol Jean	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Manuel, Dominic	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Marchak, Kristan	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Mballa, Charlie	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Motiejunaite, Jurate	PhD	√	√	Sup	Co-Sup/Com	Com / Ext / Sup
Nkuiya, Bruno	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Pellerin, Martine	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Pelletier, Sarah	PhD	√	√	Sup	Co-Sup/Com	Com / Ext / Co-Sup
Ravi, Srilata	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Rousseau, Pierre	M.Ed/ ABD	√	√	Sup	Co-Sup/Com	
Sehmy, Dalbir	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Snauwaert, Maïté	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Sofyan Alhamid	PhD	√	√	Sup	Co-Sup/Com	Com / Ext / Sup
Tran-Minh, Thao	PhD	√	√	Sup	Co-Sup/Com	Com / Ext / Sup
Viens, Chantal	PhD	√	√	Sup	Co-Sup/Com	Com / Ext / Co-Sup
Villeneuve Anne-José	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup
Wilson Sheena	PhD	√	√	Sup	Sup/Com	Com / Ext / Sup

<sup>1</sup> Include only highest *earned* credential; if faculty member is enrolled in a graduate program, indicate in a footnote along with expected completion date.

Key

PhD = Doctor of Philosophy Com = Committee Member

DMA = Doctor of Musical Arts Sup = Supervisor or Co-supervisor

EdD = Doctor of Education Ext = PhD External Examiner

6.2.5 *Include CVs of core academic staff teaching in the program as well as key administrators (see CAQC's CV template). Be sure their permission has been given.*

See Attached CV at the end of this document.

### **6.3 Scholarly and Creative Activity**

6.3.1 *Describe what constitutes scholarship and/or creative activity for academic staff teaching in this program, and summarize the institutional expectations of academic staff with respect to scholarship and professional development as well as how these are assessed. Describe plans for supporting scholarly activities and professional development of academic staff (see Council's expectations regarding scholarship, research and creative activity in s. 3.7.3 of Council's Handbook).*

#### **Scholarly engagement profiles of faculty members**

The attached faculty members' CVs provide details and in-depth reading. The following therefore focuses on the presence, service, and outreach of faculty members not only within the UofA but also on a national and international level.

Professors within Faculté Saint-Jean have a strong presence in learned societies and their boards. At the provincial level, Frédéric Boily, Guillaume Durou, Valérie Lapointe-Gagnon, Kristan Marchak, Donia Mounsef, Srilata Ravi, and Anne-José Villeneuve have held, or are holding, positions at ACFAS (Association francophone pour le savoir)-Alberta (Valérie Lapointe-Gagnon and Anne-José Villeneuve held vice-president positions). Samira ElAtia was President and Vice-President of the Canadian Association of Language Assessment; she was also Chair of the Second Language Articulation Committee and Chair of the French Language Articulation Committee within ACAT. Dominic Manuel was the President of the University of Moncton's *Congrès annuel de l'Avancement pédagogique des technologies de l'information et de la communication en Atlantique* (APTICA). Samira ElAtia, Marianne Jacquet and Valérie Lapointe-Gagnon were committee members for the FQRSC (Fonds Québécois de Recherche Société et Culture). Valérie Lapointe-Gagnon was also the administration vice-president of la Société historique francophone de l'Alberta. Charlie MBalla was the director of UQAM's Observatory on Africa.

Many faculty members have had a strong presence at the national and international level as well. Nationally, Sheena Wilson has held a position with the Canadian Comparative Literature Association, Frédéric Boily has held a position with ACFAS, Boniface Bahi held a position with CNFS. Marc de

Montigny served as a representative of the Canadian Association of Physicists, and Samira ElAtia was President (previously Chair of committees and then Vice-President) of the Canadian Association of Language Assessment. Cindy Gaudet was a committee member for the Ministry of Culture and Tourism. H  l  ne Lemieux was a committee member for the Canadian Council on Animal Care. Val  rie Lapointe-Gagnon was the president of the Soci  t   historique du Canada's John-Bullen prize. Srilata Ravi is a Knight of the Ordre des Palmes acad  miques. Pierre-Yves Mocquais is an Officer of the Ordre des Palmes acad  miques, was a member of the Board of the Canadian Federation for the Humanities and Social Sciences, and was a member, then chair, of the SSHRC adjudication committee dealing with funding for scholarly conferences in Canada. Hassan Safouhi was a committee member for the Mathematics Scholarships and Fellowships Selection Committee of NSERC. Last, but not least, Jason Carey , a Vargo Teaching Chair, recipient of numerous teaching and research awards, was committee member and co-chair of the Mechanical engineering NSERC Discovery review committee. His research focuses broadly on advanced composite materials used for industrial applications, environmentally friendly advanced materials, biomedical engineering and engineering education.

Faculty members also received prestigious national and international prizes, awards, and distinctions. Sheena Wilson, Anne Boerger, Fr  d  ric Boily, Laurent Cammarata, Martine Cavanaugh, Paulin Mulatris, Guillaume Durou, Samira ElAtia, Sadok El Ghoul, Cindy Gaudet, Marianne Jacquet, Val  rie Lapointe-Gagnon, Carol L  onard, Kristan Marchak, Charlie Mballa, Pierre-Yves Mocquais, Martine Pellerin, Ma  t   Snauwaert, and Anne-Jos   Villeneuve have received SSHRC funding--several of these faculty members have received numerous SSHRC funds. Ahmed Bouferguene, Marc de Montigny, Sarah Pelletier, H  l  ne Lemieux, and Hassan Safouhi have received numerous NSERC awards. In addition to SSHRC, Anne Boerger also received an award from the Max Planck Institute for European Legal History. Fr  d  ric Boily also received the Donald Smiley award for best French book about Canadian Politics by the Canadian Political Science Association. Sadok El Ghoul, in addition to his numerous SSHRC grants, received a global CSR fund and numerous other national and international prestigious prizes and awards. Cindy Gaudet, on top of her SSHRC grant, has received CIHR funding and received the CEO Awards of Excellence 2020 from Parks Canada and the Queen's Jubilee Award from the National Research Council Canada. Val  rie Lapointe-Gagnon, on top of her SSHRC grant, received a Governor General's award medal for Canadian history and received funding from FQRSC. David Vergote received CIHR funding. H  l  ne Lemieux also received funding from the Heart and Stroke Foundation Canada. Ren   Langevin also received a CIHR grant. Pierre-Yves Mocquais, in addition to his SSHRC grant, received funding from the Canadian Federation for the Humanities Aid to Scholarly Publication Programme. In addition to NSERC, Hassan Safouhi received the Best Paper Award in Computing, Education, and Research from the American Society of Civil Engineering. Paulin Mulatris and Francis Davoine received awards from the IRSC. Paulin Mulatris also received an award from the IRCC and Francis Davoine also received an award from the Alberta Lung Association and from the ALES Vitamin funds. Boniface Bahi received an award from the international symposium SICAAF (Symposium International des Cultures Africaines et d'Ascendance Africaines); CIHR and SSHRC . Samira ElAtia received an award from Canada's Resources humaines et d  veloppement des comp  tences, le REFAD. Sadok El Ghoul received numerous Best Paper Awards,



including (but not limited to) the Academy of International Business, the 6th World Business Ethics Forum, and the Frontiers of Business Research in China International Conference. He is also distinguished as one of the top 10% of Authors on SSRN, and made the top reviewers' list at several journals, including the *Journal of Business Ethics*. Laurier Fagnan and H el ene Lemieux received awards from the Canada Foundation for Innovation; Laurier also received the Canadian Heritage fund and the Queen's Diamond Jubilee Medal for outstanding community service from the Governor General. Eva Lemaire received an award from the Conseil National de la Recherche Scientifique from France. Finally, Dominic Manuel received the national Baxter and Alma Richard award. Internationally, Francis Davoine held a position with the Fond National de Recherche en Sant e (Belgium), Samira ElAtia was a board member of the Center for Assessment and Evaluation Research at the University of Bristol, and Paulin Mulatris holds the UNESCO Chair on Immigration in Francophone Minority Contexts.

There are a number of editing positions held by faculty members as well. Eva Lemaire is the current French Editor for the *Comparative and International Education Journal*. Samira ElAtia is editor in charge of book review for the *Canadian Journal of Education*; She guest-edited *The Canadian Journal of Applied Linguistics*. Laurent Cammarata was lead editor for the *Journal of Immersion and Content-Based Language Education*. Sheena Wilson was the Editorial Assistant of the *Canadian Review of Comparative Literature*. Marc de Montigny was a guest editor and then associate editor of the *International Journal of Theoretical Physics*. Guillaume Durou is a member of the editorial board for *Politique et Soci et e*. Sadok El Ghouli was on the editorial board and edited for the *Canadian Journal of Administrative Sciences*, *Emerging Markets Review*, *Global Finance Journal*, *Journal of Banking & Finance*, *Journal of Business Ethics*, and *Review of Financial Economics*. Marianne Jacquet edited for *Comparative and International Education*, *Revue canadienne d'enseignement*, *Revue de l'Universit e de Moncton*, *Canadian Modern Language Review*, *McGill Journal of Education*, *Francophonie d'Am erique*, *Revue des sciences de l' ducation*, and the *Journal of International Migration and Integration*. Martine Pellerin,  ducation francophone en milieu minoritaire and *Language & Literacy*. Val erie Lapointe-Gagnon edited for *Bulletin d'histoire politique* and *Francophonies d'Am erique*. Pierre-Yves Mocquais was on several editorial boards, including the *Journal of Bah a' i Studies*, *Francophonies d'Am erique*, and *University of Calgary Press*. Donia Mounsef edited for the *Yale Journal of Criticism* and *Yale French Studies* at Yale University, where she is also a professor. Paulin Mulatris edited for *Revue internationale d' tudes canadiennes* (RIEC). Martine Pellerin edited for *Language & Literacy*. Srilata Ravi was a member of the Editorial Boards of *Francophone Postcolonial Studies*, *Cahiers du GRELCEF*, and *Essays in French Literature and Culture*. Hassan Safouhi edited for *Advances in Numerical Analysis* and *International Journal of Quantum Chemistry* and was on the Editorial Board of *Dataset Papers in Physical Chemistry and Abstract and Applied Analysis*. Finally, Anne-Jos e Villeneuve edited for *Arborescences: Revue d' tudes fran aises* and *Indiana University Linguistics Club Working Papers Online* and was on the editorial board of *Francophonies d'Am erique*.

Lastly, when it comes to peer reviewing, faculty members reviewed for a wide array of nationally and internationally recognized scientific reviews and journals. Eva Lemaire reviewed manuscript for the

*Canadian Journal of Applied Linguistics* and for the *Language and Intercultural Communication Journal*. Laurent Cammarata reviewed for *The Canadian Journal of Applied Linguistics*, *Journal of Immersion and Content-Based Language Education*, *The Canadian Modern Language Review*, *Foreign Language Annals*, *The Modern Language Journal*, *Linguistic Compass*, and *International Journal of Qualitative Studies in Education*. Sheena Wilson reviewed for *Gender, Place and Culture*, *Publications of the Modern Languages Association*, and *Canadian Literature: A Quarterly of Criticism and Review*. Boniface Bahi reviewed for *Canadian Journal of Political Science*, *Canadian Ethnic Studies*, *McGill Journal of Education*, *University of Ottawa Press*, and *Reflets*. Paulin Mulatris reviewed for the *Journal of International Migration and Integration*, *Diversité Urbaine*, *Revue des Sciences de l'Éducation*, *PORT-ACADIE*, *RIEC*, *Ethica*, and *Enfance en difficulté*. Francis Davoine reviewed for *Clinical and Investigative Medicine*, *Journal of Oral Pathology & Medicine*, *Experimental Lung Research and Immunity*, *Inflammation and Disease*. Marc de Montigny reviewed for *Advances in High Energy Physics*, *Annals of Physics*, *Canadian Journal of Physics*, *European Journal of Physics*, *European Physics Journal*, *Europhysics Letters*, *Foundations of Physics*, *International Journal of Theoretical Physics*, *Journal of Mathematical Physics*, *Journal of Physics A and G*, *Il Nuovo Cimento B*, *Physica Scripta* and *Sigma*. Guillaume Durou reviewed for *Canadian Jewish Studies*, *Critical Sociology* and *Canadian Review of Sociology*. Samira ElAtia reviewed for *Journal of Comparative and International Education*, *WIREs Data Mining and Knowledge Discovery*, *International Journal of Canadian Studies*, *French Review*, *SYSTEM*, *Canadian Journal of Higher Education*, *Canadian Journal of Education*, *Language Assessment Quarterly*, *Encyclopedia for Language Assessment*, *Encyclopedia for Applied Linguistics* and *Collected Essays on Learning and Teaching*. Samira ElAtia also reviewed academic books, such as *A l'ouest des Grands Lacs: communautés francophones et variétés de français dans les Prairies et en Colombie-Britannique*, *Handbook of Test Development* and *Adapting Educational and Psychological Tests for Cross-Cultural Assessment*. Cindy Gaudet reviewed for the *International Journal of Indigenous Health*, *AlterNative: An International Journal of Indigenous Peoples*, *Journal of Sport management*, *Journal of Indigenous Social Development Review*, and *First Peoples Child & Family Review*. Valérie Lapointe-Gagnon reviewed for *Revue d'histoire de l'Amérique française*, *Francophonie d'Amérique*, *Politique et Sociétés*, *le Bulletin d'histoire politique*, *MENS*, and *la Revue d'histoire de l'Université de Sherbrooke*. Dominic Manuel reviewed for *Mathematics and its Connections to the Arts and Sciences*, *La revue de l'Association canadienne pour l'étude de curriculum*, *Revue des sciences de l'éducation de McGill*, and *Revue canadienne de l'enseignement des sciences, des mathématiques et des technologies*. Kristan Marchak reviewed for *Child Development*, *Cognition*, *Cognitive Development*, *Infant and Child Development*, *Journal of Cognition and Development*, *Journal of Cross-Cultural Psychology*, *Journal of Experimental Psychology*, *Journal of Immersion and Content-Based Language Education*, *Lingua*, *Perspectives on Psychological Science*, *Science and Education*, and *SKASE Journal of Theoretical Linguistics*. Charlie MBalla reviewed for *Télescope* and *Comparative and International Education*. Srilata Ravi reviewed for *Essays in French Literature*, *International Journal for Canadian Studies*, *Postcolonial text*, *Asian Studies Review*, *Transnational Cultures*, and *Liverpool University Press*. Donia Mounsef reviewed for *Theatre Research in Canada*. Maïté Snauwaert reviewed for several

reviews, including (but not limited to) *Revue Internationale d'Études Canadiennes*, *Alternative francophone*, *British Journal for Canadian Studies*, *Voix & Images*, *MuseMedusa*, *French Studies*, and *COnTEXTES*.

6.3.2 For doctoral proposals, include a tabular summary of research grants held by key academic staff involved in the program, both (i) in aggregate form, and (ii) by academic staff member, years of tenure of each grant, and source and amount of the grant.

See Appendix H for a detailed answer to this item .

## **6.4 Physical and Technical Infrastructure**

*Describe the facilities, laboratory and computer equipment (as applicable) available to meet the specialized demands of the program, as well as plans to address any deficiencies in what might be required.*

### **Library**

The UofA has a large and robust French collection, with over 620,000 items and material. Students can check out these items, and students can receive them at FSJ for pick-up or for local consultations. *Bibliothèque Saint-Jean* plays an important role in the life of the graduate programs at FSJ. It is the largest French library in Western Canada, west of Manitoba.

While graduate students have access to all UofA libraries, *Bibliothèque Saint-Jean* is located at CSJ and is designated as the library that serves FSJ. Future students will use it for many activities, including the following:

- consulting materials;
- seeking help with searches;
- requesting inter-library loans;
- offering special research seminars;
- booking study rooms;
- assisting in graduate courses, especially the research methods courses; and
- preparing reference materials.

### **La Centrale**

*La Centrale* is the academic support center for FSJ. Students seek help from *la Centrale* on matters ranging from their homework, for writing papers, to career and professional development advice. Graduate students will be given priority to work in *La Centrale* as monitors.

### **Technology and technical support**

The technological and innovation team of CSJ offers (to both the academic staff as well the students) an extensive variety of technological support and training linked to using technology for teaching and learning as well as doing research.

More recently, we have added a state-of-the-art multimedia room that allows instructors to engage with students in an interactive and collaborative learning environment. The new design of a flexible learning environment (60 rearrangeable seats, individual moveable tables, 45 Chromebooks, 6 large, wall-mounted digital touch displays, natural lighting, and unobstructed sight lines in the room) allows for the adoption of pedagogical practices that promote group

instruction, small-group and large-group work, discussion, and collaboration. Designing a flexible learning environment enables the adoption of pedagogical practices that are more inclusive and adaptable to the needs of students than traditional lectures. This student-centred learning environment allows students to become actively involved in their learning processes, and promotes a greater sense of agency and motivation on their part.

The digital technology in the multimedia classroom provides multiple ways to present content and information. Moreover, by following a more inclusive teaching approach based on the Universal Design for Learning (UDL), the multimedia classroom provides students with multiple means to demonstrate their knowledge and understanding. The digital learning environment also provides multimodal ways for students to collaborate, share, and co-construct their knowledge and understanding with their peers.

### **Wellness and Health**

FSJ students are UofA students. As such, they have access to all the services provided by the university to its students for wellness, physical activities, academic support, personal support, health center, mentorship, guidance, and counselling.

For mobility between CSJ and the North Campus of the UofA, where most of these services are located, we have a special CSJ shuttle bus service that connects the two campuses and is primarily reserved for the students.

However, the physical distance, as well as the language of the services, may well be a hindrance to students seeking these services. Hence, CSJ offers its students services in French on its campus. As such, students can access four CSJ gym facilities, and reach out to Mme Josée Ouellete (Conseillère thérapeute/Counsellor, Student Wellness) for mental health issues. Mme Ouellete is a Certified Canadian Counsellor and students can contact her to meet with her and discuss their issues with her.

Students can also attend events that help reduce stress such as Stresstival, Unwind your mind, Days of Actions (DOA) as well as other regular activities organized by La Centrale and the CSJ Student Union group. The students' union group and other students' clubs on campus organise a variety of events throughout the year: yoga at noon; cooking classes in the evening; movie night; dance lessons; hockey; and other events such as cultural celebration of regional food during special events. Students lead these events.

## **6.5 Information Services**

*Provide an inventory and analysis of information resources to support the program (using standard library reference guides) and plans to deal with any deficiencies, and a description of student access to other information services.*

The Bibliothèque Saint-Jean is a branch of the UofA Library (UAL), and therefore all services of the greater library are also available for students at the Campus Saint-Jean. Where language is a barrier to access, bilingual librarians and library staff facilitate and support student use of library resources.

Librarians regularly offer course- or assignment-specific information literacy instruction as well as research consultation services. French-language [library research guides](#) have been developed for programs at the Campus Saint-Jean, including a comprehensive [citation guide](#) and a number of research [tutorials](#). General reference assistance is provided at the Bibliothèque Saint-Jean (BSJ) service desk and [online through chat or email](#).

The Library's current subscriptions to print and electronic journals and books should adequately support this program. The strength of French collection acquisitions in areas related to the program will be reassessed in light of this proposal. Any items that are not available and/or accessible through the Library can be requested through [Interlibrary Loan](#).

Other information services include:

- Online [course reading lists and reserve requests](#) using the [Talis](#) platform
- High performance computers, a makerspace and data visualization tools available through the [Digital Scholarship Centre](#)
- [Research data management](#)
- [Spatial data/GIS](#)
- [Data searching assistance](#)
- [Evaluating research impact](#)
- Support for [conducting systematic reviews](#) and access to [Covidence software](#)
- Support for [open access publishing](#)

Physical facilities are in place to support student research needs. There are bookable group [study spaces](#), as well as collaborative and individual study spaces in all library locations. [Extended hours](#) for study are available at Cameron and Rutherford libraries. Technology accessible in the Bibliothèque Saint-Jean includes computers and printers, as well as smart boards and screens for giving or practicing group presentations.

## SECTION 7: CONSULTATION AND ASSESSMENT

### 7.1 Program Evaluation

*Describe the criteria and methods which will be used to ensure the ongoing quality of the program. Include mechanisms for periodic review using external evaluation. Include the expected outcomes, key performance indicators and performance targets for the program.*

- Quality Assurance Review – every 5-7 years
- Survey – every 5 years
- Database of work and publication of students – on a yearly basis
- Portfolio of students- on a yearly basis
- WIL progress report- on a yearly basis
- Program continuing improvement process- on a yearly basis
- Supervisory progress report
- Exit survey at the end of the program-on a yearly basis

### 7.2 Consultation / Accreditation or Regulatory Approval

7.2.1 *Building on s. 2.3, outline the consultation that has occurred with other institutions, organizations or agencies, including advisory bodies formed by the applicant institution to assist in program design,*

*implementation and evaluation. This should include, where appropriate, professional associations, regulatory agencies and/or accrediting bodies, and prospective employers.*

N/A

7.2.2 *If the program is subject to accreditation or approval of a regulatory body, provide a description of the review process, requirements of the body and timing of the review (if in process). If possible, a chart or table may be useful to outline accreditation or regulatory approval requirements.*

N/A

7.2.3 *If not already covered in 7.2.2., indicate how graduates will meet professional or regulatory expectations.*

N/A

### **7.3 Reports of Independent Academic Experts**

*CAQC views external peer review, which can be both formative and summative, as foundational to ensuring the quality of academic programs. In order to strengthen the proposal, before the proposal is finalized, the institution should consult with one or more independent academic experts it selects from outside the institution to provide advice regarding all aspects of the program. The report(s) of these external independent academic experts should be provided, along with the institution's response to the report(s). If an institution wishes a program proposal to be exempted from the normal requirement of an assessment by an external expert, it must provide a compelling case as part of its request for a Fully Expedited Review. Short résumés of the academic experts involved and a rationale as to why they were selected should be provided (see CAQC's guidelines with respect to the selection and use of Independent Academic Experts in Appendix I of the CAQC Handbook).*

## **SECTION 8: OTHER**

### **8.1 Adverse Claims or Allegations**

*Disclose any adverse claims or allegations that might affect this application or be of concern to Council.*

### **8.2 Statement of Institutional Integrity**

*Include a signed Statement of Institutional Integrity (see Council template on website).*

See attached.

### **8.3 Other documentation**

*Provide any other supporting documents such as the Graduate Program Handbook, Faculty Handbook, current calendar, cyclical review of programs policy, etc. that would add support to the applicant's case and would help reviewers (provide website links, if available).*

See Attached documents/appendices

1. Appendix A : Learning Outcomes PhD FSJ
2. Appendix B : Consultation process
3. Appendix C : Doctoral courses
4. Appendix D.1. : supervisory-committee-meeting-progress-report
5. Appendix D.2 : Terms of Reference of supervisory committee
6. Appendix E : List of partners for WIL plan
7. Appendix F: La centrale
8. Appendix G : SUPPLEMENT to item 6.3.2, CAQC New Degree FSJ Doctoral Proposal Part B
9. Appendix H : Survey
11. Letters of supports (including Library Statement)
12. CV

## APPENDIX A

**Résultats d'apprentissage doctorat – études transdisciplinaires Faculté Saint-Jean, Université de l'Alberta**  
(English translation follow the French text)

<b>Attribut de finissant</b> <b>Finishing Attribute</b>	<b>Résultats d'apprentissage</b> <b>Learning outcomes</b>	<b>Indicateurs</b> <b>Indicators</b>
<p><b>Niveau et profondeur des connaissances</b></p> <p><b>Level and depth of knowledge</b></p>	<ul style="list-style-type: none"> <li>● Approfondir leurs connaissances dans les domaines de spécialité d'études et de recherche du programme</li> <li>● Développer des compétences de base en recherche en complétant un cours méthodes de recherche.</li> <li>● Démontrer par la réussite d'un examen de compréhension, l'examen de candidature, la défense du projet et l'achèvement du cours [THES 909] :             <ul style="list-style-type: none"> <li>○ Une compréhension approfondie et critique du domaine de spécialisation,</li> <li>○ Une conscience critique des développements récents dans le domaine et la spécialité,</li> <li>○ une compréhension générale du domaine,</li> </ul> </li> <li>● des connaissances pertinentes en dehors du domaine, le cas échéant.</li> </ul>	<ul style="list-style-type: none"> <li>● Compléter le cours de méthodes de recherches</li> <li>● Développement d'un plan d'étude individuel avec le comité de supervisions approuvé par le/la vice doyen.ne aux études supérieures. Le plan doit inclure des connaissances au point de vue des :             <ul style="list-style-type: none"> <li>○ Statistiques ou mathématiques nécessaires pour la recherche dans le domaine</li> <li>○ Connaissances approfondis dans les domaines du programme d'étude (révision et synthèse de livres, d'article, d'œuvres créatives, ...)</li> <li>○ Connaissance approfondis sur les méthodes de recherche et/ou technique de pointe et/ou les outils de pointe dans les domaines du programme d'étude</li> </ul> </li> <li>● Développement d'un rapport de candidature et projet de recherche au doctorat             <ul style="list-style-type: none"> <li>○ Le rapport devrait être dans le format d'une demande de subvention pour un des trois conseils de recherche du Canada et devrait inclure :                 <ul style="list-style-type: none"> <li>· Introduction</li> <li>· Synthèse de la littérature</li> <li>· Objectifs</li> <li>· Méthodes de recherche propre au domaine pour obtenir les résultats</li> <li>· Résultats escomptés</li> <li>· Format du projet final</li> </ul> </li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>· Nombre et format de transfert de connaissances originaux (article et/ou conférences, œuvres, publique cible et transfert des connaissances)</li> <li>· Budget</li> <li>· Diagramme de Gantt</li> <li>· Citations (pas incluse dans le nombre de pages)</li> <li>· Appendices (pas incluse dans le nombre de pages)</li> </ul> <ul style="list-style-type: none"> <li>● Évaluer par <ul style="list-style-type: none"> <li>○ un examen de compréhension oral dans la première année du programme sur la liste de sujet dans le plan d'étude</li> <li>○ L'examen de candidature visant l'évaluation <ul style="list-style-type: none"> <li>· des connaissances propre au projet</li> <li>· de l'originalité, des méthodes, de la faisabilité et de l'impact du projet de recherche</li> <li>· Le plan de transfert de connaissance</li> </ul> </li> <li>○ La revue de littérature du projet final</li> <li>○ La défense oral du projet final</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● Completion of the research methods course</li> <li>● Development of a study plan with the supervisory committee approved by the Associate Dean of Graduate Studies. The plan must include knowledge in the areas of: <ul style="list-style-type: none"> <li>○ Statistics or mathematics necessary for research in the field</li> <li>○ In-depth knowledge of (inter)disciplinary areas of the curriculum (review and synthesis of books, articles, creative works, etc.)</li> <li>○ In-depth knowledge of advanced research methods and/or techniques and/or tools in the curriculum areas</li> </ul> </li> <li>● Development of a Doctoral Research Proposal and Application Report</li> </ul>
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	<ul style="list-style-type: none"> <li>● Deepen their knowledge in the specialty areas of study and research of the program</li> <li>● Develop basic research skills by completing a research methods course.</li> <li>● Demonstrate through successful completion of a comprehension exam, candidacy exam, project defense, and course completion [THES 909] : <ul style="list-style-type: none"> <li>○ A thorough and critical understanding of the area of specialization,</li> <li>○ A critical awareness of recent developments in the field and specialty,</li> <li>○ A general understanding of the field,</li> </ul> </li> <li>● Relevant knowledge outside the field, if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>○ The report should be in the format of a grant application for one of the three research councils in Canada and should include: <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Synthesis of the literature</li> <li>- Objectives</li> <li>- Field-specific research methods to obtain results</li> <li>- Expected results</li> <li>- Format of the final project</li> <li>- Number and format of original knowledge transfer (papers and/or conferences, works, target audience and knowledge transfer)</li> <li>- Budget</li> <li>- Gantt chart</li> <li>- Citations (not included in page count)</li> <li>- Appendices (not included in page count)</li> </ul> </li> <li>● Evaluate through <ul style="list-style-type: none"> <li>○ an oral comprehension exam in the first year of the program on the list of topics in the study plan</li> <li>○ The candidacy exam aimed at evaluating : <ul style="list-style-type: none"> <li>- the knowledge specific to the project</li> <li>- originality, methods, feasibility and impact of the research project</li> <li>- The knowledge transfer plan</li> </ul> </li> </ul> </li> <li>● Literature review of the final project</li> <li>● Oral defense of the final project</li> </ul>
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<p><b>Compétence de recherche et érudition</b></p> <p><b>Research skills and scholarship</b></p>	<ul style="list-style-type: none"> <li>- Capacité à conceptualiser, à concevoir et à mettre en œuvre des recherches, à élaborer de nouvelles méthodes et/ou de nouveaux modèles et/ou de nouvelles théories pour générer de nouvelles connaissances.</li> <li>- Capacité à porter des jugements à facettes multiples sur des questions complexes dans la spécialité.</li> <li>- Capacité à produire une recherche originale de qualité suffisante pour satisfaire à l'examen par les pairs et mériter d'être publiée.</li> <li>- Capacité à identifier les domaines d'investigation future et à fournir une justification et une signification en rédigeant des propositions de subventions de recherche en tout ou en partie.</li>   <li>- Ability to conceptualize, design and implement research, develop new methods and/or models and/or theories to generate new knowledge.</li> <li>- Ability to make multifaceted judgments about complex issues in the specialty.</li> <li>- Ability to produce original research of sufficient quality to satisfy peer review and merit publication.</li> <li>- Ability to identify areas for future investigation and provide justification and significance in writing proposals for research grants in whole or in part.</li> </ul>	<ul style="list-style-type: none"> <li>● Développement d'un plan de recherche dans le cadre du rapport de candidature</li> <li>● Transfert de connaissance en fin de programme : publication originale et créative propre au domaine (article de revue, conférence, manuscrit, création artistique...)</li> <li>● Défense du projet final</li>   <li>● Development of a research plan as part of the application report</li> <li>● Knowledge transfer at the end of the program: original and creative publication specific to the field (journal article, conference, manuscript, artistic creation...)</li> <li>● Defense of the final project</li> </ul>
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<p><b>Habiliter d'appliquer les connaissances</b></p> <p><b>Empower to apply knowledge</b></p>	<ul style="list-style-type: none"> <li>- Démontrer la capacité d'entreprendre des recherches à un niveau avancé par la création et la défense d'une proposition de recherche.</li> <li>- Démontrer la capacité de contribuer au développement de techniques, d'outils, de pratiques, d'idées, de théories, d'approches et/ou de matériaux évalués au moment de la défense de la thèse.</li> <li>- Compétence démontrée dans le processus de recherche par l'application d'un ensemble de connaissances existantes à l'analyse critique d'une nouvelle question ou d'un problème spécifique dans un nouveau contexte, évaluée au moins une fois par an avec le superviseur ou le comité de supervision et au moment de la défense du projet.</li> <li>- Démontrée par l'application d'un ensemble de connaissances existantes à un problème spécifique dans un contexte d'apprentissage en milieu de travail.</li> </ul>	<ul style="list-style-type: none"> <li>● Évaluation formelle du progrès de programme et/ou de projet au moins 2 fois par année par le/la superviseur.e et une fois par année par le comité de supervision</li> <li>● Défense du rapport de candidature et du projet final</li> <li>● Développement du portfolio de d'apprentissage en milieu de travail</li> <li>● Utilisation de leurs connaissances durant un stage d'apprentissage en milieu de travail</li> <li>● Formal evaluation of program and/or project progress at least twice a year by the supervisor and once a year by the supervisory committee</li> <li>● Defense of the application report and final project</li> <li>● Development of a work-based learning portfolio</li> <li>● Use of their knowledge during a work-based learning placement</li> </ul>

	<ul style="list-style-type: none"> <li>- Demonstrate the ability to undertake research at an advanced level through the creation and defense of a research proposal.</li> <li>- Demonstrate the ability to contribute to the development of techniques, tools, practices, ideas, theories, approaches, and/or materials evaluated at the time of the thesis defense.</li> <li>- Demonstrated competence in the research process through the application of an existing body of knowledge to the critical analysis of a new question or specific problem in a new context, assessed at least annually with the supervisor or supervisory committee and at the time of the project defense.</li> <li>- Demonstrated through the application of an existing body of knowledge to a specific problem in a work-based learning context.</li> </ul>	
<p><b>Compétence en communication</b></p> <p><b>Communication skills</b></p>	<ul style="list-style-type: none"> <li>- Communiquer efficacement les résultats de la recherche sous forme écrite et orale selon les normes du domaine ; développement d'un plan d'étude individuel développement et défense d'un rapport de candidature ; et par la création d'un projet final et sa défense orale.</li> <li>- Communiquer les résultats de la recherche dans des présentations orales conformes aux normes de la recherche.</li> <li>- Capacité à composer des manuscrits de style recherche qui sont acceptables pour l'examen par les pairs.</li> <li>- Communiquer efficacement des connaissances générales dans le domaine d'études et de recherche par le biais d'activités d'assistantat à l'enseignement et/ou en enseignement.</li> </ul>	<ul style="list-style-type: none"> <li>● Communication écrite par le biais : <ul style="list-style-type: none"> <li>○ du plan d'étude,</li> <li>○ du plan de recherche et de candidature,</li> <li>○ les communications propres au domaine de recherche (article, manuscrit, etc) s'il y a lieu</li> <li>○ Le document du projet final s'il y a lieu</li> </ul> </li> <li>● Communication oral par le biais <ul style="list-style-type: none"> <li>○ de présentations dans les rencontres de comité de supervision,</li> <li>○ présentations durant des conférence ou autres propres au domaine (diffusion, exhibition)</li> <li>○ Défense du projet final</li> </ul> </li> <li>● L'habileté de communiquer les connaissances du domaine par le biais d'assistant à l'enseignement ou durant l'enseignement d'un cours.</li> <li>● Complétion du portfolio personnel et WIL.</li> </ul>

	<ul style="list-style-type: none"> <li>- Communiquer les résultats de la recherche dans des présentations orales conformes aux normes acceptables dans la recherche, l'enseignement postsecondaire et les forums publics.</li> <li>- Capacité à rédiger une proposition de subvention d'un des trois conseils de recherche du Canada.</li> <li>- Effectively communicate research findings in written and oral form according to the standards of the field; development of an individual study plan development and defense of a candidate report; and through the creation of a final project and its oral defense.</li> <li>- Communicate research findings in oral presentations consistent with research standards.</li> <li>- Ability to compose research-style manuscripts that are acceptable for peer review.</li> <li>- Effectively communicate general knowledge in the field of study and research through teaching assistantship and/or teaching activities.</li> <li>- Communicate research findings in oral presentations consistent with acceptable standards in research, postsecondary education, and public forums.</li> <li>- Ability to write a grant proposal from one of the three research councils in Canada.</li> </ul>	<ul style="list-style-type: none"> <li>● Written communication through: the study plan,</li> <li>● the research and application plan,</li> <li>● Communications specific to the research area (article, manuscript, etc.) if applicable</li> <li>● Final project document if applicable</li> <li>● Oral communication through</li> <li>● presentations at supervisory committee meetings</li> <li>● presentations at conferences or other events specific to the field (dissemination, exhibition)</li> <li>● Defense of the final project</li> <li>● Ability to communicate knowledge of the field through teaching assistants or during the teaching of a course.</li> <li>● Completion of personal portfolio and WIL.</li> </ul>
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<p><b>Capacité professionnel et autonomie</b></p> <p><b>Professional capacity and autonomy</b></p>	<ul style="list-style-type: none"> <li>- Faire preuve d'une autonomie suffisante pour réussir dans un emploi qui exige principalement une initiative personnelle et une étude indépendante.</li> <li>- Faire preuve d'indépendance intellectuelle pour s'engager sur le plan académique et professionnel et se tenir au courant des développements pertinents liés à la recherche et à son impact social.</li> <li>- Demonstrate sufficient autonomy to succeed in a job that primarily requires personal initiative and independent study.</li> <li>- Demonstrate intellectual independence to engage academically and professionally and keep abreast of relevant developments related to research and its social impact.</li> </ul>	<ul style="list-style-type: none"> <li>● Ne pas contrevenir le code des étudiants</li> <li>● Compléter le cours d'éthique de FGSR</li> <li>● Compléter un plan de développement professionnel</li> <li>● Compléter des ateliers de développement professionnel sur les préjugés inconscient, l'intersectionnalité</li> <li>● Développement d'une demande de subvention</li> <li>● Not violate the student code</li> <li>● Complete the FGSR ethics course</li> <li>● Complete a professional development plan</li> <li>● Complete professional development workshops on unconscious bias, intersectionality</li> <li>● Development of a grant application</li> </ul>
<p><b>Leadership et collaboration</b></p> <p><b>Leadership et collaboration</b></p>	<ul style="list-style-type: none"> <li>● Démontrer des compétences en gestion de projet en menant à bien le projet de recherche et en obtenant le diplôme dans les délais prévus (4 ans).</li> <li>● Travailler efficacement au sein d'une équipe de recherche et en être le leader.</li> <li>● Démontrer la capacité et l'initiative de rechercher et de créer les relations et les partenariats nécessaires pour mener à bien la recherche de la thèse.</li> <li>● Démontrer la capacité à fournir des ressources actives pour le projet de recherche avec le chercheur principal.</li> </ul>	<ul style="list-style-type: none"> <li>● Plan de recherche et achèvement du projet dans un délai de deux ans</li> <li>● Travail en équipe durant l'apprentissage en milieu de travail, dans l'équipe de recherche, avec le comité de supervision</li> <li>● Atelier de développement professionnel sur le travail d'équipe et de leadership</li> <li>● Un membre actif de la communauté du Campus Saint-Jean</li> <li>● Participation active dans les instituts et groupe de recherche du superviseur de programme</li> <li>● Superviser PHQ au sein du groupe de recherche</li> <li>● Research plan and completion of project within two years</li> <li>● Teamwork during work-based learning, on the research team, with the supervisory committee</li> </ul>

	<ul style="list-style-type: none"><li>● Demonstrate project management skills by successfully completing the research project and graduating within the expected time frame (4 years).</li><li>● Work effectively as part of a research team and be the leader of the team.</li><li>● Demonstrate the ability and initiative to seek out and create the relationships and partnerships necessary to complete the dissertation research.</li><li>● Demonstrate the ability to provide active resources for the research project with the principal investigator.</li></ul>	<ul style="list-style-type: none"><li>● Professional development workshop on teamwork and leadership</li><li>● An active member of the Campus Saint-Jean community</li><li>● Active participation in the program supervisor's institutes and research group</li><li>● Supervise PHQ within the research group</li></ul>
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## APPENDIX B

### Consultation Process

Mai-Juin 2019, Septembre 2019: FGSR and Provost's Office

Septembre 2019: *Comité des études supérieures*

September 2019: Faculty of Engineering

September 2019: Faculty of Science

Octobre 2019: *Conseil consultatif de FSJ*

Octobre 2019 : Comité des étudiants aux cycles supérieures

Novembre 2019 : Faculty of Education

Novembre 2019 : Third meeting with FGSR

Novembre 2019 : *Organismes communautaires : Conseil de Développement Economique de l'Alberta, Coalition de la femme, Réseau de Santé Alberta.*

Décembre 2019 : Faculty of Arts

Décembre 2019 : ACFA

Décembre 2019 : Alberta Teachers' Association

Décember 2019 : fees and budget, Registrar's Office

January 2020 : Budget UofA and FSJ staff

February 2020: Provost's office/ FGSR

May 2021: *Discussion et demande de soutien du comité des évaluateurs externes. Quality Assurance Review*

September 2021 : *Comité des études supérieures*

December 2021 : Meeting with FGSR Vice-Dean and Associate Dean

January 2022: Documents shared with FSJ Dean's advisory committee and feedback requested

March 2022: meeting with the Dean of FGSR to discuss progress and next step

March 2022: Discussion with Provost's Office about new templates

May 2022: Request for Library Statement

July 2022: Discussion with Ministry for Official language,

July 2022: Briefing and discussion of the ACFA

August 2022: Feedback from FCSF

August 2022: Feedback from College of Social Sciences and humanities and College of Natural and Applied Sciences

September 2022: Meeting and feedback with from Vice-Provost: Indigenous Programming and Research

September 2022: Retreat with all FSJ community

September 2022: Feedback from FGSR

September 2022 : Feedback from ACFAS

September 2022: *Comité des études supérieures*

September 2022: *L'association des étudiants aux cycles supérieurs*

September 2022: Final feedback from Finance Office Uof A

Summer and fall 2022: consultation with various community stakeholders

- ATA
- INRS
- Minister of Official languages
- ACUFC
- ACFA
- l'ACFAS
- Canadian Parents for French
- *Fédération des conseils scolaires francophones*
- *Conseil Scolaire Nord*
- College of Alberta School Superintendents
- College of Natural and Applied Sciences
- College of Social Sciences and Humanities
- Accès-emploi
- Conseil de Développement économique de l'Alberta
- Coalition des femmes de l'Alberta

## APPENDIX C

### Création de deux cours ES 600 et ES 605 et ES 609

- ES 600 : Séminaire de recherche interdisciplinaire
- ES 605 : recherche approfondie (Advanced Research Design)
- ES 609 : recherche guidée/ étude guidée-dirigée

FSJ ES 600: Séminaire de recherche interdisciplinaire	Aperçu des différentes approches, considérations et défis dans la recherche. Les étudiants exploreront les outils et développeront les compétences nécessaires pour comprendre le jargon de la recherche, pour évaluer les recherches publiées, pour identifier les types de méthodes les mieux adaptées pour étudier différents types de problèmes et de questions, pour développer des questions de recherche basées sur et s'appuyer sur une évaluation critique de la recherche existante, et pour concevoir une proposition de recherche et commencer les préparatifs initiaux d'un projet de recherche.
FSJ ES 605: Sujets avancés en études interdisciplinaires.	Études approfondies de sur les différentes approches méthodologiques en recherche empirique dans les sciences et les sciences humaines et sociales. Les étudiants seront exposés aux fondements théoriques de l'interdisciplinarité et à la transdisciplinarité comme méthodes d'analyse et de recherche. Les grands thèmes et concepts théoriques abordés seront l'occasion d'approfondir les discussions et de préparer les étudiants à leur propre problématique de recherche choisie. Les étudiants seront invités à définir dans ce séminaire leur problème de recherche et à illustrer leur choix par des exemples tirés de la société en fonction d'une approche inter ou transdisciplinaire.
FSJ ES 609 : recherche guidée/ étude guidée-dirigée	Études dirigées se terminant avec un examen de synthèse écrit et une proposition de projet.

## APPENDIX D.1

### Faculté Saint-Jean Rencontre du Comité de supervision- études supérieures Rapport de progrès

Veillez remplir ce formulaire après chaque réunion du comité d'encadrement/supervision et le retourner au coordonnateur des études supérieures pour l'ajouter au dossier de l'étudiant

Les informations requises par ce formulaire sont recueillies en vertu de l'article 33 (c) de la loi sur la liberté d'information et la protection de la vie privée de l'Alberta (the Alberta Freedom of Information and Protection of Privacy Act) afin d'administrer et de maintenir les programmes d'études supérieures des étudiants. Tous renseignements personnels sont protégés en vertu de cette loi. Si vous avez des questions, veuillez contacter les conseillers du programme d'études supérieures aux [ email ] , [téléphone]

#### COMPLÉTÉ PAR L'ÉTUDIANT:

Nom au complet (prénom, suivi du nom) :

ID # :

E-mail:

Division:

Superviseur(s):

Membres du comité de supervision:

Date de la rencontre (JJ-MMM-AAAA):

Début du programme d'études (Semestre, année):

Diplome :  MA  
 MEDU  
 PhD

PhD Candidacy Exam:  N/A  
 date prévue ((JJ-MMM-AAAA):  
 date tenue (MMM-DD-YYYY):

**Cours \***

En ordre chronologique, veuillez faire une liste des cours achevés, ensuite des cours en cours, et des cours prévus pour plus tard.

Comp lét és	En co urs	Pré vus	Semester, Année	Course Number (ex. MEDU 580)	Titre du cours Title	Notes	Crédits

GPA: \_\_\_\_\_ sur \_\_\_\_\_ crédits (exemple: 3.5 sur 9 crédits )

**Bourses/ Prix \***

Nom	Montant	Durée	I n t e r n a t i o n a l	TriCo uncil (CIH R, NSE RC, SSHR C)	N a t i o n a l	P r o v i n c i a l	U o f A	Autres

**Présentations \***

Titre	Date	I n t e r n a t i o n a l	TriC ouncil (CIH R, NSE RC, SSH RC)	N a t i o n a l	P r o v i n c i a l	U o f A	Autres

**Publications \***


**Autres activités (ex. Enseignements, performance, patents, etc.) \***


\* ajouter des pages au besoin

**COMPLÉTER PAR LE SUPERVISEUR LORS DE LA RENCONTRE DU COMITÉ:**

Objectif de la rencontre of meeting (selection de cours, revision du proposition, analyse de données, consultation de recherche, préparation de thèse, etc.):

Avancement/progression de la recherche depuis la dernière réunion :

Recommandations du comité (veuillez commenter les objectifs futurs ; fournir des échéanciers si nécessaire)

**EVALUATION DU SUPERVISEUR DU PROGRÈS DE L'ÉTUDIANT**

L'évaluation doit inclure le rendement dans les cours, le progrès des travaux de recherche et les séminaires et / ou réunions. Placez un X dans la colonne appropriée.

1. Cours:	<input type="checkbox"/>	Complété	<input type="checkbox"/>	D'autres cours requis
2. Recherche:	<input type="checkbox"/>	Satisfaisante	<input type="checkbox"/>	insatisfaisante
3. Participation:	<input type="checkbox"/>	Satisfaisante	<input type="checkbox"/>	insatisfaisante
4. Exigences d'éthiques (8 hrs):	<input type="checkbox"/>	Complété	<input type="checkbox"/>	En cours
5. exigences du développement professionnel (8 hrs et le Individual Development Plan)	<input type="checkbox"/>	Complété	<input type="checkbox"/>	En cours

**Commentaires du superviseurs (optionnel)**

**Commentaires de l'étudiant (optionnelle)**

**SIGNATURES**

	Imprimer le nom	Signature	Date
Étudiants			
Superviseur			



## APPENDIX D.2

### Doctoral supervisory committee

Doctoral students are required to have a supervisory committee. The requirements and recommendations for MSc supervisory committees apply to doctoral supervisory committees as well. The exceptions for doctoral supervisory committees are as follows.

- they can have a minimum of 3 and a maximum of 5 members;
- their composition must be approved by both the Graduate Coordinator and FGSR; and

The supervisory committee consists of the supervisor(s) and any supervisory committee members. The supervisory committee will have a minimum of three and a maximum of five members. The committee is chaired by the supervisor. Its composition must be agreeable to both the supervisor and the student and be approved by the Graduate Coordinator/Associate Dean grad.

All supervisory committee members are required to serve as examining committee members. For this reason, the composition of the supervisory committee should be appropriate answer to the requirement of FGSR [the composition of the final examination committee](#).

For more information, see [Supervision and Supervisory Committees](#) and [The Role and Structure of Examining Committees](#) in the University Calendar. Students must submit the names of their supervisory committee members to the Graduate Program Advisor for their division within one month of the start of their program.

### Supervisory Committee Meeting Progress Reports

The supervisory committee is charged with monitoring the student's progress and providing help and advice.

The Graduate Coordinators will review each student's progress annually (usually during the Fall term). This review will include reading the Supervisory Committee Meeting Progress Report, which is signed by the supervisor and the student.

If disagreements occur regarding either the style or the substance of the research, it is recommended that they be resolved by the student and his/her supervisory committee. When these issues cannot be resolved in this way, the student or the supervisor should seek the advice of the Graduate Coordinators.

## Partenaires professionnels

## Liens internet

### Avocat.e.s

<b>Me Pierre Asselin</b>	pierre@asselinlaw.com
<b>Me Céline Begin</b>	cbegin@mccuaig.com
<b>Me Pauline Blais</b>	pdblais@sharekco.com
<b>Me Carmen Boucher</b>	cboucher@gunnlawgroup.ca
<b>Me Kelly Bourassa</b>	kelly.bourassa@blakes.com
<b>Me Melissa Bourgeois</b>	melissa@mkblaw.ca
<b>Me Michel Bourque</b>	mbourque@kpmg.ca
<b>Me Sarah Churchill-Joly</b>	schurchill-joly@chiverslaw.com
<b>Me Ian Clarke</b>	ian.clarke@blakes.com
<b>Me Patrick Coones</b>	Pcoones@mccuaig.com
<b>Me Christian Cormier</b>	ccormier@prairieadvocate.ca
<b>Me Jean-Philippe Couture</b>	jcouture@ingenio.ca
<b>Me Peter Crozier</b>	pacrozier@fosterllp.ca
<b>Me Michael Custer</b>	custer@carscallen.com
<b>Me Allan Damer</b>	allan@damer.legal
<b>Isabelle Déchène Guay</b>	communeaction@gmail.com
<b>M. Mohamed Dhafer Baccari</b>	dhafer.baccari@wikiway.ca
<b>Me Danica Doucette-Preville</b>	danica.dp@gowlingwlg.com
<b>Me Kathy Drouin-Carey</b>	kathy@insightlaw.ca
<b>Me Justin Duguay</b>	duguayj@bennettjones.com
<b>Me Marie Dussault</b>	mdussault@millerthomson.com
<b>Me Elsy Gagné</b>	gagne@cfla.law
<b>Me Scott Horne</b>	shorne@hornelawoffices.com
<b>Me Shannon James</b>	sjames@blg.com
<b>Me Justin Kingston</b>	Me Justin Kingston
<b>Me Roy Klassen</b>	rklassen@mcleod-law.com
<b>Me Bianca Kratt</b>	bkratt@parlee.com
<b>Me Christine Le Quéré</b>	clequere@legalaid.ab.ca
<b>Me Denis Lefebvre</b>	Me Denis Lefebvre
<b>Me Robert M. Schuett</b>	robert.m.schuett@schuettlaw.com
<b>Me Justine Mageau</b>	jmageau@wittenlaw.com
<b>Me Chrystelle Malongue</b>	c.malongue@outlook.com
<b>Mme Crystal McGraw</b>	crystalmcgraw@so-law.ca
<b>Me Joël Michaud</b>	jmichaud@fielddlaw.com
<b>Me Yvon Préfontaine</b>	yprefontaine@brownleelaw.com
<b>Me Diana J. Richmond</b>	drichmond@rtfamilylaw.ca
<b>Me Jean-Pascal Siewe</b>	jp@jeanpascallaw.com
<b>Me Kelly Elizabeth Smith</b>	ea@smithandlittle.ca
<b>Me Marion Unrau</b>	munrau@blg.com

### Commerçants

<b>Boulangerie Bonjour</b>	<a href="https://yvanchartrand.com">https://yvanchartrand.com</a>
<b>Passion de France</b>	Site internet inexistant
<b>Kavta Brow Artist</b>	<a href="https://kavita-brow-artist-inc.business.site">https://kavita-brow-artist-inc.business.site</a>

### Divers

<b>M. Daniel Briere, consultant en immigration</b>	daniel@briereimmigration.com
<b>Labrie Bookeeping</b>	<a href="https://www.labriepro.ca">https://www.labriepro.ca</a>
<b>Agente immobilière, Valérie Faucon</b>	<a href="https://www.remax.ca/ab/valerie-faucon-124491">https://www.remax.ca/ab/valerie-faucon-124491</a>
<b>Pete Desrochers, médiateur</b>	info@thenegotiators.com
<b>Brenda, agente francophile à RBC, Bonnie Doon Bra</b>	brenda.p.retana@rbc.com
<b>Mme Florentine Ngarambe, interprète</b>	<a href="https://www.ajefa.ca/trouver-un-avocat?id=283">https://www.ajefa.ca/trouver-un-avocat?id=283</a>
<b>Base militaire, coordonnatrice des services linguist</b>	servicesfrancophones@mfrcedmonton.com

## Gouvernement fédéral

**Kathleen Gagné, coordonnatrice régionale, responsa** [kathleen.gagne@canada.ca](mailto:kathleen.gagne@canada.ca)

## Gouvernement provincial

**Francophone Secretariat** <https://www.alberta.ca/francophone-secretariat/>  
**Ms. Laila Goodridge (UCP) MLA for Fort McMurray-Lac** [FortMcMurray.LacLaBiche@assembly.ab.ca](mailto:FortMcMurray.LacLaBiche@assembly.ab.ca)

## Politique scolaire francophone (Edmonton)

<b>Tanya Saumure</b> Présidente, conseillère scolaire	<a href="https://centrenord.ab.ca/conseil/conseil-adminis">https://centrenord.ab.ca/conseil/conseil-adminis</a>
<b>Nathalie Lachance</b> Vice-présidente, conseillère scolai	<a href="https://centrenord.ab.ca/conseil/conseil-adminis">https://centrenord.ab.ca/conseil/conseil-adminis</a>
<b>Steve Daigle</b> Vice-président catholique, conseiller sc	<a href="https://centrenord.ab.ca/conseil/conseil-adminis">https://centrenord.ab.ca/conseil/conseil-adminis</a>
<b>Étienne Alary</b> Conseiller catholique, conseiller scolair	<a href="https://centrenord.ab.ca/conseil/conseil-adminis">https://centrenord.ab.ca/conseil/conseil-adminis</a>
<b>Ismail Osman-Hachi</b> Conseiller public, conseiller scol	<a href="https://centrenord.ab.ca/conseil/conseil-adminis">https://centrenord.ab.ca/conseil/conseil-adminis</a>
<b>Jean-Daniel Tremblay</b> Conseiller public, conseiller sc	<a href="https://centrenord.ab.ca/conseil/conseil-adminis">https://centrenord.ab.ca/conseil/conseil-adminis</a>

## Partenaires communautaires

## Liens internet

### Ainés

**Fédération des aînés franco-albertains (FAFA)** <https://www.fafalta.ca/fr/fafa/fafa/mission>

### Arts et culture

<b>Société francophone des arts visuels de l'Alberta</b>	<a href="http://www.savacava.com">http://www.savacava.com</a>
<b>Centre de développement musical</b>	<a href="https://cdmalberta.ca">https://cdmalberta.ca</a>
<b>La Girandole</b>	<a href="https://www.lagirandole.com">https://www.lagirandole.com</a>
<b>La librairie Le Carrefour Bookstore</b>	<a href="https://www.lagirandole.com">https://www.lagirandole.com</a>
<b>L'UniThéâtre</b>	<a href="https://www.lunitheatre.ca">https://www.lunitheatre.ca</a>
<b>Regroupement artistique francophone de l'Alberta</b>	<a href="http://www.rafa-alberta.ca/lerafa.ca/coup-doeil/ir">http://www.rafa-alberta.ca/lerafa.ca/coup-doeil/ir</a>

### Divers

<b>Volontaires unis dans l'action au Canada</b>	<a href="http://www.canavua.org">http://www.canavua.org</a>
<b>Cité francophone</b>	<a href="https://www.lacitefranco.ca">https://www.lacitefranco.ca</a>
<b>Fondation franco-albertaine</b>	<a href="https://www.fondationfa.ca">https://www.fondationfa.ca</a>
<b>Association canadienne-française de l'Alberta</b>	<a href="https://www.acfa.ab.ca">https://www.acfa.ab.ca</a>
<b>Association des juristes d'expression française de l'</b>	<a href="https://www.ajefa.ca">https://www.ajefa.ca</a>

## Économie et travail

Accès emplois <http://www.accesemploi.net>  
Conseil de développement économique de l'Alberta <https://lecdea.ca/?lang=en>

## Éducation

Canadian Parents for French - Alberta <https://ab.cpf.caa>  
Centre Collégial de l'Alberta <https://uofa.ualberta.ca/campus-saint-jean/progr>  
Conseil scolaire Centre-Nord <https://centrenord.ab.ca>  
Éducation des conseils scolaires francophones de l'Albe <https://fcsfa.caa>  
Fédération des parents francophones de l'Alberta <https://fpfa.ab.ca/en/home/>

## Femmes

Coalition des femmes de l'Alberta <https://www.coalitionfemmesab.ca>

## Histoire et patrimoine

Société historique francophone de l'Alberta <https://www.shfa.ca>  
Société généalogique du Nord-Ouest <https://www.sgno.ca>

## Immigration

Service d'établissement pour les nouveaux arrivants <https://senaf.ca/en/>

## Jeunesse et sports

Alliance Jeunesse-Famille de l'Alberta Society <https://ajfas.ca>  
Fédération du sport francophone de l'Alberta <http://www.lafsfa.ca>  
Francophonie Jeunesse de l'Alberta <http://fja.ab.ca>

## Médias

Le Franco <https://lefranco.ab.ca>  
Radio-Canada Alberta <https://ici.radio-canada.ca/alberta>  
Radio Cité <https://radiocitefm.ca>

## Petite enfance

Institut Guy-Lacombe de la Famille <http://institutguylacombe.ca>  
Centre d'appui familial du Sud de l'Alberta <https://centredappuifamilial.ca>

## Santé

Centre de santé communautaire Saint-Thomas <https://cscst.caa>  
Réseau santé albertain <https://www.reseausantealbertain.ca>

## APPENDIX F

### La Centrale CSJ

#### Avant-propos

La planification, la gestion, ainsi que l'administration des opérations de La Centrale sont sous la direction du Chef de service de La Centrale, relevant directement du Doyen-adjoint, Gestion des études.

La Centrale dispose d'un Comité-conseil, et qui est un comité du Conseil de la Faculté Saint-Jean. Le rôle du comité-conseil de La Centrale est consultatif. La composition du comité-conseil de La Centrale est établie comme suit :

#### Membres ex officio :

- Doyen
- Vice-doyen principal (président)
- Vice-doyen aux affaires académiques
- Doyen adjoint, Gestion des études
- Chef des services de La Centrale ou son délégué
- Chef des services aux étudiants
- Directeur du Centre collégial de l'Alberta (CCA) ou son délégué
- Conseiller-thérapeute
- Directeur

**Membres élus :** émanant du corps professoral pour une durée de mandat de 2 ans

#### Membres additionnels :

- Un étudiant du 1er cycle représentant de l'Association des universitaires de la Faculté Saint-Jean (AUFSJ)
- Un étudiant du 2e cycle représentant de l'Association des étudiants des cycles supérieurs (AÉCS)
- Un étudiant représentant des étudiants du CCA

### La vision de La Centrale

Maintenir La Centrale comme un véritable Pôle de Réussite et d'excellence, de haute qualité, diversifiés et individualisés afin de mieux accompagner les étudiants des niveaux collégial, premier et deuxième cycles du Campus Saint-Jean (CSJ) dans leur apprentissage ainsi que dans leur développement professionnel et individuel. Tous les services de La Centrale s'inscrivent dans l'équité, la diversité, l'inclusion ainsi que l'indégenité (ÉDII) pour forger l'expérience globale des étudiants.

Tous les services de La Centrale sont gratuits; les étudiants des 1<sup>er</sup> et 2<sup>e</sup> cycles, tout comme bénéficient des mêmes services au niveau académique et de la Vie Étudiante (V.É). Pour mieux se concentrer sur leurs travaux de recherches, les étudiants de 2<sup>e</sup> cycle possèdent un bureau spécifique, en plus de l'espace de travail de La Centrale.

## **La structure de La Centrale**

La Centrale est constituée de 7 axes divisés en 2 pôles. Le premier pôle se focalise sur les aspects plus académiques - affaires académiques. Un deuxième pôle se focalise sur les aspects reliés à la V.É: ce pôle est extrêmement important pour le développement personnel et professionnel des étudiants du Campus Saint-Jean. Il est un facteur crucial sur le niveau de satisfaction des étudiants pendant leurs études.

### **1. Pôle affaires académiques, composé des quatre (4) axes suivants :**

- Réussite académique: se focalise sur la réussite académique des étudiants, en développant l'approche du tutorat/mentorat individuel et de groupe selon les besoins des étudiants. (Partenariat avec *Academic Success Centre*).
- Appui aux initiatives de recherche: La Centrale réfère les réquisitions des étudiants vers les professeurs chercheurs. De plus, la Centrale réfère aux services de la Bibliothèque Saint-Jean qui collabore avec La Centrale pour développer des ateliers visant à étayer le sens de la recherche chez les étudiants, et de se familiariser avec les techniques de base en recherche également. En pratique La Centrale se focalise sur le développement des processus liés à la qualité académique en écriture.
- Examens différés et accommodation: La Centrale sert que de lieu physique pour les examens de fin de session - en collaboration avec le bureau des admissions.
- Apprentissage en ligne et badges numériques - monitorat en ligne et orientation en ligne: Dans la lignée de l'innovation technologique, il a été primordial de développer cet axe. Le volet pratique actuel qui offre un badge numérique reconnu officiellement par le CSJ est la Micro-formation professionnelle en Tutorat/Mentorat. Celle-ci a été mise en place en mars 2019 (suite à un projet qui avait pris naissance en novembre 2018) avec la collaboration et l'appui du bureau de la Recherche, Innovation et Technologie du CSJ. Depuis, plus d'une quarantaine d'étudiants en deux cohortes, y compris les moniteurs/tuteurs de La Centrale ont été formés et se sont vus attribuer le badge numérique de Tutorat.

### **2. Pôle affaires étudiantes :**

- Vie étudiante et vie en résidence (Partenariat avec *Ancillary Services*)
- Développement professionnel et orientation de carrière: Cet axe est très spécifique en terme de connaissance d'orientation de carrière, et elle devient de plus en plus la pierre angulaire des étudiants à tous les niveaux, afin de les (nos étudiants) connecter directement au monde professionnel en leur permettant

d'acquérir des connaissances professionnelles transférables au marché de l'emploi. (Partenariat avec *Career Centre*, accès emploi, Conseil de développement économique de l'Alberta (CDÉA), La FRAP, les organisations publiques et privées). Des foires bilingues d'emploi sont offertes chaque année en janvier. C'est une occasion unique pour nos étudiants de rencontrer les potentiels employeurs face-à-face.

- Santé mentale et Bien-être: L'axe de la santé mentale et bien-être est devenu une priorité au sein de l'Université de l'Alberta. Il va de soi que La Centrale collabore avec toutes les instances du *DOS (Dean of Students office)*, ainsi que les services de *Canadian Mental Health Association - Edmonton (CMHA - Edmonton pour la ligne d'appel 211)* pour guider les étudiants sur place, et ce, tant locaux (Canadiens) qu'internationaux.

## Les partenariats de La Centrale

En raison de ressources limitées – tant humaines que financières – le bon fonctionnement de la Centrale repose toujours principalement sur le développement de partenariats et de collaborations étroites avec les services étudiants du Campus nord ainsi que des groupes communautaires notamment avec:

- Career Centre;
- Undergraduate Research Initiative;
- Academic Success Centre;
- Access Team (incluant les *Community Social Workers*);
- Student Event Risks Management;
- Sexual Assault Centre;
- University Health Centre;
- Counselling & Clinical Services;
- Community Brokers;
- Community Wellness;
- Sexual Assault Centre;
- Residence Services;
- Centre de Santé communautaire Saint-Thomas;
- Canadian Mental Health Association - Edmonton Region;
- Conseil de développement économique de l'Alberta CDÉA);
- accès emploi;
- FJA (Francophonie jeunesse de l'Alberta);
- FRAP (Francophonie albertainne plurielle);
- Organisations publiques et privées.

La Centrale travaille aussi étroitement avec le Bureau de la recherche, ainsi que la direction des études supérieures du CSJ pour appuyer et compléter leur travail au niveau de la recherche au 1<sup>er</sup> et 2<sup>e</sup> cycle. Enfin, le bon fonctionnement de La Centrale repose largement sur l'appui du corps enseignant du Campus Saint-Jean et sur sa volonté et sa capacité à promouvoir et à intégrer nos services dans leurs cours.

## **CONCLUSION**

La Centrale continue à être le principal centre d'appui et d'accompagnement de tous nos étudiants en fonction de leurs objectifs académiques, lesquels objectifs reposent en premier sur leur Vie Étudiante épanouie au sein du Campus Saint-Jean (CSJ).

Il n'est sans aucun doute que La Centrale met en œuvre le professionnalisme, la créativité ainsi que l'engagement essentiels et le respect des composantes de ÉDII afin que le service aux étudiants demeure le Pôle de Réussite et d'Excellence comme interprété dans la vision même de La Centrale.



## APPENDIX G

SUPPLEMENT to item 6.3.2, CAQC New Degree FSJ Doctoral Proposal Part B

### LIST OF GRANTS BY FACULTY MEMBERS

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#### **List of Acronyms used in the document:**

ACUFC : Association des collèges et universités de la francophonie canadienne

ALES: Faculty of Agricultural, Life & Environmental Sciences

CFI: Canada Foundation for Innovation

CIHR: Canadian Institutes of Health Research

CFREF: Canada First Research Excellence Fund

CNFS : Consortium national de formation en santé

CRSH : Conseil de recherches en sciences humaines

CREAS : Centre de recherche sur l'enseignement et l'apprentissage des sciences

CSJ : Campus Saint Jean

EFF: Endowment Fund for the Future

EFF-SAS: Endowment Fund for the Future: support for the Advancement of Scholarship

FINB : Fondation de l'Innovation du Nouveau-Brunswick

HSFC: Heart and Stroke Foundation of Canada

KIAS: Kule Institute for Advanced Study

LOI : letter of intent

MDEIE: Ministère de l'Économie et de l'Innovation

NSRC: Natural Sciences and Engineering Research Council of Canada

RTDP: Research Team Development Plan

SSHRC: Social Sciences and Humanities Research Council

TECS: Transition in Energy, Culture and Society

TLEF: Teaching and Learning Enhancement Fund

UAEU: United Arab Emirates University

UofA: University of Alberta

UofT: University of Toronto

UPAR: Program for Advanced Research

UWA: University of Western Australia

Professor	Specialty	Research grant	Research grant amount, funder and tenure
Bahi, Boniface, Ph.D.	Anthropologie médicale	<p>COVID-19 et mutations en action communautaire : Quelles pratiques gagnantes chez les Aînés franco-albertains?</p> <p>COVID-19 et variabilité des méfaits et réponses chez les aînés francophones en contexte minoritaire</p> <p>Double minorisation, profils identitaires linguistiques collectifs et santé mentale : quels sont les dispositifs de soutien chez les jeunes adultes francophones en milieu minoritaire?</p> <p>Les facteurs déterminant l'Offre de services de santé en français dans les hôpitaux anglophones en milieu minoritaire au Canada.</p>	<p><b>\$47960</b> (SSHRC)</p> <p><b>\$5000</b> (CNFS) 2020 - 2021</p> <p><b>\$21150 - CNFS</b> 2018 - 2019</p> <p><b>\$97940</b> (IRSC) 2012 - 2016</p>
Boerger, Anne, Ph.D.	Histoire	<p>Research Fellowship, Max Planck Institute for European Legal History, Frankfort sur Main, Allemagne.</p> <p>Canadian Journal of Teaching and Technology/Revue canadienne de l'apprentissage et de la technologie.</p> <p>French Experiences and Perspectives in the High School Social Studies Curriculum in Alberta: An Exploratory Study.</p> <p>Archival research in Europe.</p> <p>L'histoire globale dans les milieux académiques francophones.</p>	<p>2018</p> <p><b>\$78.000</b> (SSHRC) 2015 - 2018</p> <p><b>\$4500</b> (Endowment Fund for the Future) 2014 - 2015</p> <p><b>\$78.250</b> SSHRC 2012 - 2015</p> <p><b>\$4000</b> (Endowment Fund for the Future) 2009</p>

Boily, Frédéric, Ph.D.	Science politique	<p>Droitisation et comparaison des droites intellectuelles au Canada: 2006-2016</p> <p>La francophonie et la conscience historique des jeunes Albertains: une exploration</p> <p>La droite canadienne: mutations et comparaisons</p> <p>Le Québec vu de l'Alberta: un durcissement de perception (2003-2011)</p> <p>Gouvernements provinciaux et groupes francophones minoritaires, partenaires ou adversaires? Étude de cas de l'Ouest cana</p>	<p>\$85,169.00 SSHRC</p> <p>\$4,963.73 UREG IFARG</p> <p>\$8,000.00 UOFAB</p> <p>\$15,716.76 SAIC RSPIAQI</p> <p>\$10,969.12 CNDFES FNDR</p>
Bouferguene, Ahmed		<p>Crane operation assisted planning and optimization</p> <p>Crane operation assisted planning and optimization</p> <p>Using machine learning--based automation process to improve the productivity of CCTV inspections of municipal drainage s</p> <p>Using machine learning--based automation process to improve the productivity of CCTV inspections of municipal drainage s</p> <p>Designing an effective facility layout to improve the flow</p>	<p>\$300,000.00, NCSG ALLRP</p> <p>\$150,000.00, NCSG ALLRP</p> <p>\$4,160.00, NSERC COVDI</p> <p>\$130,237.80, NSERC RGPIN</p> <p>\$28,719.28, NSERC EGP</p>
Cammarata Laurent, Ph.D.	Second Languages & Cultures	Rétention des élèves en contexte immersif et francophone en milieu minoritaire: point de vue croisé sur les défis liés à l'enseignement et à l'apprentissage et recommandations pour le perfectionnement professionnel des enseignants.	<b>\$60,000</b> (ACUFC) 2021

		<p>Developing Intercultural Understanding in Teacher Education within the Context of Language and Literacy Across the Curriculum.</p> <p>Enseigner en immersion française et en milieu francophone minoritaire canadien : synthèse des connaissances sur les défis et leurs implications pour la formation des enseignants</p>	<p><b>\$29,569</b> (TLEF) 2019</p> <p><b>\$24,750</b> (SSHRC/CRSH, Subventions de Synthèse des Connaissances) 2015</p>
Cavanagh, Martine, Ph.D.	Éducation	<p>\Subvention de recherche.</p> <p>Lecture et écrit dans l'enseignement et l'apprentissage des sciences.</p> <p>Subvention de recherche.</p>	<p><b>\$24,745</b> (SSHRC) 2015 - 2016</p> <p><b>\$121,213</b> (SSHRC) 2011 - 2014</p> <p><b>\$13,654.65</b> (Alberta Education) 2010</p>
Corsi, Elissa, Ph.D.	OISE University of Toronto	Educational leadership and Administration at the Intersections of Gender	<b>\$ 197, 183</b> (SSHRC) 2021 - 2023
Davoine Francis, Ph.D.	Médecine expérimentale	<p>Cytokine trafficking and secretion in eosinophils.</p> <p>Regulation of eosinophil cytolysis by vitamin D</p> <p>Immunoregulating activity of vitamin D on eosinophils</p> <p>Protease-activated receptor-2 (PAR-2)- mediated dendritic cell activation: role in the development of Th 2 immunity.</p>	<p><b>\$30 000</b> (Alberta Lung Association) 2015 - 2017</p> <p><b>\$15 000</b> (ALES Vitamin Funds) 2013 - 2014</p> <p><b>\$30 000</b> (ALES Vitamin Funds) 2012 - 2013</p> <p><b>\$100 000</b> (IRSC) 2008 - 2009</p>
De Montigny Marc, Ph.D.	Ph.D. Physique	The MoEDAL Experiment at the Large Hadron Collider	<b>\$120,000</b> (NSERC) 2019 - 2022

		<p>Kinematical Symmetries in Field Theory</p> <p>The MAPP (MoEDAL Apparatus for Penetrating Particles)</p> <p>High rate "Intelligent" Optical Scanning Microscopes for the MoEDAL Experiment at the LHC</p> <p>The Moedal Experiment at the Large Hadron Collider</p> <p>The Moedal Experiment at the Large Hadron Collider</p> <p>Algebraic structures in quantum field theories</p> <p>Algèbres de Lie non semi-simple en théorie des champs</p> <p>Contractions d'algèbres de Lie en théorie des champs</p>	<p><b>\$109,340 (NSERC)</b> 2016 - 2021</p> <p><b>\$306,701 (NSERC)</b> 2020 - 2021</p> <p><b>\$87,500 (NSERC)</b> 2016 - 2019</p> <p><b>\$97,000 (NSERC Project Grant)</b> 2013 - 2016</p> <p><b>\$15,000/year (NSERC Research Grant - Individual)</b> 2008 - 2011</p> <p><b>\$7,500/year (NSERC Research Grant)</b> 2006 - 2008</p> <p><b>\$20,000/year (NSERC Research Grant)</b> 2001 - 2006</p> <p><b>\$10,850/year (NSERC Research Grant)</b> 1997 - 2000</p>
<p>Durou, Guillaume, Ph.D.</p>	<p>Sociologie</p>	<p>La francophonie des Prairies au début du 20e siècle: statut socioprofessionnel, mobilité sociale et structure familiale</p> <p>The Vertical Mosaic in the 21st Century: The Great Canadian Class Study</p>	<p><b>\$43,930 (CRSH – Développement et savoir)</b> 2020 - 2022</p> <p><b>\$259,979 (CRSH – Savoir)</b> 2020 - 2024</p> <p><b>\$24,690 (CRSH – Connexion)</b> 2020 - 2021</p>

		<p>Le profil sociodémographique de la population francophone de l'Alberta à partir des microdonnées du recensement de 1911</p> <p>Sociologie historique des grèves ouvrières au Québec (1843-1914)</p> <p>Fond de démarrage.</p>	
ElAtia, Samira, Ph.D.	Educational Evaluation and Language Assessment	<p>Educational leadership and Administration at the Intersections of Gender</p> <p>Canadian School Administrators' Statistical Reasoning about Probability, Effect, and Representativeness</p> <p>Language Competence Evaluation of French in Immersion Programs</p> <p>Enjeux de l'évaluation des compétences linguistiques en français en programme d'immersion</p> <p>Educational Leadership Certification Development</p> <p><i>Profil linguistique: Online Bilingual Assessment Platform</i></p> <p>Mapping Graduate Attributes to Professional Competences</p> <p>Assessment of Graduate Attributes</p> <p>Programme d'apprentissage et d'alphabétisation et d'acquisition des compétences essentielles pour les adultes.</p>	<p><b>\$311,183 (SSHRC)</b> 2021 - 2023</p> <p><b>\$355,000 (SSHRC)</b> 2021 - 2025</p> <p><b>\$20,000 (Ontario School Broad Association)</b> 2020-2022</p> <p><b>\$71,000 (ACUFC)</b> 2021-2022</p> <p><b>\$150,000 (Alberta Education)</b> 2018 - 2019</p> <p><b>\$20,000 (McCalla professorship)</b> 2017-2018</p> <p><b>\$7500 (KIAS) 2016-2017</b></p> <p><b>\$134,000 (TLEF) 2014-2016</b></p> <p><b>\$250,000 (Ressources humaines et développement des compétences, Canada) 2012</b></p> <p><b>\$63,000 (SSHRC)</b> 2010-2012</p>

		Sociolinguistic Bias in the Translation and Adaptation of Pan-Canadian Achievement Tests	
El Ghouli Sadok, Ph.D.	Administration des affaires	<p>CSR Volatility and Firm Value Implications</p> <p>Institutional Shareholder Distraction: International Evidence</p> <p>Mutual Funds Flows and Country Allocations: The Role of Formal Institutions and National Culture</p> <p>Does Policy Uncertainty Affect Credit Ratings Quality?</p> <p>State Capitalism and Political Risk: Evidence From Sovereign Wealth Funds' Investments in Banking</p> <p>CSR Volatility and Firm Value Implications</p> <p>The Costs and Benefits of State Ownership: International Evidence</p> <p>The Links between Culture and Financial Markets</p> <p>Corporate Tax Enforcement, Tax Avoidance Activities, and Agency Costs</p> <p>Household Finance, Corporate Policies and Firm Cost of Financing</p>	<p><b>US\$ 5,000</b> 2020 - 2021</p> <p><b>\$161,893 (SSHRC)</b> 2020 - 2022</p> <p><b>\$72,000 (UAEU Program for Advanced Research - UPAR)</b> 2019 - 2021</p> <p><b>\$32,310 (SSHRC)</b> 2019 - 2021</p> <p><b>\$110,000 (UAEU Program for Advanced Research, UPAR)</b></p> <p><b>\$36,610 (CEIBS Corporate Social Responsibility)</b> 2018 - 2019</p> <p><b>\$130,796 (SSHRC)</b> 2017 - 2020</p> <p><b>\$194,711 (SSHRC)</b> 2014 - 2017</p> <p><b>\$116,118 (SSHRC)</b> 2014 - 2017</p> <p><b>\$129,980 (SSHRC)</b> 2013 - 2018</p> <p><b>\$63,181 (Alberta Rural Development Network)</b> 2011 - 2013</p>



		<p>The Economic Value of French in Rural Alberta Communities</p> <p>The Importance of Monitoring by Tax Authorities to Corporate Governance</p> <p>The Informational Role of High-Quality Auditors: International Evidence</p> <p>Multiple Large Shareholders and Corporate Governance</p> <p>Ownership Structure, Ownership Identity and Auditor Choice: International Evidence</p>	<p><b>\$63,750</b> (SSHRC) 2011 - 2014</p> <p><b>\$80,000</b> (SSHRC) 2010 - 2013</p> <p><b>\$150,000</b> (SSHRC) 2008 - 2011</p> <p><b>\$95,000</b> (SSHRC) 2008 - 2011</p>
<p>Fagnan Laurier, Ph.D.</p>	<p>Direction chorale</p>	<p>Podium 2016, Canada's national conference and festival of choral singing</p> <p>Choralies internationales 2012</p> <p>Choralies internationales 2012</p> <p>DVD production of research/pedagogical</p> <p>IRCAM research projet, Paris</p> <p>Creation of the Vocal Acoustics Lab</p>	<p><b>\$75,000</b> (Community Initiative Program) Alberta 2016</p> <p><b>\$75,000</b> (City of Edmonton) 2012</p> <p><b>\$75,000</b> (Canadian Heritage) 2012</p> <p><b>\$66,000</b> (Western Economic Development) 2010</p> <p><b>\$15,000</b> (Alberta Foundation for the Arts) 2009</p> <p><b>\$275,000</b> (Foundation for Innovation) 2006</p>

		CSJ for centennial choir tour to Québec (2005)	<b>\$75,000</b> (Community Initiatives Program, Government of Alberta 2005)
Gaudet, Cindy, Ph.D.	Sciences de santé	<p>Metis Kinship &amp; Land-Based Wellness</p> <p>Indigenous Women, Power and Gendered Digital Technologies: Building a research collaboration</p> <p>Dreaming Our Codes of Wellness into Being</p> <p>Researching Metis Relations and People at Lac Ste. Anne</p> <p>Ehawawisit (With Child): Maternal and Perinatal Health Outcomes among the Métis in Alberta and the Influence of Proximal, Intermediate, and Distal Determinants of Health</p> <p>Giving Voice: Indigenous women scholars dialogue on Reconciliation</p> <p>Lii Kaart en Michif: une ressource interactive et creative de langage et d'histoires</p> <p>Our Metis Aunties in Community Health and Wellbeing</p> <p>Understanding Metis Women's Kinship through the role of our Aunties.</p>	<p><b>\$ 100,000</b> (SSHRC) 2019 - 2024</p> <p><b>\$10,000</b> (KIAS) 2019 - 2022</p> <p><b>\$15,000</b> (SSHRC) 2020 - 2021</p> <p><b>\$69,765</b> (SSHRC) 2018 - 2020</p> <p><b>\$385 000</b> (CIHR) 2019 - 2021</p> <p><b>\$69,765</b> (KIAS Institute) 2018 - 2019</p> <p><b>\$6780</b> (UofA, KIAS Institute) 2017 - 2018</p> <p><b>\$6980</b> (UofA, KIAS Institute) 2017 - 2018</p>
Gnidehou Sedami, Ph.D.	Molecular Biology and Endocrinology	<p>Impact de la pandémie sur les familles francophones dans les prairies canadiennes.</p>	<p>\$20,000.00, USASK</p> <p>\$12,587.50, CNDFES</p>

		<p>Offre active, connaissances et attitudes des immigrants africains francophones sur le paludisme et sa prévention en Albe</p> <p>Epitope mapping of Duffy binding protein II (DBPII) domain involved in cross-reactivity between Plasmodium (P.) falcipar</p> <p>Epitope mapping of Duffy binding protein II (DBPII) domain involved in cross-reactivity between Plasmodium (P.) falcipar</p> <p>UofA Start Up - Gnidehou</p>	<p>\$15,000.00, UOFAB CJS</p> <p>\$14,971.13, UOFAB, VPRSF</p> <p>\$9,578.19, UOAFN SF</p>
Jacquet, Marianne, Ph.D.	Fondements de l'éducation	<p>Inclusive Education in Central Alberta Francophone Schools</p> <p>Reconnaissance sociale des minorités francophones au Canada : mobilisations sociales de l'Alberta et l'Ontario. Revue de la littérature sur le cheminement des étudiants étrangers résidents permanents dans les programmes de formation initiale des enseignants</p> <p>Trajectoires de vie de jeunes immigrants diplômés en contexte scolaire francophone minoritaire</p> <p>Expérience d'établissement et d'intégration des immigrants et réfugiés d'expression française issus de l'Afrique subsaharienne</p> <p>L'immigration francophone dans les Territoires et l'Ouest canadien : Réalités et perspectives après 10 ans d'accueil et de services</p>	<p><b>\$50,000</b> (Alberta Education) 2019 - 2021</p> <p><b>\$39,574</b> (SSHRC) 2019 - 2021</p> <p><b>\$132,750</b> (SSHRC) 2017 - 2020</p> <p><b>\$41,000</b> (Immigration, réfugiés et citoyenneté Canada) 2017 - 2018</p> <p><b>\$145,760</b> (Immigration, réfugiés et citoyenneté Canada) 2015 - 2016</p> <p><b>\$30,000</b> (Ministère de l'éducation de la C.-B) 2015 - 2016</p>

		<p>Les politiques des langues en C.-B. et les programmes en français</p> <p>L'enseignement de la diversité dans les programmes de formation des enseignants en Colombie-Britannique</p>	<p><b>\$133,368</b> (CRSH standard) 2009 - 2012</p> <p><b>\$75,000</b> (CRSH) 2002 - 2004</p>
Lemaire, Eva, Ph.D.	Didactique des langues et des cultures	<p>Inclusive Education in Central Alberta Francophone Education</p> <p>Michif Language Awareness Program for French Immersion and Francophone Students in Alberta</p> <p>Funding for Innovation in Teacher Education: Towards Reconciliation</p> <p>Expériences d'établissement et d'intégration des immigrants et réfugiés d'expression française de l'Afrique sub-saharienne</p> <p>The Francophone European Presence in Western Canada</p>	<p><b>\$50,000</b> (Alberta Education) 2019</p> <p><b>\$100,000</b> (Alberta Education) 2019</p> <p><b>\$74,500</b> (Alberta Education) 2018</p> <p><b>\$50,000</b> (Immigration, Réfugiés et Citoyenneté Canada) 2016</p> <p><b>\$24,949</b> (SSHRC) 2016</p>
Lemieux Hélène, Ph.D.	Biologie cellulaire	<p>Infrastructure to study individual cellular responses as it relates to human disease</p> <p>Mechanisms of programming of cardiovascular dysfunction by perinatal iron deficiency</p> <p>L'effet de la déficience de fer périnatale sur le fonctionnement mitochondrial cardiaque des nouveau-nés du rat</p> <p>Regulation of mitochondrial metabolism by the phosphorylation system and the complex IV and its impact on oxidative stress</p>	<p><b>\$371,000</b> (CFI) 2020 - 2025</p> <p><b>\$50,000</b> (HSFC) 2020 - 2021</p> <p><b>\$5,000</b> (Endowment Fund for the Future, UofA) 2020 - 2021</p> <p><b>\$174,000</b> (NSERC) 2012 - 2020</p>

		<p>Regulation of mitochondrial metabolism and its role in various diseases</p> <p>Relationship between genome and mitochondrial function in planarians Multiplate reader Synergy H1</p>	<p><b>\$40,000</b> (NSERC) 2019 - 2020</p> <p><b>\$30,000</b> (Endowment Fund for the Future, UofA) 2016 – 2017</p>
Mounsef Donia, Ph.D.	Theater	<p>Technology and Acting</p> <p>Acting, Intermediality and the Intercultural Gaze</p> <p>Le Monodrame collectif</p> <p>Le Slam francophone</p>	<p><b>\$1400</b> (President’s Fund for the Creative and Performing Art, UofA) 2015</p> <p><b>\$4200</b> (President’s Fund for the Creative and Performing Arts) 2013 - 2014</p> <p><b>\$8067</b> (Killam Research Fund, UofA) 2011 - 2012</p> <p><b>\$3035</b> (President’s Fund for the Fine Arts) 2010</p>
Safouhi, Hassan, Ph.D.	Mathématiques appliquées	<p>Analytical and numerical methods for slowly convergent integrals</p> <p>Statistical machine learning for improving failure detection</p> <p>Extrapolation Methods and Sequence Transformations</p>	<p><b>\$110,000.00</b> (NSERC Discovery Grant) 2016 - 2021</p> <p><b>\$25,000.00</b> (NSERC Engage Grant) 2016</p> <p><b>\$75,000.00</b> (NSERC Discovery Grant) 2011 - 2016</p> <p><b>\$27,000.00</b> (NSERC Discovery Grant) 2009–2011</p>

		<p>Extrapolation Methods and Nonlinear Transformations for Applied</p> <p>Residential construction material waste minimization</p> <p>Fast and accurate numerical evaluation of molecular integrals</p> <p>Statistical machine learning for improving failure detection</p> <p>Residential construction material waste minimization</p> <p>Residential construction material waste minimization</p> <p>Santé et bien-être des francophones en Alberta : Littérature en santé</p> <p>Modèle transitionnel en littératie et compétences essentielles chez les adultes francophones d'Edmonton</p>	<p><b>\$76,500.00</b> (NSERC Collaborative Research and Development Grant) 2007 - 2010</p> <p><b>\$30,000.00</b> (NSERC Discovery Grant) 2003 - 2008</p> <p><b>\$48,000.00</b> (Industrial Contribution to NSERC Engage) 2016</p> <p><b>\$90,000.00</b> (Landmark Master Builder) 2007 - 2010</p> <p><b>\$45,000.00</b> (MITACS) 2007 - 2010</p> <p><b>\$15,000.00</b> (CNFS) 2019</p> <p><b>\$50,000.00</b> (Secrétariat Francophone) 2015 - 2016</p> <p><b>\$25,000.00</b> (Human Resources and Skills Development Canada) 2012 - 2014</p> <p><b>\$25,000.00</b> (Presidential Fund for Innovation and Development) 2007 - 2008</p>
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Langevin, René, Ph.D.	Psychopédagogie	<p>Inclusive Education in Central Alberta Francophone Schools</p> <p>Croyances culturelles relatives à la santé mentale chez des parents migrants de l'Afrique francophone subsaharienne vivant en Alberta</p> <p>Étude des facteurs socio-environnementaux, culturels et structurels qui influent sur les disparités en matière de santé chez les francophones en situation minoritaire : création d'un réseau national.</p>	<p><b>\$50,000</b> (Alberta Education) 2021</p> <p><b>\$5,500</b> (CNFS) 2017</p> <p><b>\$146,555</b> (CIHR) 2006 - 2011</p>
Lapointe-Gagnon Valérie, Ph.D.	Histoire	<p>Reconnaissance sociale des minorités francophones au Canada et droits à l'éducation en français : mobilisations sociales de l'Alberta à l'Ontario</p> <p>La Confédération et la dualité nationale</p> <p>La Confédération et la dualité nationale</p>	<p><b>\$39,574</b> (SSHRC) 2019</p> <p><b>\$3200</b> (Subvention du Secrétariat aux affaires intergouvernementales canadiennes) 2017</p> <p><b>\$998</b> (Subvention Connexion du CRSH) 2017</p>
Léonard, Carol Jean, Ph.D.	Sciences géographiques	<p>Identités francophones de l'Ouest canadien : définition, valorisation et transmission</p> <p>Toponymie et vitalité linguistique</p>	<p><b>\$55,813</b> (CRSH/SSHRC) 2012 - 2014</p> <p><b>\$86,820</b> (CRSH) 2007 - 2012</p>

		Toponymie d'origine et d'influence françaises et franco-métisses au Manitoba	<b>\$73,932</b> (CRSH) 2008 - 2017
Manuel, Dominic, PhD,		Observer les enseignants : les pédagogies en mathématiques dans les régions du Canada.  Orienter la réussite des mathématiques émergentes  Étude de la créativité mathématique dans les solutions aux problèmes proposés dans la communauté virtuelle CASMI.  Les structures probabilistes au programme des élèves du primaire du Nunavik : des apprentissages mathématiques pour un développement citoyen.	<b>\$159,360</b> (CRSH) 2012 - 2017  <b>\$500 000</b> (MDEIE) 2012 - 2015  <b>\$10,000</b> (FINB) <b>\$10,000</b> (CRÉAS) <b>\$5,000</b> (CRSH) 2007 - 2010  <b>\$39 600</b> (Fonds de recherche du Québec, société et culture)
Marchak, Kristan, Ph.D.,	Psychologie	VP Research Special Funding  Fonds internes pour la recherche Special COVID-19 funding	<b>\$5,000</b> (UofA) 2020 - 2021  <b>\$5,000</b> (CSJ) 2020  <b>\$1,500</b> (CSJ) 2020
Mballa, Charlie, Ph.D.,	Science politique	President's Grants for the Creation and Performing Arts  Connection Grant  Killam Research Fund	<b>\$7000</b> (SSHRC) 2020 - 2021  <b>\$24,936</b> (SSHRC) 2020 - 2021  <b>\$10,000</b> (UofA) 2019 - 2020



		Kule Team Grant: RTDP Africa – Canada -Latin America: Building inclusive, innovative, and resilient societies.	<b>7,500</b> (UofA) 2019 - 2020
Motiejunaite, Jurate, Ph.D.,	Comparative Literature	Curriculum development, establishment, and coordination.	<b>\$25,000</b> (Open Society Institute) 2012 - 2013
Nkuiya, Bruno, Ph.D.	Economie	Regional fisheries management organization under climate variability: the case of spatially connected fisheries  Regional fisheries management organization under climate variability: the case of spatially connected fisheries  Manging spatiallyconnected fisheries under climate variability  New Faculty Start Up funds- Nkuiya	\$9,588.70, SSHRC IDG COVID  \$61,015.00, SSHRC IDG  \$1,714.91, UOFAB KRFSROG  \$10,000.00, UOFAB SF
Pellerin, Martine , Ph.D.	Educational technology and second language	Subventions d’engagement partenarial  Transforming Teachers’ Online Pedagogical Reasoning and Practices for Teaching K-12 Students in French Immersion in Virtual Learning Environments.  Subventions de partenariat –première étape  AI Classroom Analysis System for Language Teaching Development project	<b>\$24,800</b> (CRSH) 2020 - 2021  <b>\$5000</b> (SSHRC SIG funding) 2020 - 2021  <b>\$19,872</b> (CRSH) 2020 - 2021  <b>\$3500</b> (Japanese Grant-in-Aid for Scientific Research)

		<p>Inclusive ways of teaching, learning, and assessing with the use of simulations and gamified mobile apps</p> <p>Aînés francophones et littératie numérique de santé en contexte minoritaire</p> <p>Les cartes de mots pour apprendre le vocabulaire : du papier au iPad</p> <p>ePortfolios: Making Teaching and Learning Visible</p> <p>Promouvoir la création de mécanismes de régulations métacognitives instrumentées chez les apprenants de langue seconde avec l'appui des technologies numériques et mobiles</p> <p>Les outils nomades au service de la pratique et de l'évaluation du français oral</p> <p>Les technologies émergentes au service de l'enseignement et de l'apprentissage en immersion précoce</p> <p>Using mobile technologies (tablets, iPods, smartphones) to support oral language practice and evaluation in French</p> <p>Les technologies émergentes au service de l'enseignement et de l'apprentissage en classe d'immersion pour le 21<sup>e</sup> siècle</p> <p>Conseil scolaire francophone du Sud de l'Alberta</p>	<p><b>\$2000</b> (Kule Dialogue Grant) 2019 - 2020</p> <p><b>\$88,020</b> (TELF Research) 2018 - 2021</p> <p><b>\$15,000</b> (CNFS) 2018 - 2019</p> <p><b>\$74,633</b> (CRSH) 2015 - 2017</p> <p><b>\$97,155</b> (TELF Research) 2015 - 2018</p> <p><b>\$4700</b> EFF-SAS (UofA) 2014 - 2015</p> <p><b>\$6500</b> (TICE) 2013 - 2014</p> <p><b>\$27,000</b> (Canadian Heritage) \$2010 - 2012</p> <p><b>\$30,000</b> (AISI-RVSD) 2012 - 2015</p> <p><b>\$25,000</b> (RVSD-AISI) 2011-2012</p> <p><b>\$1000</b> (CSFS) 2011-2012</p>
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		Projet-Recherche action collaborative	
Pelletier, Sarah, Ph.D.	Chimie Analytique	Model Green Lab Campus Saint-Jean Chemistry Teaching Laboratory  TLEF : Framework and tools for teaching and learning the sciences in French at Campus Saint-Jean	<b>\$3,200</b> (Office of Sustainability, UofA) 2016  <b>\$58,000</b> (UofA) 2007
Ravi , Srilata, Ph.D.	Littérature comparée	Heritage Spaces: Rethinking and managing diverse pasts in a multicultural society  Chinese Heritage Spaces in Alberta-Edmonton Chinatown's Harbin Gate  Killam Research Award: Culinary Moves  Research Team Development Grant: Heritage Practices- Identification, Diversity, Digitisation.  Culinary Moves.  Offre active, connaissances et attitudes des immigrants africains francophones sur le paludisme et sa prévention en Alberta.  Le projet Garneau-Marchand-Révillon:Valorisation du patrimoine urbain francophone en Alberta à l'ère numérique.  Paludisme, immigration et santé publique dans l'Ouest Canadien.	<b>\$30,000</b> (KIAS) 2020  <b>\$5000</b> (China Institute Grant)  <b>\$5993.28</b> (Canada Council for the Arts) 2019  <b>\$7,500</b> (KIAS) 2019  <b>In kind funding</b> (KIAS) 2019  <b>\$13,000</b> (CNFS-SC) 2018  <b>\$3,995.52</b> (VP Research Special Funds) 2018  <b>\$5,000</b> (CNFS) 2018 Co-applicant with Sedami Gnidehou

		<p>Le baseball féminin en Alberta pendant la Deuxième Guerre mondiale : une biographie sociale de Betty Carveth Dunn, joueuse professionnelle de baseball.</p> <p>Identification et caractérisation des connaissances en infectiologie et des méthodes de prise en charge des maladies infectieuses (VIH et paludisme) par le personnel soignant féminin francophone de minorité visible en Alberta</p> <p>Literature, sustainability and the postcolonial city</p> <p>French Presence in the Global British Empire in the 18th and 19th centuries</p> <p>La politique de la santé, la presse francophone et l'accès aux soins dans les communautés francophones en situation minoritaire pendant une crise médicale: le cas d'Alberta pendant la crise du HINI (2009- 2010)</p> <p>Représentations de la grippe HINI dans la presse francophone en Alberta</p> <p>Migrant Experiences in Franco-Canadian Literature</p> <p>Multiple Complicites: the Francophone worlds of North America and the Atlantic and Indian Ocean</p>	<p><b>\$5,160</b> (Faculté Saint-Jean Research Fund, President's Fund for the Creative Arts) 2017</p> <p><b>\$5,000</b> (CNFS) 2015</p> <p><b>\$6,738</b> (Killam Research Fund)</p> <p><b>\$7,500</b> SSHRC 2013</p> <p><b>\$12,000</b> CNFS 2010</p> <p><b>\$6,920</b> (Endowment Fund for the Future Undergraduate Research Scholarship) 2010</p> <p><b>\$6,200</b> (Understanding Canada Faculty Research Award, Government of Canada)</p> <p><b>\$2,000</b> (UWA Research Collaboration Merit Award) 2009</p> <p><b>\$19,750</b> (UWA Research grant) 2005</p> <p><b>\$18,721</b> (UWA Research grant) 2005</p>
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		<p>The impact of ethno-religious beliefs on health practices.</p> <p>Poetics of Transculturation in Francophone Indian Ocean literatures: Mauritius</p> <p>Literary Travel and Grand Hotels</p> <p>Asia in Europe-Europe in Asia</p>	<p><b>\$5,000</b> (Faculty Support Scheme, National University of Singapore) 2003</p> <p><b>\$13,760</b> (Faculty Research Grant, National University of Singapore) 2001</p>
<p>Snauwaert, Maïté, Ph.D. Littérature française</p>	<p>Littérature française</p>	<p>Éducation au deuil et à la fin de vie pour la communauté francophone en Alberta : état des lieux</p> <p>Apprendre à mourir au 21e siècle : la contribution littéraire</p> <p>Kule Dialogue Grant</p> <p>Les représentations de la fin de vie dans les textes littéraires contemporains en français et en anglais</p>	<p><b>\$5,000</b> (Subvention du Consortium National de Formation en Santé) 2020</p> <p><b>\$109,276</b> (Subvention Savoir du Conseil de Recherches en Sciences humaines du Canada) 2016-2020</p> <p><b>\$1,000</b> (KIAS) 2017</p> <p><b>\$9,982</b> (Subvention du Bureau du Vice-President, CRSH) 2014</p>
<p>Villeneuve Anne-José, Ph.D.,</p>	<p>Linguistique française</p>	<p>Bâtir des ponts dans les francophonies canadiennes</p> <p>Norme(s) et variation socio-stylistique: Démythifier le français québécois</p> <p>International Symposium on Bilingualism</p>	<p><b>\$24,690</b> (SSHRC Connection Grant) 2021</p> <p><b>\$65,295</b> (SSHRC Insight Grant) 2018 - present</p> <p><b>\$25,000</b> (SSHRC Connection Grant)</p> <p><b>\$132,685</b> (SSHRC Insight Grant) 2017</p>

		<p>Language Contact and Prosodic Variation in Ontario French</p> <p>New ways of analyzing language: variation at the crossroads</p> <p>Engagement communautaire et développement de la compétence (socio)linguistique en français: l'exemple du Campus Saint-Jean</p> <p>Anti-racism beyond #MakeltAwkward: Stories by Survivors and Allies</p> <p>Variation sociolinguistique en français parlé Sociolinguistic variation in spoken French</p>	<p><b>\$22,400</b> (SSHRC Connection Grant) 2015</p> <p><b>\$6000</b> (Faculty Research Fund, CSJ, UofA) 2016 - 2018</p> <p><b>\$7,500</b> (Research Team Grant, KIAS, UofA) 216 - 2017</p> <p><b>\$10,000</b> (Faculty Research Fund, CSJ, UofA) 2015 - 2017</p>
<p>Wilson Sheena, Ph.D.</p>	<p>Comparative Literature and Film &amp; Media Studies</p>	<p>RE-CREATE: Research-Creation as Culture and Practice.</p> <p>Experiential Learning for Indigenous Knowledge Research Collaborations</p> <p>Petrocultures2020: Transitions</p> <p>La Cité: A Hub For Climate Résilience</p>	<p><b>\$20 000</b> (SSRHC Partnership Grant) 2020 - 2021</p> <p><b>\$55,000</b> (LOI KIAS Cluster Grant) 2020 - 2021</p> <p><b>\$24,900</b> (SSHRC/CRSH Connection Grant) 2020 - 2021</p> <p><b>\$104,602 cumulative:</b> \$49,180 (EcoCity Edmonton Infrastructure Acceleration Grant) \$45,000 (La Cité Francophone) \$10,422 (Young Canada Works)</p>

			2019 - 2020
			<b>\$315,590</b> (SSHRC/CRSH, Insight Grant)
			2019 - 2023
		Shifting Ground: Mapping Energy, Communities and Geographies in the North.	<b>\$24,164</b> (SSHRC/CRSH, Connection Grant)
			2019
		Solarity: After Oils School 2	<b>\$2,318,018 cumulative</b> (CFREF):
			2017 - 2023
			\$942,018 (speculative Energy Futures)
		Future Energy Systems' Energy Humanities	\$507,000 (Future Energy Systems' Energy Humanities)
			\$869,000 (TECS)
			<b>\$356,608</b> (SSHRC/CRSH Insight Grant)
			2017 - 2022
			<b>\$7500</b> (KIAS, UofA)
			2017
		Feminist Energy Futures: Power Shift and Environmental Social Justice	<b>\$1,904</b> (Banff Research in Culture)
			2015
			<b>\$2.5M</b> (SSHRC/CRSH Partnership Grant)
		Toward Feminist Energy Futures	2015 - 2022
			<b>\$360,000</b>
		Financial Aid	2015 - 2018
			<b>\$40,000</b> (KIAS, UofA)
			2016 - 2017
		Mapping the Power of Carbon-Extractive Corporate Resource Sector	<b>\$23,560</b>

		<p>We are All Related: Connections and learning for Transformative Change.</p> <p>The Research-Creation and Social Justice CoLABoratory – Arts &amp; the Anthropocene</p> <p>Mapping the Maternal: Art, Ethics, and the Anthropocene</p> <p>On the Energy Humanities</p> <p>Practice Makes Policy: Creativity Triggering Energy Transition</p> <p>Intersections of Sustainability Transdisciplinary Research Network: Water, Climate Change, Futures</p> <p>After Oil: Explorations and Experiments in the Future of Energy, Culture and Society</p> <p>Aid to Scholarly Journals</p> <p>Crude Intersectionalities: Oil and Energy in the 21st Century</p>	<p>SSHRC/CRSH Connections Grant 2016 - 2017 <b>\$25,000</b> (SSHRC Knowledge Synthesis Grant, Energy and Natural Resources) 2015 - 2016</p> <p><b>\$7500</b> (President’s Fund for the Creative and Performing Arts) 2015 - 2016</p> <p><b>\$100,000</b> (KIAS) 2015 - 2018</p> <p><b>\$40,000</b> (KIAS) 2015 - 2016</p> <p><b>\$85,250</b> (SSHRC/CRSH) 2014 - 2018</p> <p><b>\$7500</b> (EFF Grant) 2014 - 2015</p> <p><b>\$24,997</b> (SSHRC/CRSH Connections Grant) 2012 - 2014</p> <p><b>\$5000</b> (KIAS) 2012 - 2013</p> <p><b>\$1500</b> (Canadian Studies Institute) 2012 - 2013</p> <p><b>\$1500</b> (Alberta Institute for American Studies) 2012</p> <p><b>\$2500</b> (Canadian Studies Institute) 2012</p>
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		Petrocultures: Oil, Energy, Culture	<b>\$3.8 M</b> (SSHRC: Strategic Knowledge Cluster Grant) 2011 - 2015
		Petrocultures: "Culture, Energy, Ecology	<b>\$14,995</b> (KIAS) 2011 - 2012
		Petrocultures 2012	<b>\$2500</b> (Canadian Studies Institute) 2011 - 2012
		Petrocultures 2012	<b>\$5000</b> (CSJ) 2011
		Imaginations	
		Editing Modernism in Canada	
		Petrocultures: The Cultures of Oil in Canada and the World	
		Imaginations	
		Internal Research Allocation	

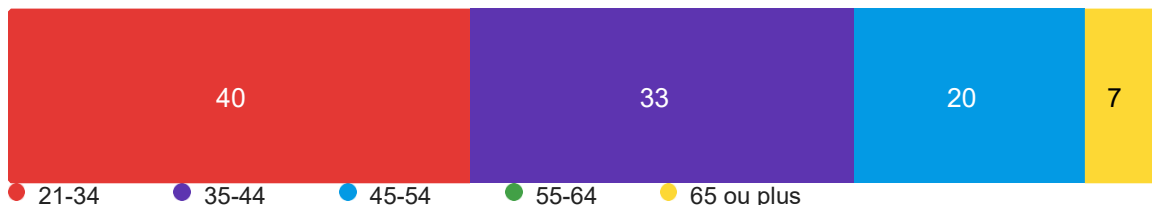
## APPENDIX H

QUESTIONNAIRE DESTINÉ AUX DIPLÔMÉS DE LA FACULTÉ SAINT-JEAN – ÉTUDES SUPÉRIEURES  
COHORTES D

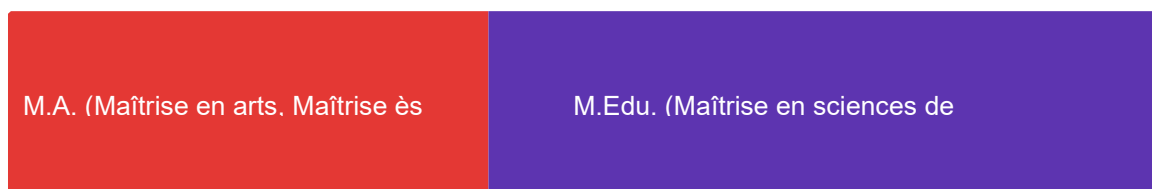
### 1 - Comment vous identifiez-vous?



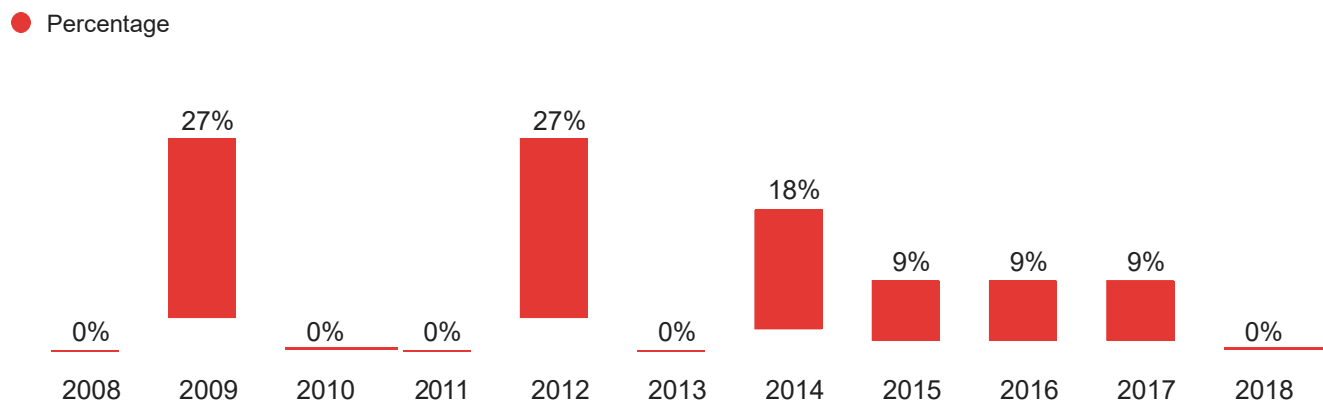
### 2 - Quelle est votre tranche d'âge actuelle?



### 3 - Dans quel programme avez-vous obtenu votre diplôme d'études supérieures à la Faculté Saint-Jean (FSJ)?



#### 4 - En quelle année avez-vous commencé vos études de maîtrise à la FSJ?



#### 5 - Quel était votre sujet recherche et/ou d'études quand vous faisiez vos études supérieures à la FSJ?

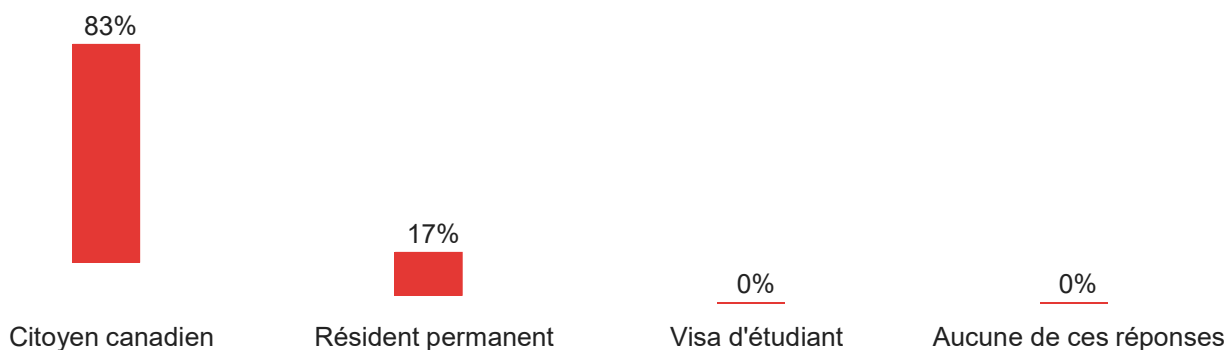


Autres: veuillez préciser. - Text

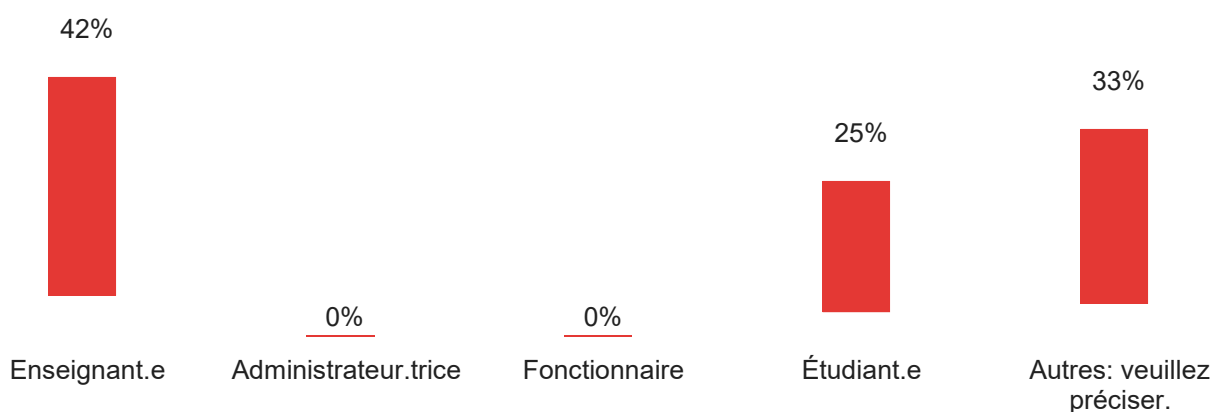
Préalables requis pour réussir la première année aux études postsecondaires: Facteurs affectifs, cognitifs et métacognitifs

Langue et culture

## 6 - Quel était votre statut de citoyenneté quand vous avez commencé votre programme d'études supérieures à la FSJ?



## 7 - Quel était votre situation professionnelle avant de commencer vos études supérieures à la FSJ?



Autres: veuillez préciser. - Text

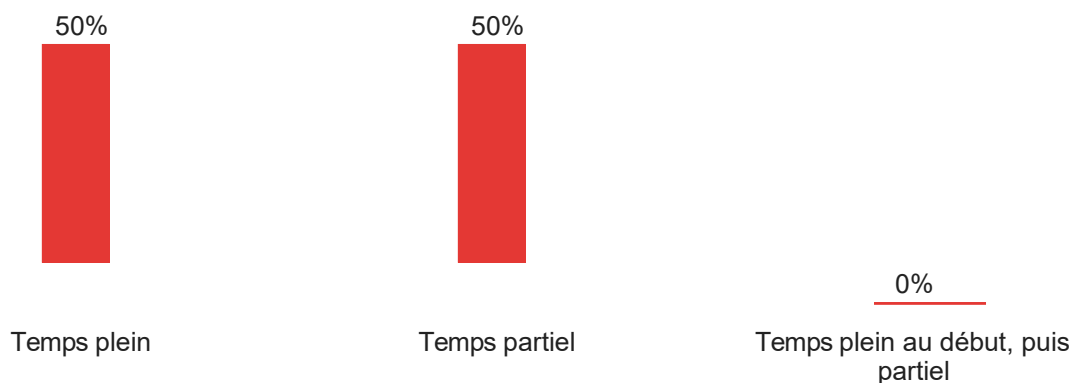
Conseillère pédagogique

À la retraite suite à une carrière de plus de 30 ans en enseignement et en gestion au niveau

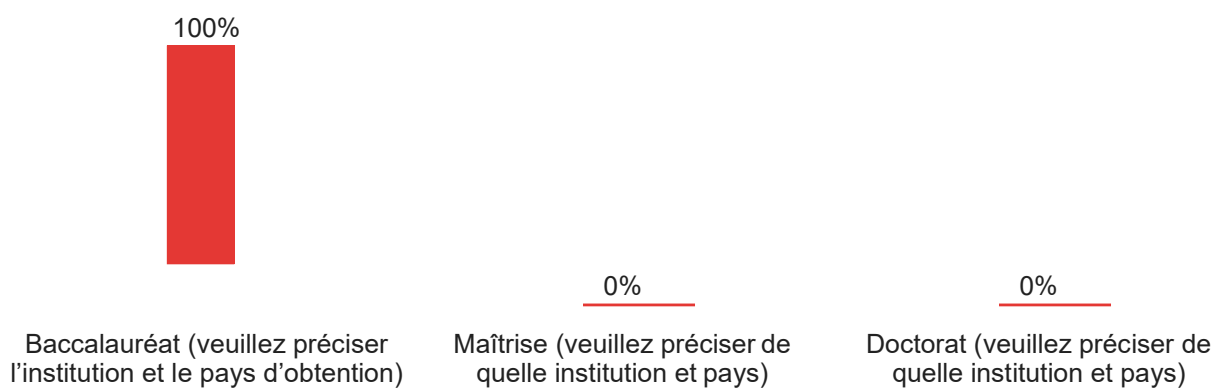
Femme au foyer car nouvelle arrivant

Enseignante et étudiante

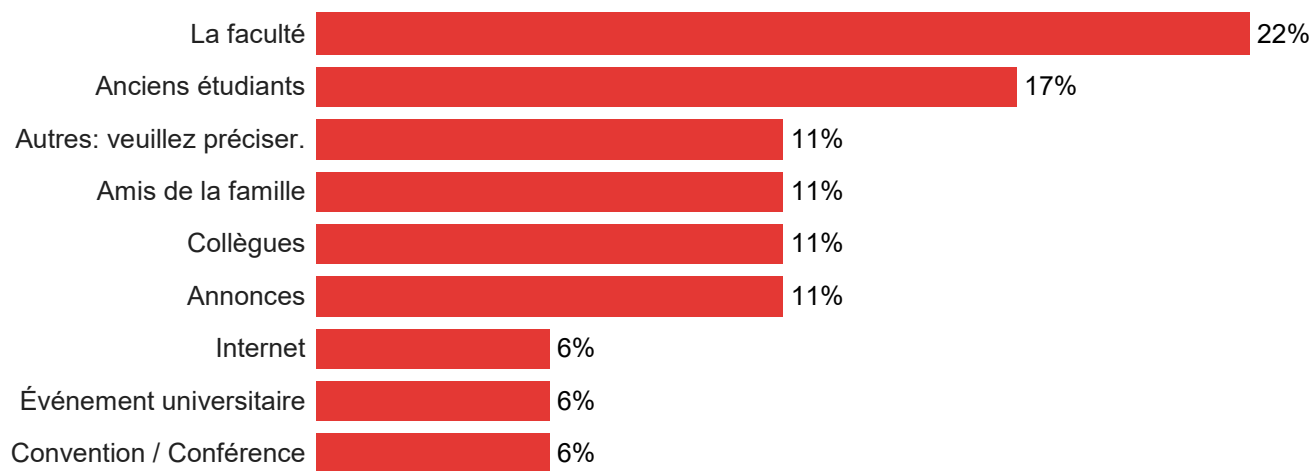
8 - Quand vous avez commencé votre programme d'études supérieures à la FSJ, quel était votre statut d'inscription?



9 - Avant de commencer votre programme d'études supérieures à la FSJ, quel était votre diplôme?



## 10 - Comment avez-vous entendu parler de votre programme d'études supérieures à la FSJ? (Veuillez cocher toutes les réponses appropriées)



● Percentage of Choices

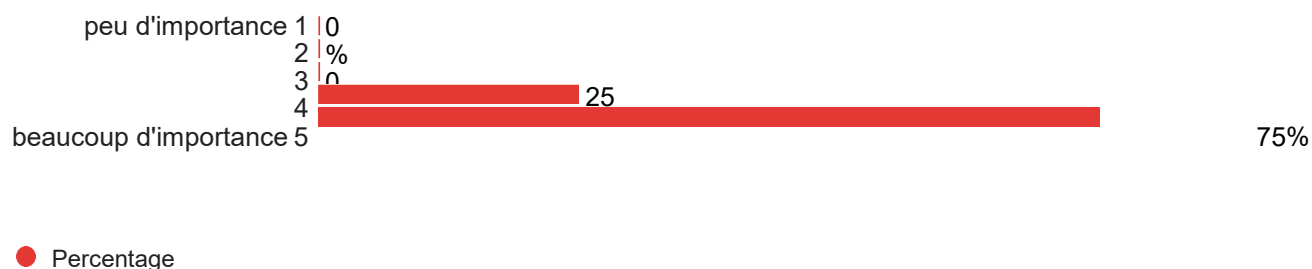
Autres: veuillez préciser. - Text

Personne, j'ai voulu faire une maîtrise, j'ai appelé la faculté pour m'informer (excusez le manque d'accent, j'utilise un clavier anglais)

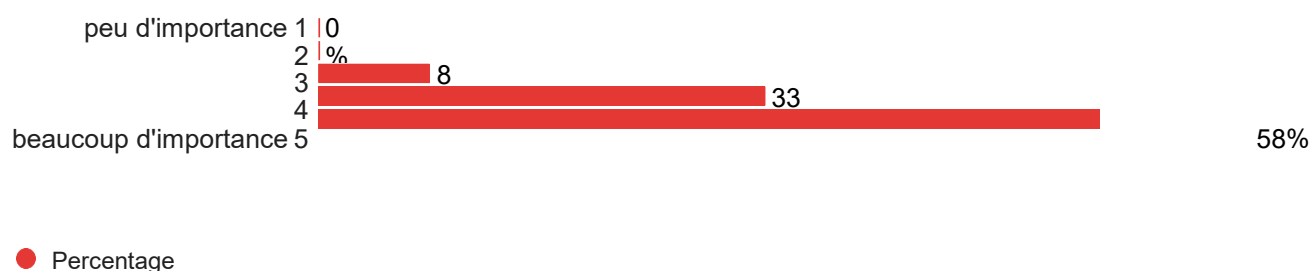
J'y ai fait mon bac

11 - En décidant de postuler à votre programme à la FSJ, quelle importance accordiez-vous à chacune des raisons suivantes? 1 = peu d'importance 5 = beaucoup d'importance

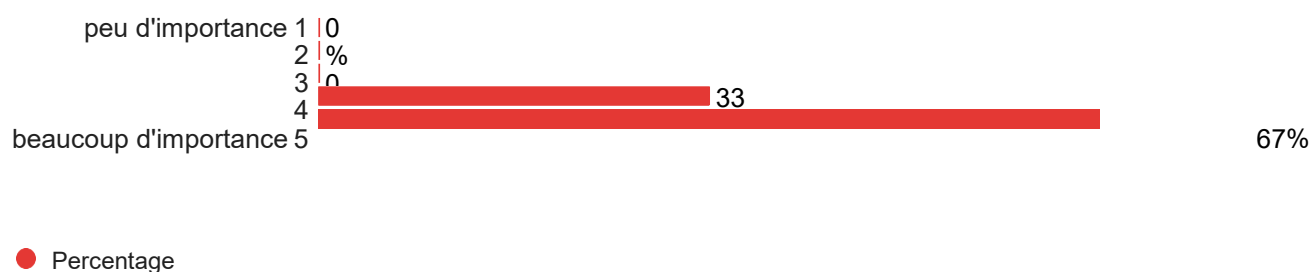
### Enrichissement personnel et intellectuel



### Qualité du programme



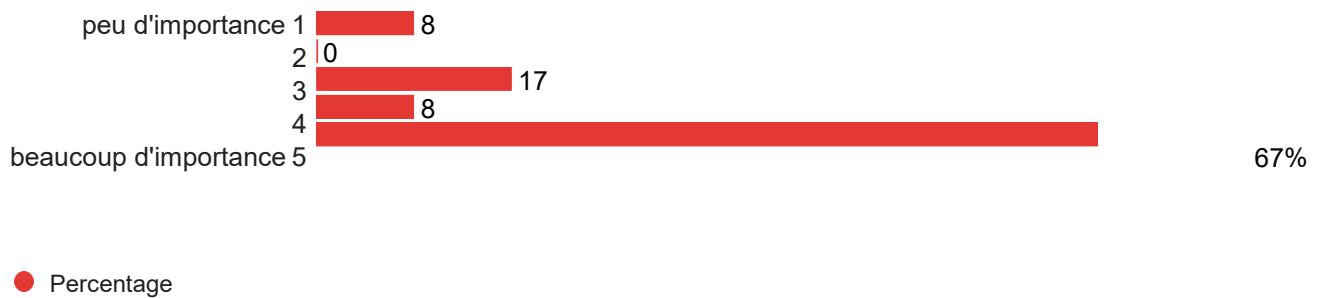
### Les cours et leur contenu



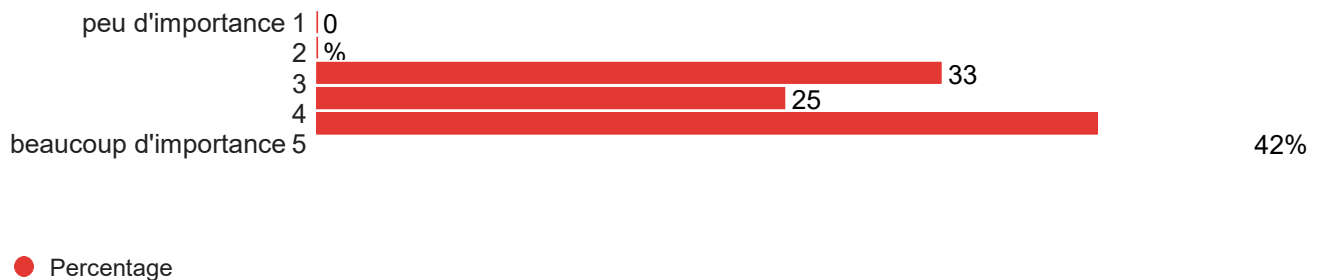
## Domaines de recherche spécifiques proposés



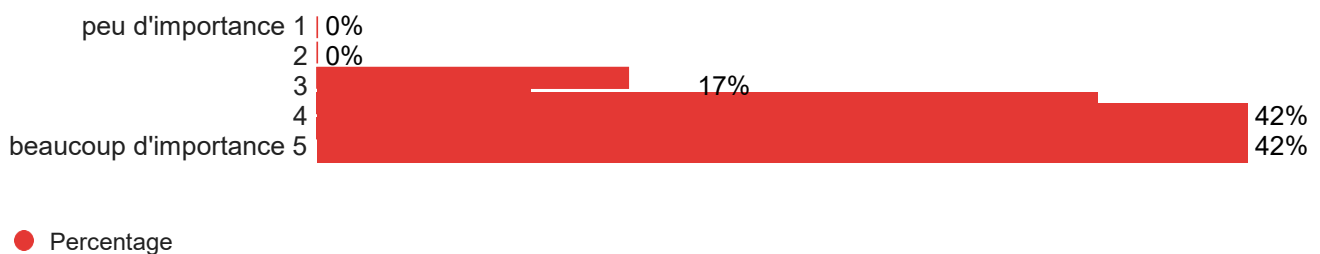
## Un professeur / superviseur spécifique



## Préparation à un emploi ou à une carrière / changement de carrière

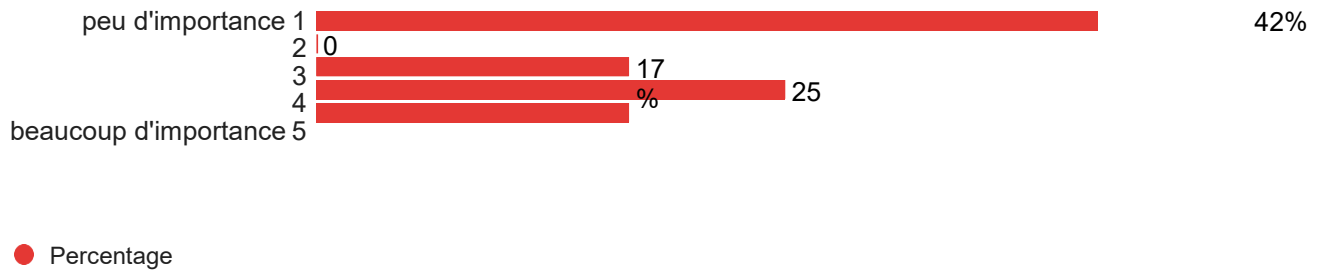


## Perfectionnement professionnel

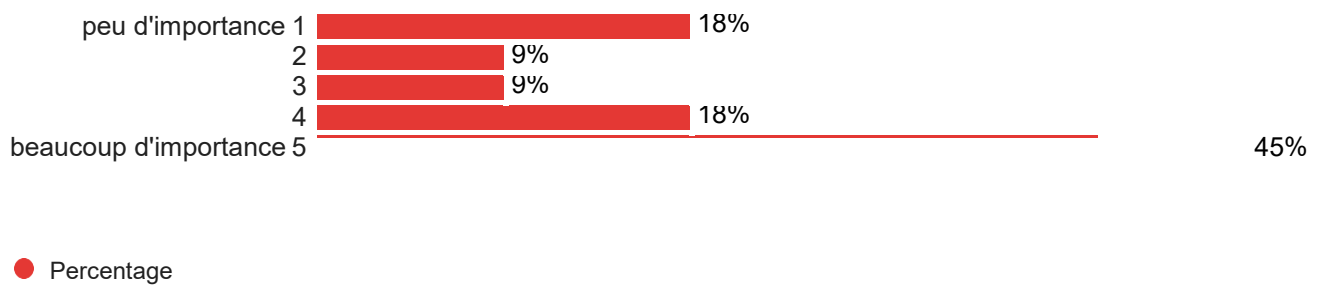




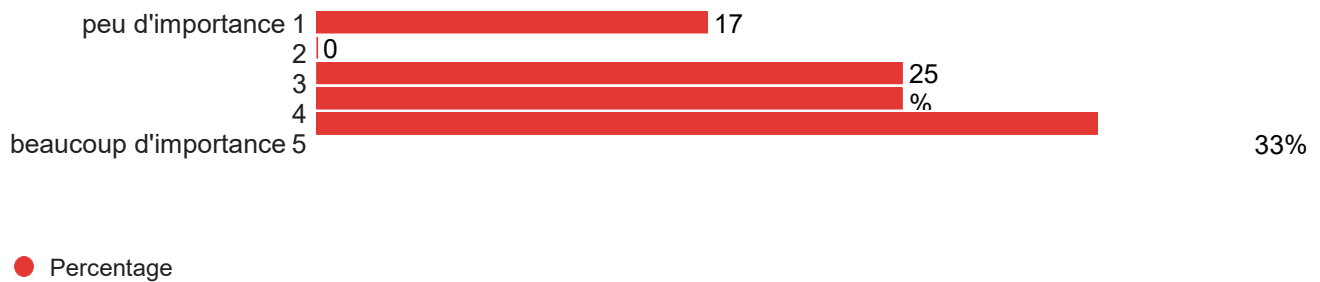
## Recommandation d'un autre étudiant ou diplômé



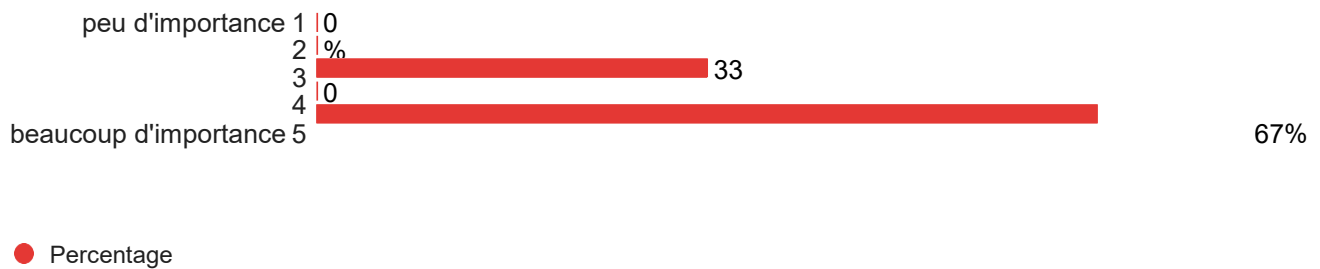
## Lieu d'un programme



## Les modes de livraison (présentielle, à distance, en ligne)



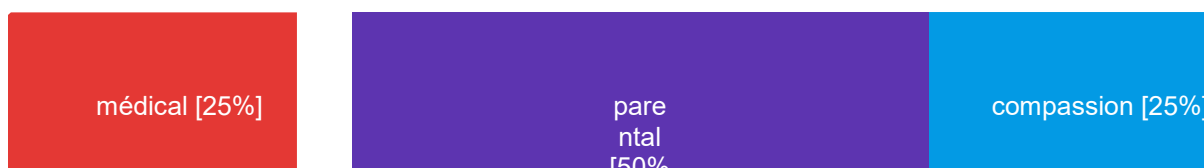
## Autres: veuillez préciser.



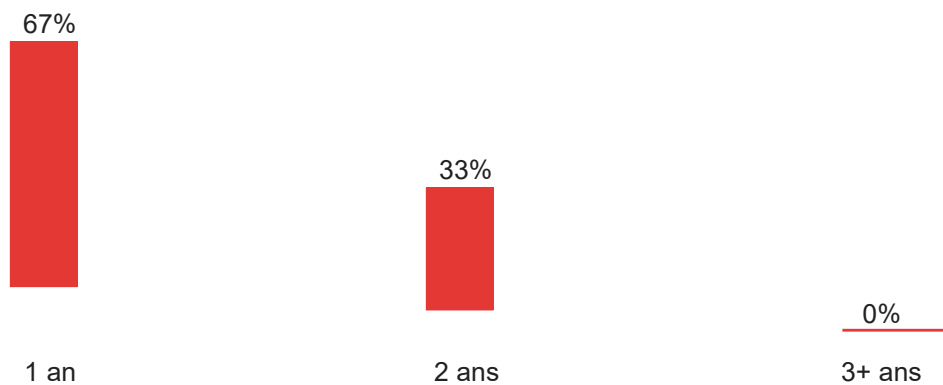
12 - Durant votre parcours académique avez-vous pris un congé officiel durant votre programme d'études supérieures à la FSJ?



12a - Si vous avez pris un congé officiel, quelle en était la raison? Veuillez cocher les réponses appropriées.

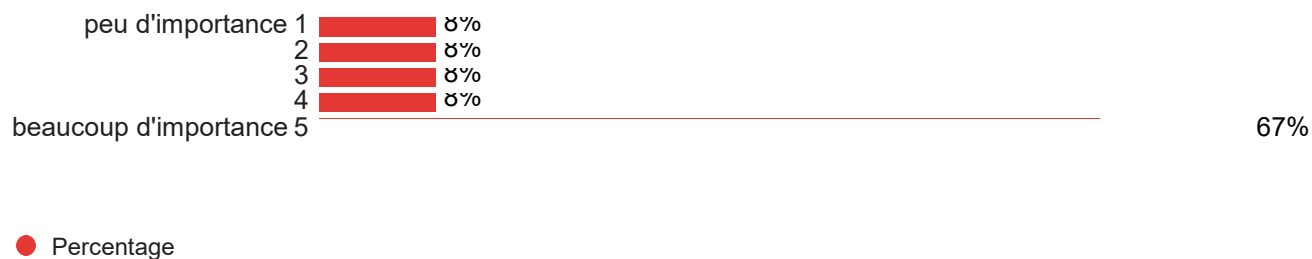


13 - Lors de votre programme d'études à la FSJ, avez-vous obtenu une extension? Si oui, de combien de temps.

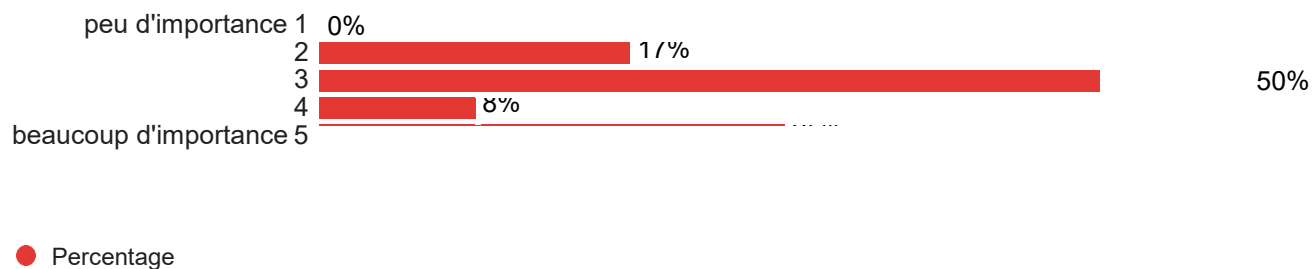


14 - D'une manière générale, durant votre programme d'études à la FSJ, dans quelle mesure étiez-vous satisfait de chacun des éléments suivants? 1 = peu d'importance 5 = beaucoup d'importance

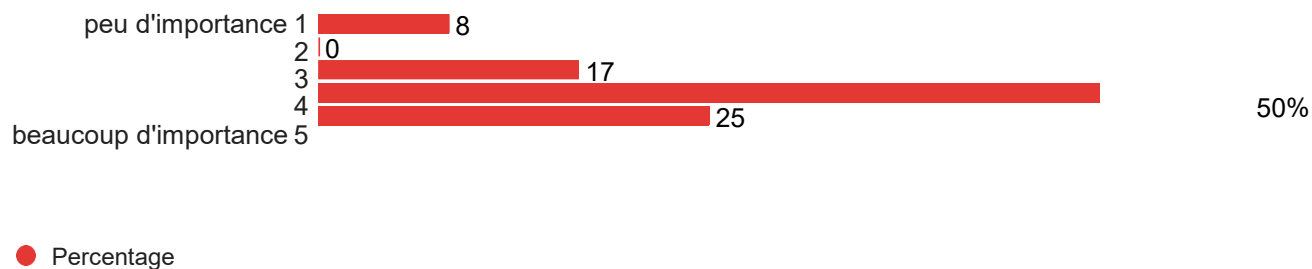
Mon superviseur a soutenu mon développement en tant que chercheur(e)



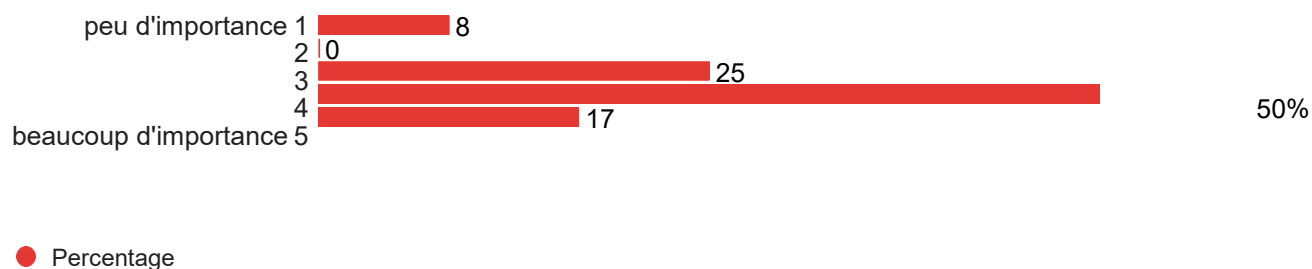
Variété d'offre de cours



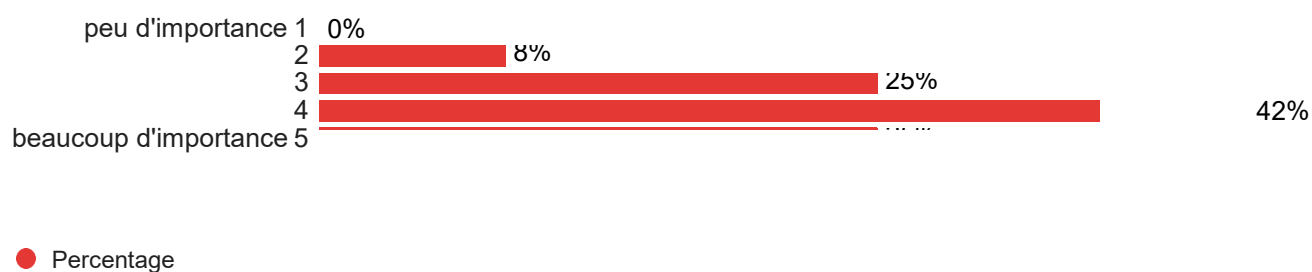
Disponibilité / calendrier des cours obligatoires



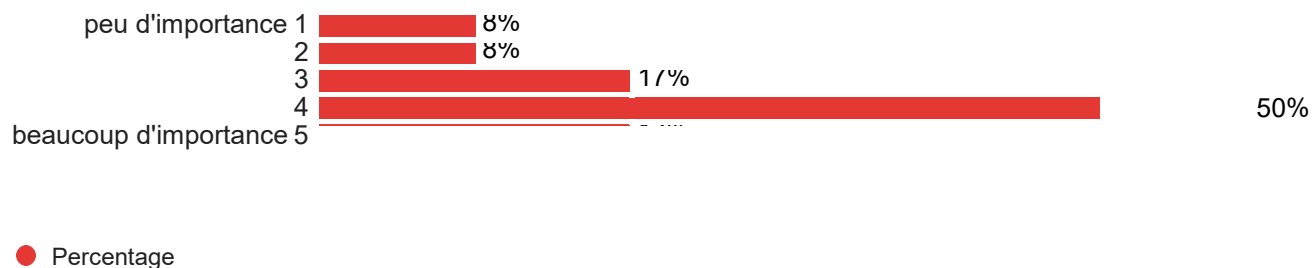
## Disponibilité / Programmation choix des cours optionnels



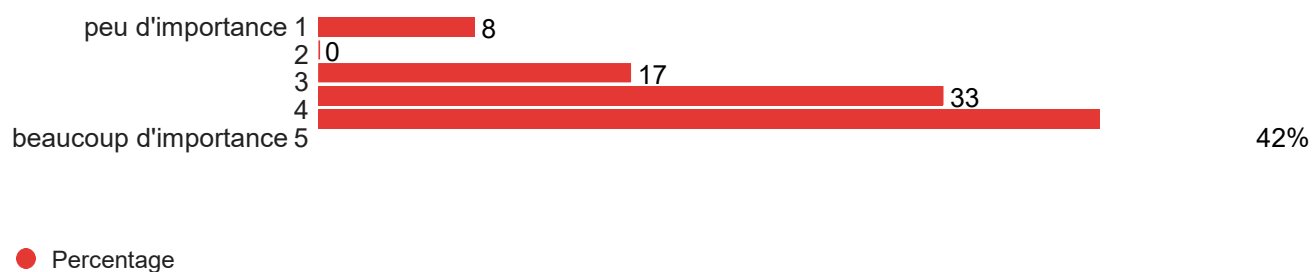
## Pertinence des exigences du cours



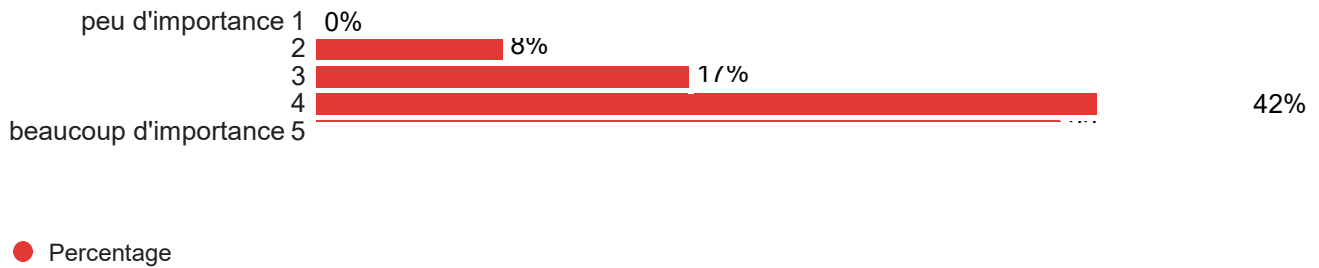
## Qualité des cours obligatoires



## Qualité des cours optionnels



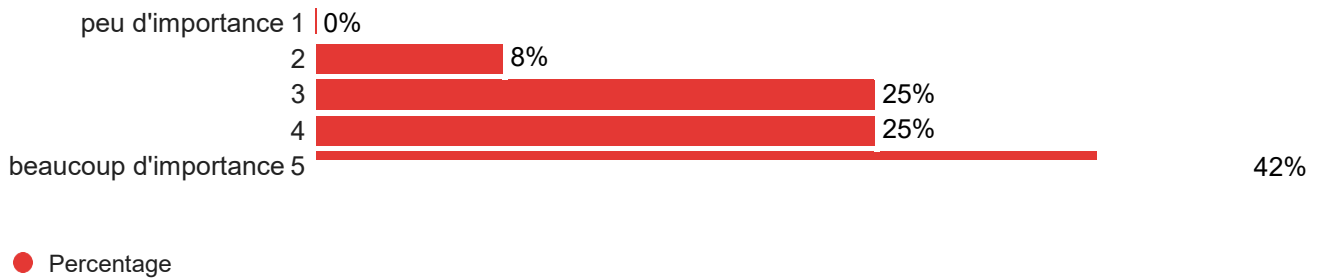
## Qualité de l'enseignement



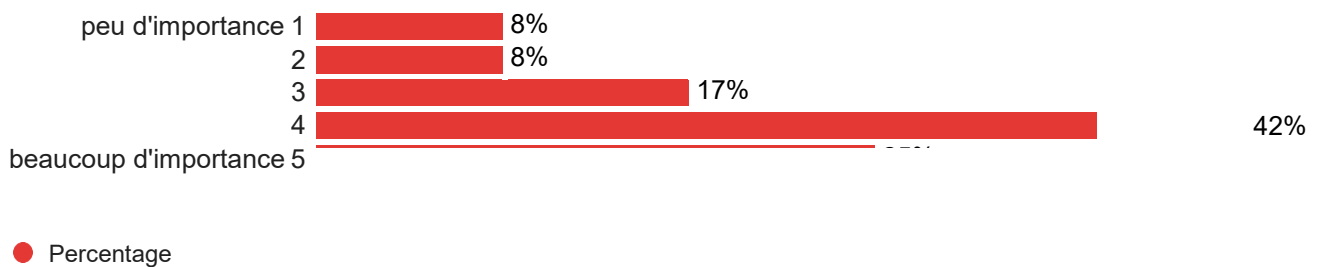
## Qualité de l'expérience académique



## Opportunités d'apprendre et de grandir



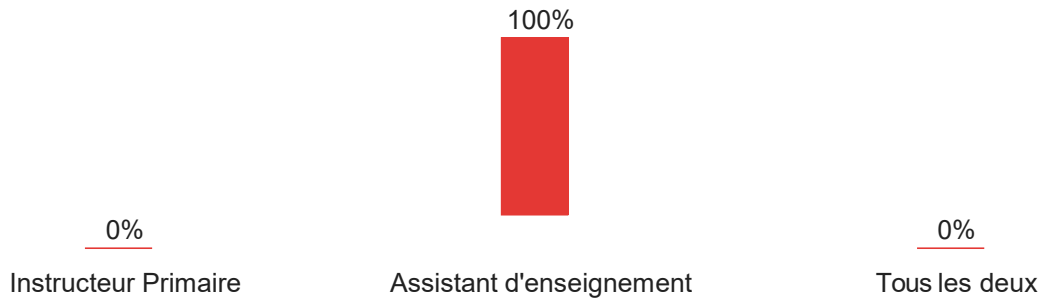
## Expérience globale dans le programme



15 - Lors de votre programme d'études à la FSJ, avez-vous occupé un poste d'assistant d'enseignement?



15a - Quel a été votre rôle d'assistant d'enseignement?



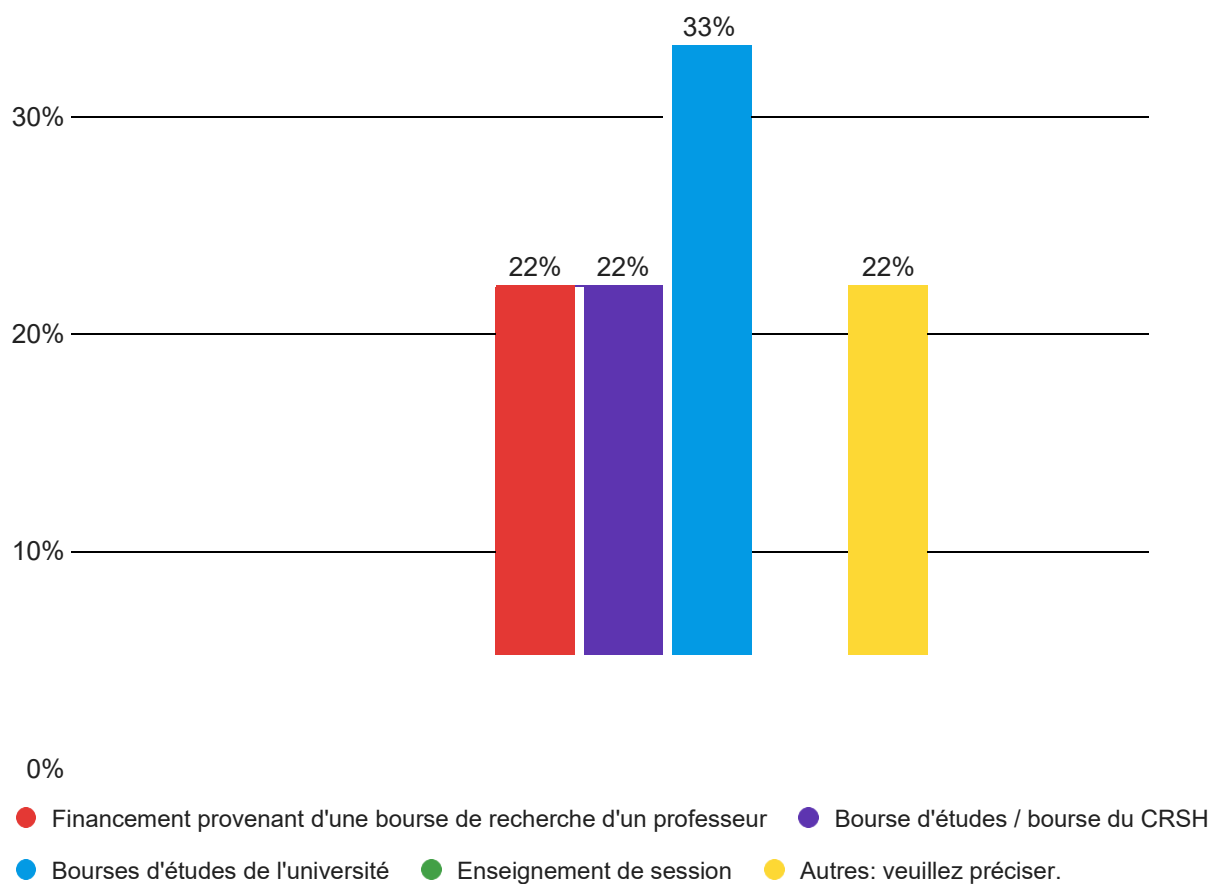
15b - Dans quelle mesure êtes-vous satisfait de l'expérience de votre assistantat en enseignement? 1 = peu satisfait 5 = très satisfait



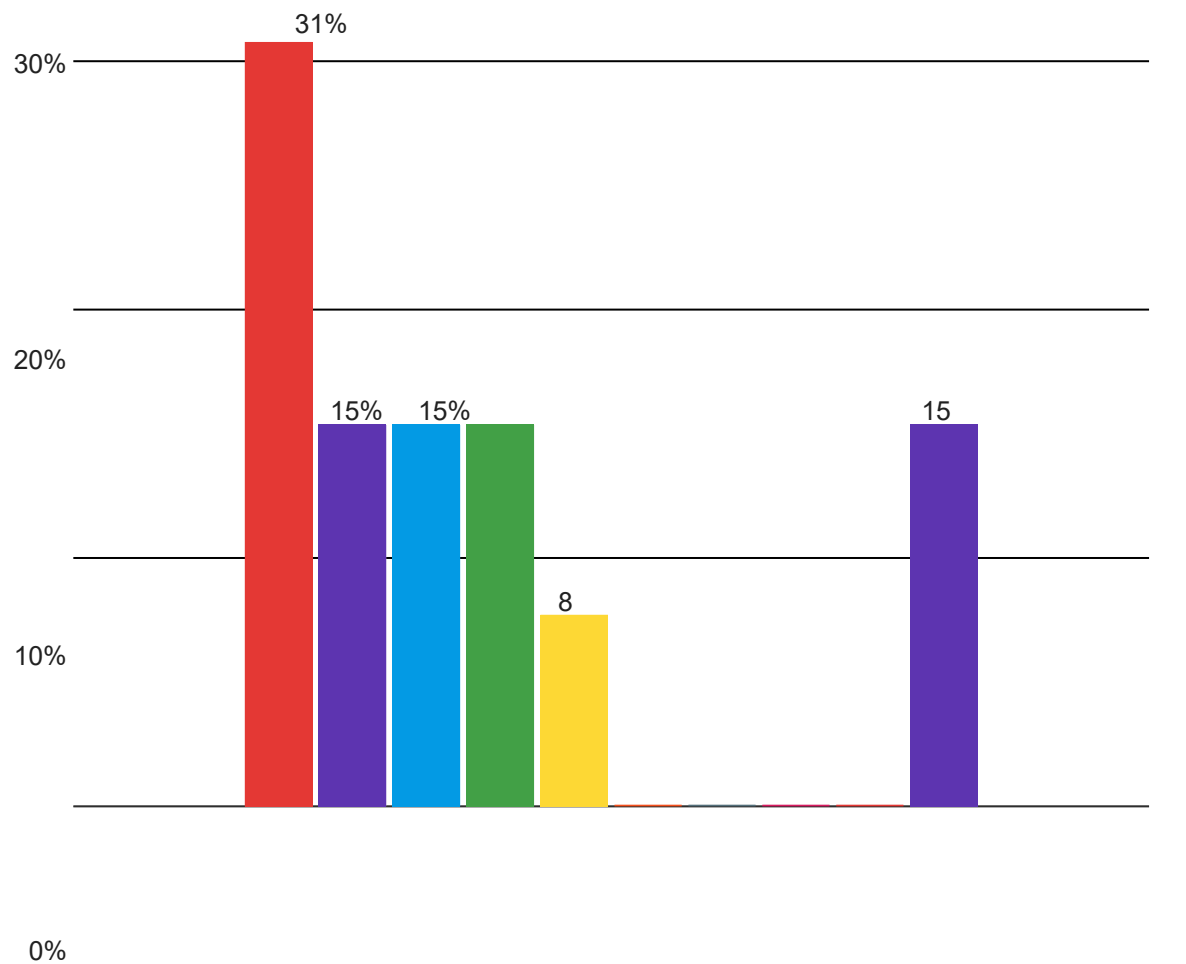
17 - Lors de votre programme d' études supérieures à la FSJ, avez-vous obtenu du soutien financier de la FSJ (Faculty of Graduate Studies and Research)?



17a - Si vous avez obtenu du soutien financier, veuillez indiquer, parmi les choi...



18 - Avez-vous d'autres sources de financement? Veuillez cocher toutes les réponses appropriées.



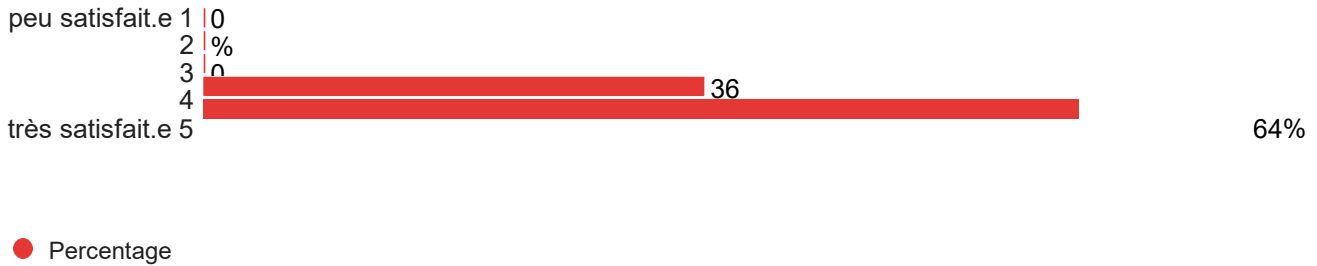
1

- Poste rémunéré en dehors de l'université (temps plein)    ● Autres:    ● Prêt étudiant
- Bourse d'études provenant d'une association professionnelle, d'une entreprise, d...
- Poste rémunéré en dehors de l'université (à temps partiel)    ● Vie sociale – activités para-scolaires
- Remboursement des frais de scolarité par l'employeur    ● Congé d'étude de l'employeur (non rémunéré)
- Sabbatique de l'employeur    ● Autres:



19 - Lors de votre programme d' études supérieures à la FSJ, quelle était votre degré de satisfaction pour les services suivants? 1 = peu satisfait.e 5 = très satisfait.e

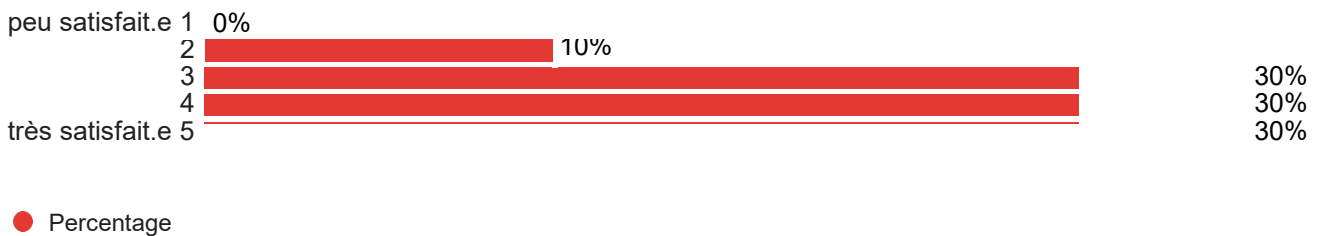
### L'inscription aux cours



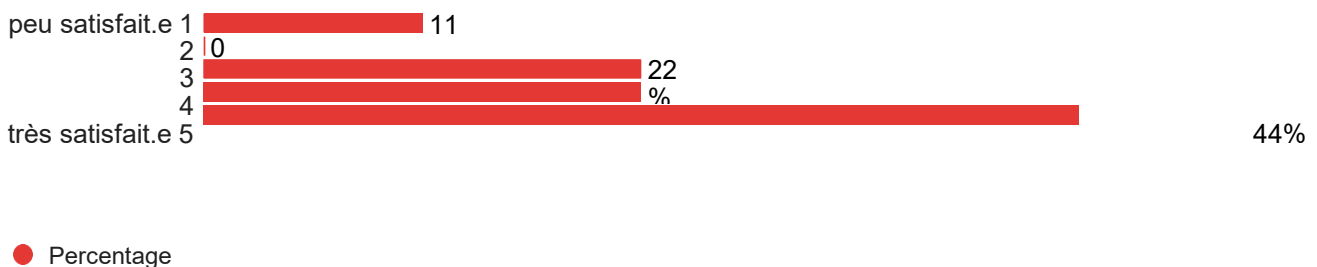
### Administration du programme d'études supérieures



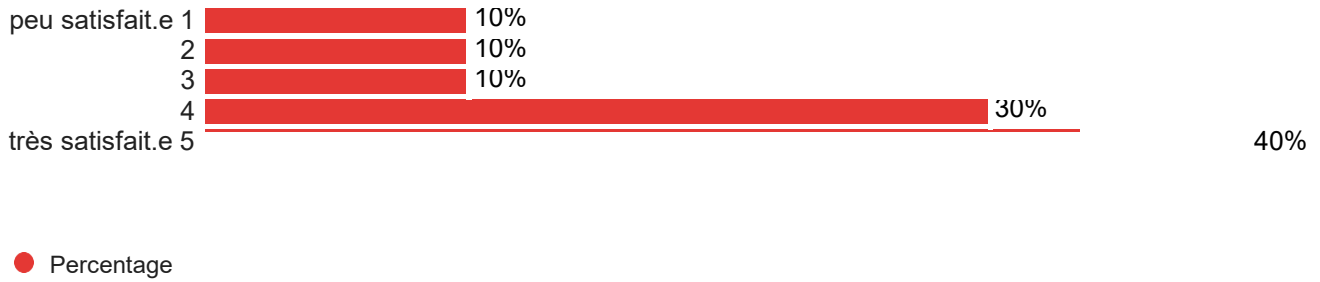
### Services de soutien et d'accessibilité



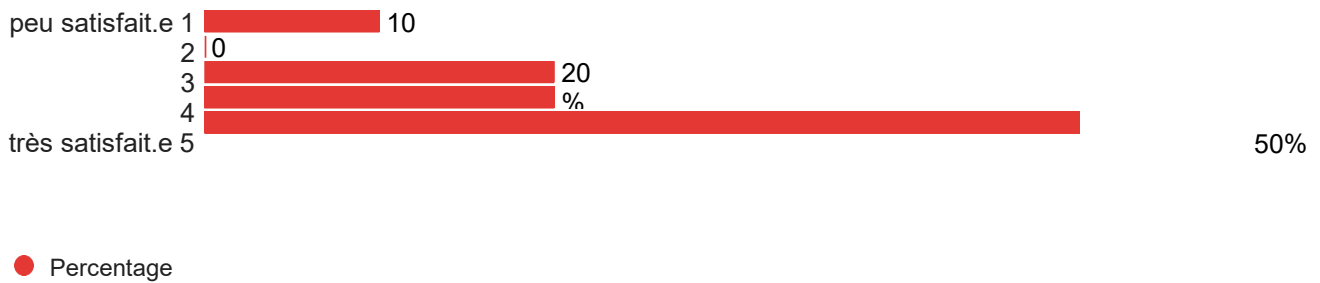
### Soutien technologique pour les étudiants à distance



## Les cours en ligne

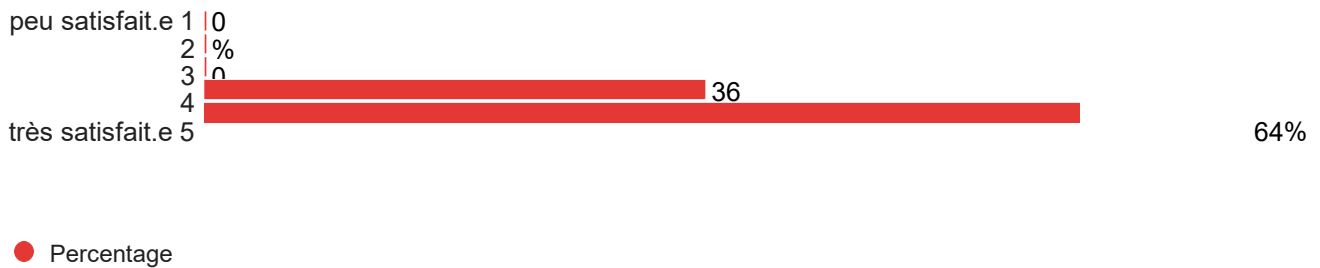


## Étudiants sur le campus: soutien technologique

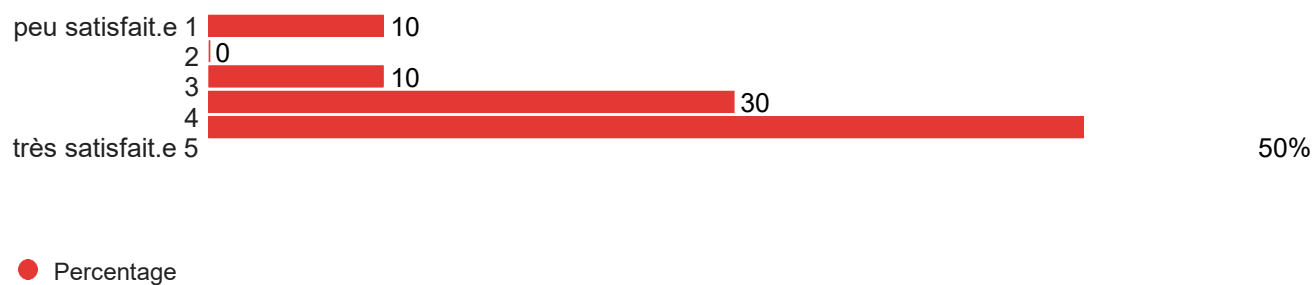


20 - Lors de votre programme d' études supérieures à la FSJ, quelle était votre degré de satisfaction pour les installations et les ressources suivantes? 1 = peu satisfait.e 5 = très satisfait.e

## Espace de classe



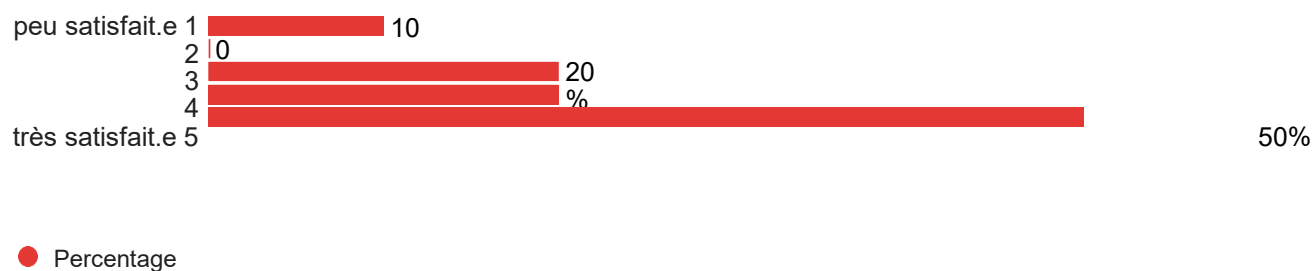
## Bureau / espace de travail



## Salle de ressources



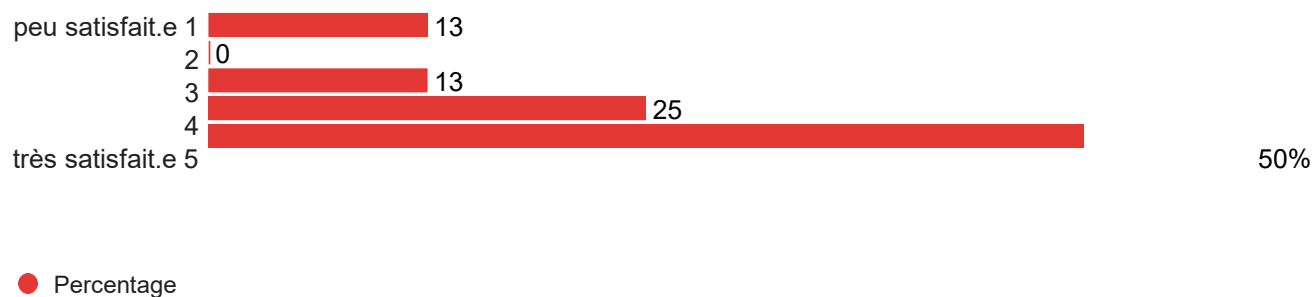
## Accès aux ordinateurs / laboratoires



## Ressources de la bibliothèque / accès / tutoriel (en ligne ou en personne)



## Accès à des espaces spécialisés (veuillez préciser)



## eClass ou autres environnements d'apprentissage en ligne



21 - Si vous avez des suggestions pour améliorer les services de soutien, les installations ou les ressources, veuillez les préciser ci-dessous:

Si vous avez des suggestions pour améliorer les services de soutien, les installations ou les ressources, veuillez les préciser ci- dessous:

N/A

N/A

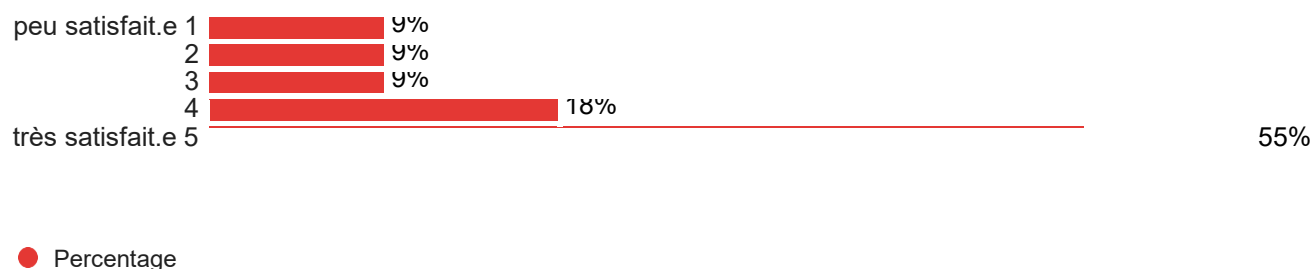
N/A

N/A

N/A

22 - Est-ce que le programme d' études à la FSJ vous a aidé à atteindre les objectifs ci-dessous? Veuillez indiquer votre niveau de satisfaction. 1 = peu satisfait.e 5 = très satisfait.e

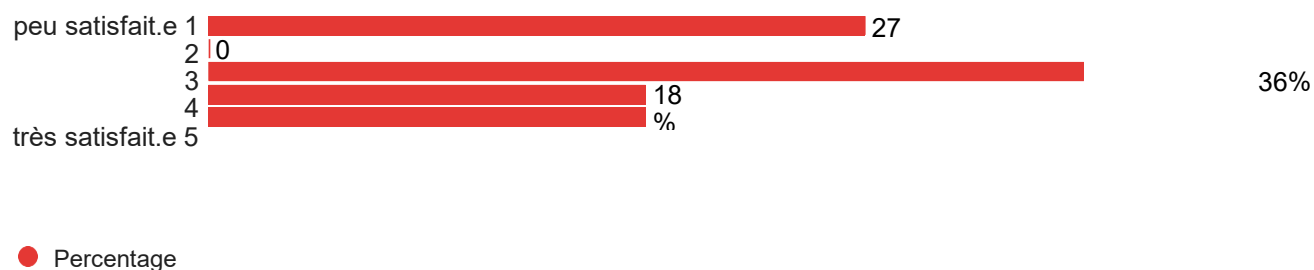
### Personnel



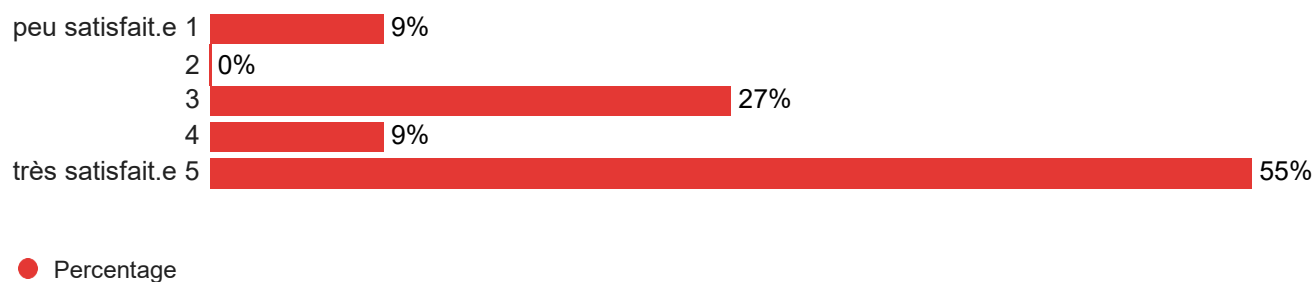
### Enrichissement intellectuel



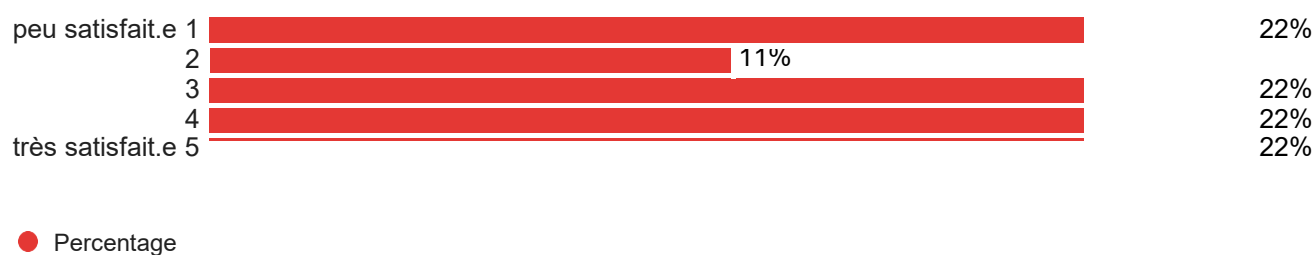
### Se préparer à occuper un emploi ou une carrière spécifique



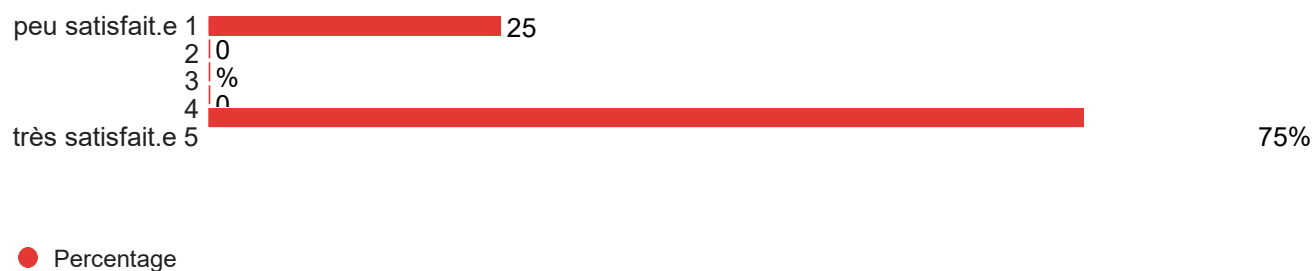
## Perfectionnement professionnel



## Changer de carrière



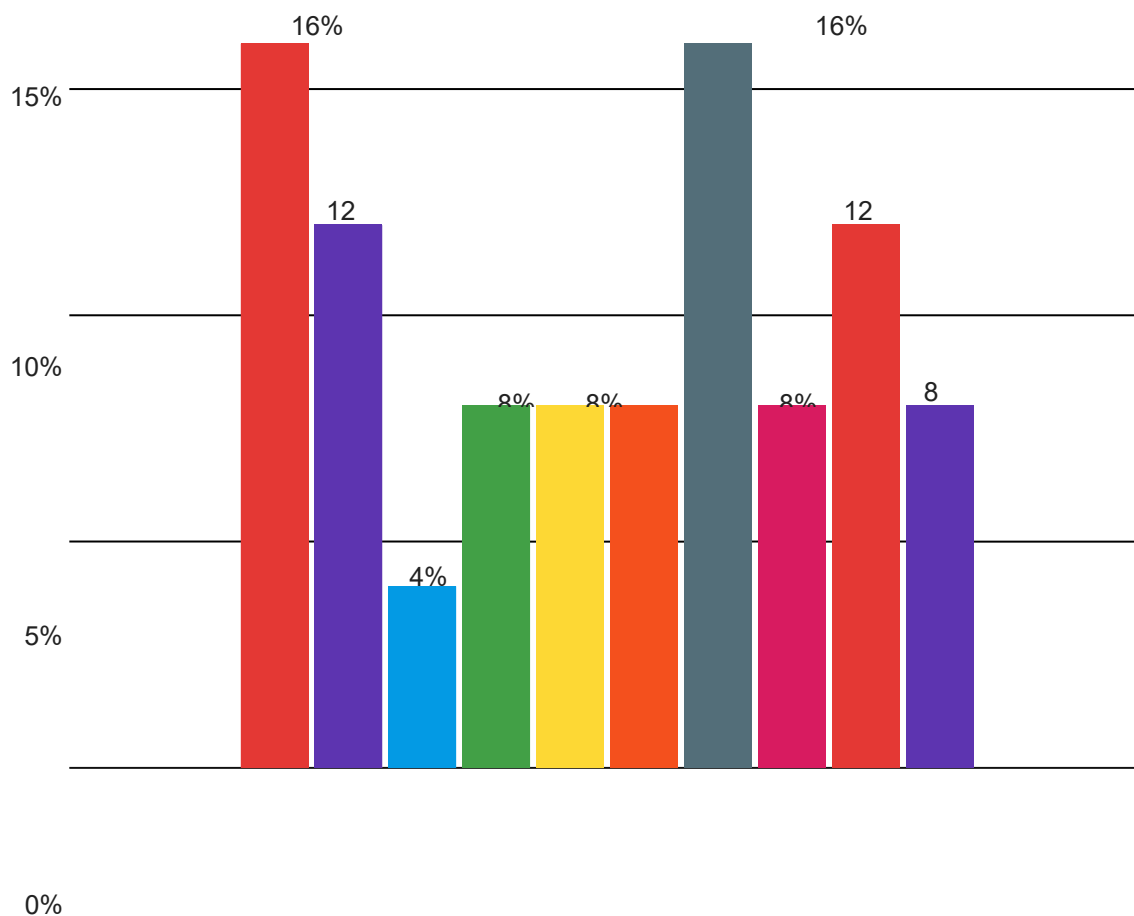
## Autres



23 - Que vous travailliez maintenant ou non, avez-vous cherché un emploi dans votre domaine d'études qui soit mieux approprié au programme d'études que vous avez terminé?



24 - De quelle manière avez-vous partagé les connaissances acquises dans le cadre de votre programme? Veuillez cocher toutes les réponses appropriées.



1

- Participation à des événements ou activités de la FSJ    ● Présentations lors de colloques
- Travail de consultation    ● Publication dans des magazines non-arbitrés, etc.
- Publication dans des revues savantes    ● Travailler ou bénévolat à FSJ    ● Travaux des comités à FSJ
- Préparation des documents de ressources    ● Services ou ateliers dans le conseil scolaire
- Services ou ateliers dans les écoles ou les bibliothèques

## 25 - Selon vous, quels sont les principaux atouts de votre programme d'études à la FSJ?

Selon vous, quels sont les principaux atouts de votre programme d'études à la FSJ?

---

La qualité de ma superviseurs et la pertinence et qualité de la thèse

Excellent corps professoral (Couture, Mulatris, Aunger, Dube, Wilson, etc...), qui m'a donne un appui professionnel/intellectuel extraordinaire. Mes etudes de MA au CSJ sont parmi les meilleures annees de ma vie personnelle et intellectuelle. Je serai toujours endette a ces professeurs qui ont ioue un role non seulement de "prof" mais aussi de mentor et d'ami

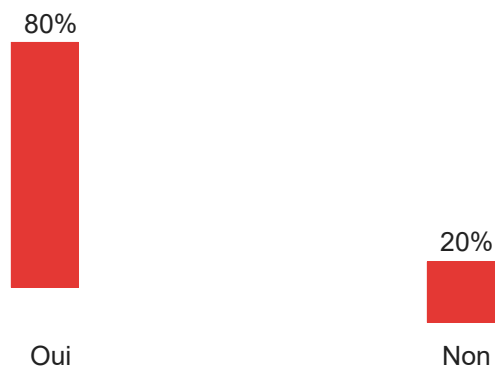
J'ai pu obtenir un poste en administration

Ma superviseure avant tout. Elle m'a bien encadré et m'a préparé pour mon doctorat.

contenu des cours



## 26 - Recommanderiez-vous votre programme à des étudiants(es) potentiels(Iles)?



## 27 - Pourquoi? Oui

Pourquoi?

les défis de la technologie lorsque les étudiants à distance étaient impliqués étaient frustrants. La qualité de l'enseignement n'était pas constante. Ma superviseurs a fait toute la différence.

Pour pouvoir avoir un poste de Leadership.

Reseautage avec d'autres chercheures en études canadiennes (avec l'Institut d'études canadiennes); qualité du corps professoral.

J'ai trouvé pratique de me rendre sur lieu au besoin.

N/A

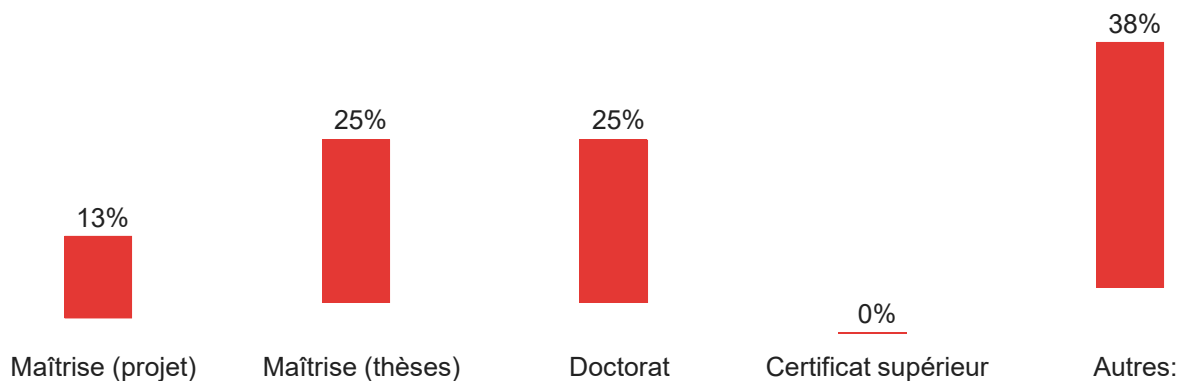
## 27 - Pourquoi? Non

Pourquoi?

No pertinent sur le plan professionnel

- Il y a très peu d'options de cours offerts pendant chaque trimestre. - Le contenu des cours ne reflètent pas le programme d'études.

28 - Depuis la fin de vos études à la FSJ, avez-vous poursuivi d'autres diplômes?



28 - Autres: No

28a - Si vous avez obtenu un autre diplôme, veuillez préciser l' année.

Si vous avez obtenu un autre diplôme, veuillez préciser l' année.

N/A

N/A

N/A

N/A

N/A

28b - Si vous avez obtenu un autre diplôme, veuillez préciser l' institution.

Si vous avez obtenu un autre diplôme, veuillez préciser l' institution.

---

N/A

N/A

N/A

N/A

N/A

28c - Si vous avez obtenu un autre diplôme, veuillez préciser l' année.

Si vous avez obtenu un autre diplôme, veuillez préciser l' année.

---

N/A

N/A

N/A

N/A

N/A

28d - Si vous avez obtenu un autre diplôme, veuillez préciser l' institution.

Si vous avez obtenu un autre diplôme, veuillez préciser l' institution.

---

N/A

N/A

N/A

N/A

N/A

28e - Si vous avez obtenu un autre diplôme, veuillez préciser l' année.

Si vous avez obtenu un autre diplôme, veuillez préciser l' année.

---

N/A

N/A

N/A

N/A

N/A

28f - Si vous avez obtenu un autre diplôme, veuillez préciser l' institution.

Si vous avez obtenu un autre diplôme, veuillez préciser l' institution.

---

N/A

N/A

N/A

N/A

N/A

28h - Si vous avez obtenu un autre diplôme, veuillez préciser l' année.

Si vous avez obtenu un autre diplôme, veuillez préciser l' année.

---

N/A

N/A

N/A

N/A

N/A

28g - Si vous avez obtenu un autre diplôme, veuillez préciser l' institution.

Si vous avez obtenu un autre diplôme, veuillez préciser l' institution.

---

N/A

N/A

N/A

N/A

N/A

28i - Si vous avez obtenu un autre diplôme, veuillez préciser l' année.

Si vous avez obtenu un autre diplôme, veuillez préciser l' année.

---

N/A

N/A

N/A

N/A

N/A

## 28j - Si vous avez obtenu un autre diplôme, veuillez préciser l' institution.

Si vous avez obtenu un autre diplôme, veuillez préciser l' institution.

---

N/A

N/A

N/A

N/A

N/A

## 29 - Quelle(s) recommandation(s) pourriez-vous nous faire pour mieux servir les futurs étudiants et améliorer nos programmes et services?

Quelle(s) recommandation(s) pourriez-vous nous faire pour mieux servir les futurs étudiants et améliorer nos programmes et services?

---

Moins de theorie, plus de pratique. Le superviseur doit tres bien encadrer l'etudiant.

Les deux cours de méthodologie que j'ai suivis étaient trop semblables, cependant, avec la réorganisation des cours, je crois que ce problème est résolu.

rien

## 30 - Avez-vous des commentaires supplémentaires que vous voudriez partager?

Avez-vous des commentaires supplémentaires que vous voudriez partager?

---

Merci beaucoup pour votre effort.

J'ai vraiment aimé mon expérience au Campus Saint-Jean, mais le manque de communication entre CSJ et le campus nord-est problématique, surtout en relation avec les bourses. Il était vraiment difficile d'apprendre quoi faire pour la bourse de SSHRC, le manque

non





September 19, 2022

**Subject: Expression of support for three new programs at Campus Saint-Jean**

To Whom It May Concern:

The Association des collèges et universités de la francophonie canadienne (ACUFC) has reviewed the proposals for three new graduate programs to be offered in French by the Campus Saint-Jean of the University of Alberta. We are convinced that these programs will strengthen both the academic mission of the Campus Saint-Jean and that of the University of Alberta. We therefore ask that you accept this letter of support for the implementation of the Master of Science, the Interdisciplinary Doctorate, and the Graduate Certificate in Educational Studies.

These programs will meet the demand from graduates who wish to practise their professions in French and English in Alberta and elsewhere in Canada, thus contributing to the vitality of the Canadian Francophonie. In addition, they will attract international students wishing to pursue their studies in French in Canada, outside of Quebec, and will enable the Faculty to forge new partnerships with institutions in countries of the Francophonie that are not currently included in the University of Alberta's recruitment targets.

The ACUFC brings together the 22 Francophone and bilingual colleges and universities outside of Quebec. Through the establishment of partnerships and collaborative projects among its members, our association facilitates access to federal government funding aimed at increasing the availability of post-secondary programs in French and supporting the conduct of research in French. The Campus Saint-Jean benefits from this pan-Canadian collaboration, as it receives approximately \$1.1 million in federal funding annually to support its health and early childhood programs and to award some 80 scholarships to English-speaking students who choose to pursue their postsecondary studies in French.

Our support for the three proposed graduate programs is part of our commitment to ensuring equity by the removal of systemic barriers faced by Francophone and Francophile student and research communities in Alberta. We would like to emphasize the uniqueness of these programs, both in their design and their learning models, for students who wish to pursue graduate studies in a French-speaking environment in Western Canada. The proposed programs will facilitate the integration of students into the labour market and the research community, notably by fostering the development of critical generic skills, as well as by offering workplace learning opportunities and continuing education workshops.



The ACUFC recognizes the exceptional quality of the Campus Saint-Jean's academic staff. We believe that the proposed programs will greatly contribute to realizing the full research potential of the Campus. Graduate students in the new programs will significantly increase research capacity directly. Moreover, these academic programs will foster the development of new, outstanding research programs that are both rooted in Alberta realities and enriched by an original Francophone perspective.

For these reasons, the ACUFC is asking the relevant authorities to approve the three new programs proposed by the Campus Saint-Jean. We are committed to actively supporting the implementation of these programs within the Association's mandate.

Yours sincerely,

A handwritten signature in black ink, reading "Lynn Brouillette". The signature is written in a cursive style with a large initial "L".

Lynn Brouillette  
President and CEO



Le 19 septembre 2022

**Objet : Appui aux propositions de trois nouveaux programmes au Campus Saint-Jean**

Mesdames,  
Messieurs,

L'Association des collèges et universités de la francophonie canadienne (ACUFC) a pris connaissance des propositions de trois nouveaux programmes d'études supérieures que veut offrir en français le Campus Saint-Jean de l'Université de l'Alberta. Nous sommes convaincus que ces programmes renforceront la mission académique du Campus Saint-Jean et celle de l'Université de l'Alberta. Nous vous prions donc d'accepter cette lettre d'appui pour la mise en œuvre de la Maîtrise en Sciences, du Doctorat interdisciplinaire et du Certificat supérieur en sciences de l'éducation.

Ces programmes répondront à la demande de diplômés voulant exercer leurs professions en français et en anglais en Alberta et ailleurs au Canada, contribuant ainsi à la vitalité de la francophonie canadienne. De plus, ils sauront attirer des étudiants internationaux voulant poursuivre leurs études en français au Canada, à l'extérieur du Québec, et permettront au Campus Saint-Jean d'établir des partenariats avec des institutions dans des pays de la Francophonie qui, à l'heure actuelle, ne sont pas inclus dans les cibles de recrutement de l'Université de l'Alberta.

L'ACUFC regroupe les 22 collèges et universités francophones et bilingues à l'extérieur du Québec. Par l'établissement de partenariats et de projets de collaboration entre ses membres, elle facilite l'accès aux fonds du gouvernement fédéral visant à accroître l'offre de programmes d'études postsecondaires en français et à soutenir la réalisation de recherches en français. Le Campus Saint-Jean bénéficie de cette collaboration pancanadienne. Il reçoit environ 1 100 000 \$ par année en financement fédéral pour appuyer ses programmes en santé et en petite enfance et pour offrir quelque 80 bourses par année à des étudiants anglophones qui choisissent de poursuivre leurs études postsecondaires en français.

Le soutien aux trois nouveaux programmes d'études supérieures proposés s'inscrit dans la volonté de l'ACUFC d'assurer l'équité et de faire tomber les barrières systémiques auxquelles se heurtent les communautés étudiantes et de recherche francophones et francophiles en Alberta. L'ACUFC tient à souligner le caractère unique de ces programmes, tant dans leur conception que par leurs modèles d'apprentissage, pour les étudiantes et les étudiants qui souhaitent poursuivre des études supérieures dans un environnement francophone dans l'Ouest canadien. La gamme de programmes proposés facilitera l'intégration des étudiantes et des étudiants au marché du travail



ou à l'univers de la recherche, notamment en favorisant le développement de compétences transversales essentielles, de même qu'en offrant des parcours d'apprentissage en milieu de travail et des ateliers de formation continue.

L'ACUFC connaît la qualité exceptionnelle du corps professoral du Campus Saint-Jean. Elle estime aussi que les programmes proposés contribueront grandement à actualiser le potentiel encore inexploité du Campus en matière de recherche. Non seulement les étudiantes et les étudiants aux cycles supérieurs des nouveaux programmes augmenteront significativement la capacité de recherche au Campus, mais l'offre de ces programmes permettra aussi aux professeures et professeurs d'élaborer des programmes de recherche innovants, à la fois ancrés dans les réalités albertaines et enrichis par une perspective francophone originale.

Pour toutes ces raisons, l'ACUFC demande aux autorités concernées d'approuver les trois nouveaux programmes proposés par le Campus Saint-Jean. L'ACUFC s'engage à appuyer activement la mise en œuvre de ces programmes dans le cadre de son mandat.

Je vous prie d'agréer l'expression de mes sentiments les meilleurs.

A handwritten signature in black ink, reading "Lynn Brouillette". The signature is written in a cursive, flowing style.

Lynn Brouillette  
Présidente-directrice générale

Québec, le 29 septembre 2022

Monsieur Jason Carey, Ph.D. P.Eng.  
Doyen et chef de la direction  
Campus Saint-Jean, Université d'Alberta  
CSJ Pavillon McMahon  
8406, Marie-Anne-Gaboury St (91 St)  
Edmonton AB T6C 4G9

**Objet : Appui au projet de programmes interdisciplinaires de maîtrise et de doctorat**

Monsieur,

Par la présente, l'Institut national de la recherche scientifique (INRS) souhaite transmettre son appui au projet du Campus Saint-Jean d'offrir deux nouveaux programmes interdisciplinaires de maîtrise ès science et de doctorat, bonifiant ainsi substantiellement l'offre de formation aux cycles supérieurs offerte aux étudiantes et étudiants francophones de l'Ouest du Canada et d'ailleurs dans la Francophonie.

L'INRS est un établissement universitaire dont la mission est la recherche et la formation aux cycles supérieurs sur des grandes thématiques visant le développement social, culturel et économique du Québec et de la société en général. L'interdisciplinarité est un fondement de l'approche de l'INRS à la réalisation de sa mission. En effet, celui-ci est constitué de centres de recherche (le Centre Eau Terre Environnement, le Centre Énergie Matériaux Télécommunications, le Centre Armand-Frappier Santé Biotechnologie et le Centre Urbanisation Culture Société) qui regroupent des professeures et professeurs de disciplines et d'expertises variées autour de thématiques et de programmations scientifiques communes. L'INRS se place au 1<sup>er</sup> rang des universités québécoises (2<sup>e</sup> au Canada) pour le financement de la recherche par professeur.e et au 1<sup>er</sup> rang du classement pour le financement par étudiant.e (<https://researchinfosource.com/top-50-research-universities/2021/list>) Nous pouvons ainsi témoigner que cette façon de faire la science favorise le financement de la recherche, les partenariats avec l'industrie et la communauté et les retombées innovantes pour la société.

Par ailleurs, en tant que membre de l'Université du Québec, l'INRS est particulièrement sensible à la qualité et à l'accessibilité de l'enseignement supérieur en français. Nous soutenons que l'offre de formation scientifique en français aux cycles supérieurs a le potentiel de former de la main-d'œuvre qualifiée là où elle se trouve en Alberta, mais aussi de constituer une base pour l'épanouissement de collaborations nationales et internationales porteuses pour l'établissement. L'INRS est d'ailleurs très intéressé à discuter d'opportunités de collaboration avec le Campus

Saint-Jean, notamment en lien avec la mobilité étudiante et l'apprentissage expérientiel (*work-integrated learning*). L'opportunité pour les professeur.e.s de diriger des étudiant.e.s dans des programmes de leur propre faculté permettra aussi au Campus Saint-Jean de maximiser le recrutement et la rétention de membres du corps professoral de calibre international.

Ainsi, pour la vision déployée dans le cadre de votre projet et sa contribution potentielle à l'accès équitable à la formation en français, l'INRS vous offre tout son appui.

Veuillez accepter, Monsieur, nos salutations distinguées.



Claude Guertin, Ph.D., Mcb.A.  
Directeur scientifique  
Responsable des affaires professorales

[claude.guertin@inrs.ca](mailto:claude.guertin@inrs.ca)

Le 15 septembre 2022

À qui de droit,

Le Conseil scolaire Centre-Nord (CSCN) vous prie d'accepter cette lettre d'appui pour le développement de nouveaux programmes d'études supérieures offerts en français par la Faculté Saint-Jean de l'Université de l'Alberta.

Le CSCN est un des quatre conseils scolaires francophones de l'Alberta. Ses 20 écoles réparties sur un large territoire permettent d'accueillir 3800 élèves de 5 à 19 ans pour leur offrir une éducation de qualité, en français, afin de répondre aux familles se qualifiant sous l'article 23 de la *Charte canadienne des droits et libertés*. Le CSCN compte sur la Faculté Saint-Jean pour offrir un continuum d'éducation en français langue première alors que plusieurs de nos diplômés poursuivent des études en français à l'Université de l'Alberta. De plus, la Faculté Saint-Jean est essentielle pour la formation post secondaire qui assure le recrutement d'employés compétents et engagés envers la mission de l'éducation francophone en milieu minoritaire. Entre autres, une grande portion de nos enseignants sont formés dans le programme d'éducation de la Faculté Saint-Jean.

Comme système scolaire, nous croyons important que l'offre de programmes scolaires d'études supérieures en français se développe davantage dans notre province. Nous savons que plusieurs étudiants s'intéressent à des programmes de maîtrise et de doctorat en français pour parfaire leur développement professionnel. Nous constatons aussi que nos enseignants pourraient profiter d'un programme de certification d'études supérieures en sciences. Un tel perfectionnement professionnel, disponible en français, serait un atout considérable pour appuyer les projets de croissance professionnelle de notre personnel.

Comme vous pouvez le constater, nous misons beaucoup sur une offre de programmation complète de la part de la Faculté Saint-Jean. Au cours des dernières trois décennies, le partenariat entre la Faculté et le CSCN a été forgé par une complicité continue qui vise à offrir une formation en français qui est riche et de qualité. L'ajout des programmes de maîtrise et de doctorat ainsi qu'un programme de certificat d'études en sciences représente une amélioration importante dans l'offre académique disponible aux francophones de la province.

Je vous invite à communiquer avec moi pour de plus amples renseignements. En terminant, je vous prie d'accepter l'expression de mes sentiments distingués.



Robert Lessard  
Directeur général

Samira ElAtia  
Associate Dean, Research & Graduate Studies  
Faculté Saint-Jean  
8406 Rue Marie-Anne Gaboury  
Edmonton, AB T6C 4G9

November 3, 2022

Letter of Support – New Graduate Programs

Dear Ms. ElAtia,

On behalf of the CASS Board of Directors, I am pleased to provide this letter of support to the Faculté Saint-Jean's Research and Graduate Studies in its effort to offer more comprehensive French-language programming for graduate students to complement their education courses, including some with links to the LQS and SLQS competencies.

The CASS Board fully supports the creation of three new graduate programs, namely the Doctorate of Philosophy, Master of Sciences, and Graduate Certificate in Education Studies. We believe that these programs will broaden choice in enabling certificated personnel to enhance their professional practice for the ultimate benefit of Francophone students.

Sincerely,



David Keohane  
Chief Executive Officer

Cc: Robert Lessard, Superintendent, Conseil scolaire Centre-Nord





# The Alberta Teachers' Association

11010 142 Street NW, Edmonton, Alberta T5N 2R1

T 780-447-9400 or 1-800-232-7208

F 780-455-6481

[www.teachers.ab.ca](http://www.teachers.ab.ca)

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University of Alberta  
Campus Saint-Jean  
8406 91 Street NW  
Edmonton AB T6C 4G9

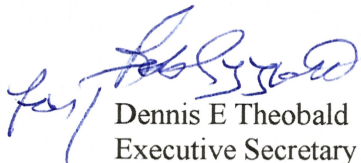
Dear Dr ElAtia

The Alberta Teachers' Association supports in principle the Faculté Saint-Jean (FSJ) of the University of Alberta as it embarks upon the process of creating new graduate programs. Of interest to the ATA, both the new interdisciplinary doctoral program and the Certificat supérieur en sciences de l'éducation, are specifically designed to prepare graduates for leadership, research, and entrepreneurial positions outside of the academy. The many unique features that both programs promise to incorporate will provide a rigorous learning opportunity for individuals who are in or aspire to positions of school or system leadership or, those who are interested in pursuing careers in education-related research.

FSJ, in offering this interdisciplinary doctoral program, is reaching out to Alberta's francophone and French-speaking teaching community and offers them an opportunity to pursue higher education in a context that supports learning in their first language. It is an acknowledgement of Canada's linguistic duality.

The Alberta Teachers' Association values graduate programs like this as they offer members an opportunity to develop professionally and take up positions within the teaching profession that support the classroom teacher. The Association looks forward to the point in time when this new doctoral program will come on stream and be available to its French-speaking members. We would be pleased to discuss potential opportunities within the new program where Association staff would make presentations about the profession and the role of the Alberta Teachers' Association.

Sincerely

  
Dennis E Theobald  
Executive Secretary

DET/MDS/jcg/bld/nb





Edmonton, 23 février 2022

**Objet : Lettre d'appui pour la création du programme de doctorat interdisciplinaire (Ph. D) de la Faculté Saint-Jean**

À qui de droit,

En tant que trésorier et membre du conseil d'administration l'Acfas Alberta, je souhaite au nom de l'association accorder l'appui inconditionnel de l'Acfas Alberta dans la création d'un programme de doctorat interdisciplinaire (Ph.D) à la Faculté Saint-Jean de l'Université de l'Alberta.

L'Acfas Alberta, antenne régionale dynamique de l'Acfas centrale située à Montréal, se réjouit de cette initiative et s'engage à promouvoir le développement de compétences, de l'apprentissage expérientiel de la recherche, de la vulgarisation scientifique et de la mobilité. Depuis des décennies déjà, l'Acfas Alberta joue un rôle essentiel dans la diffusion de la recherche en français dans l'Ouest canadien. En effet, l'Acfas orchestre un vaste réseau pancanadien qui nourrit chaque année la production et la diffusion de la recherche en français. Faire vivre la recherche au sein de la francophonie canadienne demeure la mission principale de l'Acfas.

Récemment, l'Acfas centrale a développé le *Service d'aide à la recherche en français* (SARF) qui permet aux chercheur.euse.s de la francophonie hors Québec de bénéficier de soutien dans la rédaction de demande de subvention des trois grands conseils de recherche, dans l'élaboration de budget, de l'évaluation ethnique, etc., le but étant d'atteindre l'égalité réelle pour les chercheur.euse.s oeuvrant en contexte minoritaire. L'Acfas propose également un Programme de coopération en recherche dans la francophonie canadienne qui offre du soutien pour les institutions en situation minoritaire de recevoir un.e chercheur.se. invité.e, un.e étudiant.e, un.e professionnel.le de recherche du Québec, de la Nouvelle-Écosse, de l'Ontario ou du Nouveau-Brunswick dans la province ou territoire. Grâce à une bourse d'aide à la mobilité, le but est de dynamiser les collaborations en recherche. Enfin, l'Acfas offre aux étudiant.e.s gradué.e.s une expérience unique de vulgarisation scientifique grâce au concours Ma thèse en 180 secondes (MT180) qui se tient chaque année dans les Acfas régionales et culmine avec une finale nationale.



Les étudiant.e.s d'un programme de doctorat interdisciplinaire bénéficieraient de tous les avantages du réseau de l'Acfas, de son soutien à la mobilité scientifique à l'appui pour la vulgarisation de la recherche. En revanche, ces mêmes étudiant.e.s chercheur.e.s garniront les rangs de l'association et feront à leur tour rayonner la recherche scientifique en français en participant entre autres au colloque annuel de l'association. Inutile de dire qu'un programme de doctorat interdisciplinaire reste un outil essentiel pour faire vivre la recherche en français en situation minoritaire.

Nous appuyons donc entièrement cette initiative et souhaitons qu'elle se matérialise dès que possible.

Veillez agréer mes salutations sincères,

**Guillaume Durou**

Professeur adjoint en sociologie, Faculté Saint-Jean  
Trésorier et membre du conseil d'administration de l'Acfas Alberta

Edmonton, 23 février 2022

**Objet : Lettre d'appui pour la création du programme d'une maîtrise en science (M.Sc) de la Faculté Saint-Jean**

À qui de droit,

En tant que trésorier et membre du conseil d'administration de l'Acfas Alberta, je souhaite au nom de l'association accorder l'appui inconditionnel de l'Acfas Alberta dans la création d'un programme de maîtrise en science (M.Sc) à la Faculté Saint-Jean de l'Université de l'Alberta.

L'Acfas Alberta, antenne régionale dynamique de l'Acfas centrale située à Montréal, se réjouit de cette initiative et s'engage à promouvoir le développement de compétences, de l'apprentissage expérientiel de la recherche, de la vulgarisation scientifique et de la mobilité. Depuis des décennies déjà, l'Acfas Alberta joue un rôle essentiel dans la diffusion de la recherche en français dans l'Ouest canadien. En effet, l'Acfas orchestre un vaste réseau pancanadien qui nourrit chaque année la production et la diffusion de la recherche en français. Faire vivre la recherche au sein de la francophonie canadienne demeure la mission principale de l'Acfas.

Récemment, l'Acfas centrale a développé le *Service d'aide à la recherche en français* (SARF) qui permet aux chercheur.euse.s de la francophonie hors Québec de bénéficier de soutien dans la rédaction de demande de subvention des trois grands conseils de recherche, dans l'élaboration de budget, de l'évaluation ethnique, etc., le but étant d'atteindre l'égalité réelle pour les chercheur.euse.s oeuvrant en contexte minoritaire. L'Acfas propose également un Programme de coopération en recherche dans la francophonie canadienne qui offre du soutien pour les institutions en situation minoritaire de recevoir un.e chercheur.se. invité.e, un.e étudiant.e, un.e professionnel.le de recherche du Québec, de la Nouvelle-Écosse, de l'Ontario ou du Nouveau-Brunswick dans la province ou territoire. Grâce à une bourse d'aide à la mobilité, le but est de dynamiser les collaborations en recherche. Enfin, l'Acfas offre aux étudiant.e.s gradué.e.s une expérience unique de vulgarisation scientifique grâce au concours Ma thèse en 180 secondes (MT180) qui se tient chaque année dans les Acfas régionales et culmine avec une finale nationale.



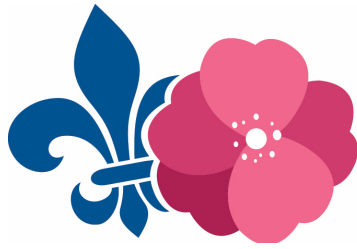
Les étudiant.e.s d'un programme de maîtrise en science bénéficieraient de tous les avantages du réseau de l'Acfas, de son soutien à la mobilité scientifique à l'appui pour la vulgarisation de la recherche. En revanche, ces mêmes étudiant.e.s chercheur.e.s garniront les rangs de l'association et feront à leur tour rayonner la recherche scientifique en français en participant entre autres au colloque annuel de l'association. Inutile de dire qu'un programme de maîtrise en science reste un outil essentiel pour faire vivre la recherche en français en situation minoritaire, alors que la production scientifique reste majoritairement anglophone. L'Acfas a donc tout avantage à voir apparaître ce type de programme.

Nous appuyons donc entièrement cette initiative et souhaitons qu'elle se matérialise dès que possible.

Veillez agréer mes salutations sincères,

**Guillaume Durou**

Professeur adjoint en sociologie, Faculté Saint-Jean  
Trésorier et membre du conseil d'administration de l'Acfas Alberta



Fédération des  
**CONSEILS SCOLAIRES**  
francophones de l'Alberta

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21 septembre 2022

À qui de droit,

Veillez accepter cette lettre d'appui de la part de la Fédération des conseils scolaires francophones de l'Alberta (FCSFA) pour la mise en place de nouveaux programmes d'études supérieures en français offerts par la Faculté Saint-Jean de l'Université de l'Alberta.

La FCSFA est un regroupement permettant aux quatre conseils scolaires de la province de collaborer sur divers dossiers d'intérêt commun afin d'assurer l'offre complète de la programmation scolaire en français de la maternelle à la douzième année. La FCSFA appuie un continuum de services éducatifs pour plus de 9 000 élèves francophones répartis dans 43 écoles de langue française dans la province. Depuis plus de 28 ans, les conseils scolaires francophones de l'Alberta travaillent collaborativement avec passion pour offrir aux élèves une éducation de grande qualité.

La Faculté Saint-Jean est un partenaire privilégié de la FCSFA. Elle contribue largement au développement de la communauté francophone, particulièrement dans le cadre de la formation post secondaire de nos élèves. Par exemple, nombreux sont les enseignants francophones qui proviennent de la Faculté Saint-Jean. La FCSFA compte non seulement sur la formation de base en éducation pour assurer la pérennité des systèmes scolaires de langue française, mais elle appuie le développement d'opportunités d'études menant à la maîtrise, au doctorat et à la certification du second cycle universitaire. Nous vous invitons donc à endosser le développement de la programmation proposée par la Faculté Saint-Jean. Il nous semble impératif d'appuyer une programmation qui présente une plus grande variété de choix d'études post secondaires pour nos élèves.

La FCSFA demeure disponible pour répondre à vos questions sur l'importance des programmes proposés par la Faculté Saint-Jean. Entretemps, nous vous prions d'accepter nos salutations les plus sincères.

Anne-Marie Boucher  
Directrice exécutive, FCSFA



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

Faculty (& Department or Academic Unit):	Faculté Saint-Jean
Contact Person:	<a href="#">Samira ElAtia</a>
Level of change: (choose one only)	• Undergraduate
	• Graduate
Type of change request: (check all that apply)	• Program
	• Regulation
For which term is this intended to take effect?	Fall 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	Yes

**Rationale**

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

**New program Doctorat en études transdisciplinaires.**  
[Introduction](#) folder: contains the memo from FSJ Dean, as well as an overview of the graduate programs at FSJ, and the guiding principles for the proposals.

**Calendar Copy**

URL in current Calendar (or "New page") <a href="https://calendar.ualberta.ca/preview_program.php?catoid=36&amp;poid=42588&amp;returnto=11393">https://calendar.ualberta.ca/preview_program.php?catoid=36&amp;poid=42588&amp;returnto=11393</a>	
Current Copy	Proposed Copy <b>[Français]</b>

**NEW**

## Doctorat en études transdisciplinaires

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

### Conditions d'admission

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

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

**Note:** s'il y a lieu, satisfaire aux exigences minimales en matière de langue anglaise. voir [English Language Requirement](#).

Les candidats doivent également soumettre les documents suivants :

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

Note : Tous les documents doivent être soumis en français.

### Exigences du programme

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

#### Cours:

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

Le programme est structuré autour d'études auto dirigées et dirigées par un superviseur. Le comité de supervision, en consultation avec l'étudiant, peut décider



de cours formels supplémentaires à suivre dans le cadre du programme, si nécessaire.

### **Thèse**

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

### **Examen compréhensif**

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

### **Examen de candidature**

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

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

### **Exigences du développement professionnel et la formation dans l'éthique de la recherche**

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

Pour plus d'information, veuillez consulter le site web de La *Faculty of Graduate Studies and Research* : [FGSR Academic Integrity and Ethics Training Requirement and the FGSR Professional Development Requirement](#).

### **Niveau académique**

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

### **Résidence**

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

### **Durée limite du programme**

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

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URL in current Calendar (or "New page")

[https://calendar.ualberta.ca/preview\\_program.php?catoid=36&poide=42588&returnto=11393](https://calendar.ualberta.ca/preview_program.php?catoid=36&poide=42588&returnto=11393)

Current Copy:

Proposed Copy: **[English]**

**NEW**

## Doctorate in transdisciplinary studies

The *Doctorat transdisciplinaire* program at Campus Saint-Jean offers, in French, a high-level, post-graduate education in several fields organized under the major axes of science, health, social sciences, and humanities. Established to meet the professional needs of the 21st century, in a world of close linguistic contact, and in a bilingual minority (Francophone) situation, this program constitutes a unique environment for interdisciplinary scientific research that provides an important opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality.

### Entrance Requirements

The minimum requirements for admission to the *Doctorat* program are as follows:

- Master's degree or equivalent recognized by the University of Alberta
- An admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution  
The admission GPA will be calculated on the last 60 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework
- Applicants must have adequate French language proficiency, as demonstrated by:
  - a degree or its university-level equivalent from an institution recognized by the University of Alberta, and where the language of instruction is French. Proof that instruction for the degree was in French is required; OR
  - a satisfactory score on an approved French proficiency test (the list of language proficiency tests approved by the Faculté Saint-Jean is available at the Faculté Saint-Jean Graduate Studies Office).

**Note:** Where applicable, applicants must meet the minimum [English Language Requirement](#).

Applicants are also required to submit the following:

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

**Note:** all documentation must be submitted in French.

### Program Requirements

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

#### **Coursework**

- ES 600 : Séminaire de recherche interdisciplinaire
- ES 605 : recherche approfondie (Research Design)
- Six 3-unit graduate-level courses - optional

The program is based on self- and supervisor-directed studies. The supervisory committee, in consultation with the student, can decide on additional formal courses to be taken in the program if necessary.

#### **Thesis**

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

#### **Comprehensive Exam**

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

#### **Candidacy Exam**

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

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

#### **Ethics and Professional Development Requirements**

Students are required to meet the [FGSR Academic Integrity and Ethics Training Requirement](#) and the [FGSR Professional Development Requirement](#).

#### **Academic Standing Requirement**

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

#### **Residence Requirement**

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

#### **Length of Program**

The maximum time to complete the PhD program is six years, as set by the Faculty of Graduate Studies and Research.

**Reviewed/Approved by:**

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

FSJ Executive Committee: November 3, 2022

FSJ Council: November 17, 2022

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

**Governance Executive Summary  
Action Item**

<b>Agenda Title</b>	<b>Course Exclusions for Exploration Credits Policy, Faculty of Science</b>
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**Motion**

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the attached list of Department of Physics courses for exclusion from the Exploration Credits policy.
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**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Fred West, Dean, Faculty of Science
Presenter(s)	Jocelyn Hall, Associate Dean Undergraduate, Faculty of Science

**Details**

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The Faculty of Science requests that the courses listed in this proposal be excluded from the Exploration Credit policy
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>While the Faculty of Science supports the new exploration credits policy by offering a range of courses covering a variety of topics and at varying levels, there are key courses that we would like to exclude from the policy.</p> <p>The Department of Physics has conducted their own internal consultation in addition to faculty level discussions surrounding undergraduate courses that will be included and excluded from the policy.</p> <p>55 undergraduate physics courses will be available to students for the exploration credit policy.</p> <p>We are asking that the following 11 undergraduate physics courses are excluded from the policy.</p> <p>Reasons for exclusion include professional certification restrictions, enrolment pressure in high-demand courses, restrictive funding structures and/or the course includes senior level labs.</p> <p>Requested exclusions include the following:</p> <p>EN PH 131          MA PH499          PHYS 130          PHYS 230          PHYS 292          PHYS 294          PHYS 295          PHYS 297          PHYS 397</p>

## Item No. 9

	PHYS 495 PHYS 499 Please see the attached summary for a detailed breakdown of these reasons and the courses impacted. (attachment 1)
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

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

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)  <For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a> >	<b><u>Those who are actively participating:</u></b> <ul style="list-style-type: none"> <li>• Department of Physics</li> <li>• Faculty of Science, Student Services</li> <li>• Faculty of Science Associate Chairs (Undergraduate) Committee</li> </ul>
	<b><u>Those who have been consulted:</u></b> <ul style="list-style-type: none"> <li>• Physics Department council (February 9, 2023)</li> <li>• Faculty of Science Associate Chairs (Undergraduate) Committee (February 3, 2023)</li> </ul>
	<b><u>Those who have been informed:</u></b> <ul style="list-style-type: none"> <li>• Faculty of Science Associate Chairs (Undergraduate) Committee</li> </ul>
Approval Route (Governance) (including meeting dates)	Programs Support Team – March 2, 2023 GFC Programs Committee – March 16, 2023

**Strategic Alignment**

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

Attachments (each to be numbered 1)

1. Attachment 1 (2 page(s) - Department of Physics Excluded courses)



*Prepared by:* the following:

Associate Dean Undergraduate, Jocelyn Hall, [sciadu@ualberta.ca](mailto:sciadu@ualberta.ca)

Associate Chair (Undergraduate Studies), Erik Rosolowsky, [rosolowsky@ualberta.ca](mailto:rosolowsky@ualberta.ca)

Manager Undergraduate Programs, Shennella Blake, [shennella.blake@ualberta.ca](mailto:shennella.blake@ualberta.ca)



# Courses submitted for exclusion from Exploration Credit

Department of Physics, Faculty of Science

We are asking that the following 11 undergraduate physics courses are excluded from the policy.

(For the list of physics courses that will be available for exploration credit see attachment 2)

## Courses supported by research funds

*Students registered in these courses conduct research under the supervision of an academic member of the Department. Supervisors provide any supplies and cover all costs of conducting research. Enrollment is limited by finding a supervisor who is able to supervise a project and reflects investment from individual research laboratories in these students. Enrollment in these courses is restricted to students who have commitment to achieving academic success in an authentic research experience, instead of exploring an area or just obtaining credit for a course.*

	Prefix	Code	Name	Additional notes
1	PHYS	499	Undergraduate Research Project	requires departmental consent
2	MA PH	499	Undergraduate Research Project	requires departmental consent

## Senior Labs

*These are senior level courses that are entirely lab based. They typically have low to medium enrollment and are cost-intensive per student. These courses are designed to provide substantive depth of knowledge and build upon other foundational courses. Such advanced courses should not be viewed as "exploratory" and given their small size and reliance on the lab partner model, having students take these courses as exploration credit can adversely affect dynamics in these intensively interactive courses.*

	Prefix	Code	Name	Additional notes
1	PHYS	294	General Physics Laboratory	
2	PHYS	295	Experimental Physics I	
3	PHYS	297	Experimental Physics II	
4	PHYS	397	Projects in Experimental Physics	

## Professional certification and enrolment pressure

*These courses serve the Faculty of Engineering. The primary reason for a student taking these courses is to meet the requirements for professional certification. We believe that allowing students to declare these courses as exploration credits would undermine the eligibility of these courses to be used in accredited programs. These courses are also in high demand given the large enrolments in Engineering and remain under enrolment pressure. We must ensure that students whose programs require these courses can enrol to successfully complete their programs in a timely manner.*

	Prefix	Code	Name	Additional notes
1	PHYS	230	Electricity and Magnetism	

2	PHYS	292	Experimental Physics for Engineers
3	EN PH	131	Mechanics
4	PHYS	130	Wave Motion, Optics, and Sound

### Consent of instructor/department/faculty needed

*For this course, self-registration is not available to any student, rather the department registers the student. Courses requiring departmental/instructor approval should not be seen as "exploratory." Having students take this course as exploration credits can adversely affect the dynamics in these interactive courses.*

Prefix	Code	Name	Additional notes
1	PHYS	495	Special Topics in Physics

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Decision  Discussion  Information

**ITEM OBJECTIVE:** To clarify Calendar language around effective dates and to reflect current faculty practice in permitting students to follow newer program requirements.

<b>DATE</b>	March 16, 2023
<b>TO</b>	GFC Programs Committee
<b>RESPONSIBLE PORTFOLIO</b>	Office of the Registrar

**MOTION:** THAT the GFC Programs Committee recommend that the General Faculties Council approve the Calendar revisions for the 2023-2024 Calendar, as amended.

**EXECUTIVE SUMMARY:**

The language in the Degree Program Regulations section of Academic Regulations in the Calendar is currently unclear when directing continuing students to the applicable University Calendar year.

Two changes are proposed in order to clarify this section and/or have it better reflect what is currently happening in practice:

- A change in language from “at the time they were admitted or readmitted” to “for the term they were admitted or readmitted to” is meant to provide clarification, since the time they were admitted could be understood as the time they received an admission offer. There may be confusion as to which Calendar to refer to when a student receives an offer of admission prior to March 1 (Calendar publication date). All students must refer to the Calendar in effect at the beginning of their first term of study within a program, regardless of possibly receiving an early offer of admission during the previous Calendar year.
- An additional section was added to indicate that faculties can give students permission to follow the newest approved set of program requirements. This will make the Changes in Regulation policy a little more flexible so that it reflects what faculties are currently doing. This also means that, as long as the original regulations are still in effect for students who choose to stay with the regulations they were admitted on, the new regulations do not have to be added as addenda to archived Calendars.

These changes, if approved, will be published in the current 2023-2024 Calendar and all subsequent Calendars.

**Supporting Materials:**

Attached Calendar Change Request Form for approval (3 pages)

**GOVERNANCE OUTLINE**



**Engagement and Routing**

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

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

- Anna Hughes – Associate Registrar, Enrolment Management; Office of the Registrar
- Rebecca Liaw – Calendar Editor; Office of the Registrar

***Those who have been consulted:***

- Undergraduate Program Support Team (PST)
- Graduate Program Support Team (GPST)

***Approval Route:***

GFC Programs Committee, March 16, 2023

General Faculties Council, April 17, 2023

**Supplementary Notes / Context:**

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Faculty (& Department or Academic Unit):	Office of the Registrar
Contact Person:	Anna Hughes
Level of change: (choose one only)	<input type="checkbox"/> Undergraduate
	<input type="checkbox"/> Graduate
Type of change request: (check all that apply)	<input type="checkbox"/> Program
	<input checked="" type="checkbox"/> Regulation
For which term is this intended to take effect?	
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

**Rationale**

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

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**Calendar Copy**

<a href="https://calendar.ualberta.ca/content.php?catoid=36&amp;navoid=11176#changes-in-regulations">https://calendar.ualberta.ca/content.php?catoid=36&amp;navoid=11176#changes-in-regulations</a>	
Current Copy: <b>Removed language</b>	Proposed Copy: <b>New language</b>

**Changes in Regulations**

The University reserves the right to make changes in regulations governing degree programs from time to time.

General Faculties Council (GFC) is the University’s senior academic governing body and it is GFC which has approved all the academic regulations which appear in this and other sections of the Calendar. No changes to these regulations may be made without GFC’s approval.

**Academic Standing Regulations**

Changes regarding “academic standing” regulations such as the eligibility to continue in a program, promotion, and graduation requirements, apply to both new and continuing students. All students should annually refer to the current Calendar for appropriate Faculty academic standing regulations.

Any and all grade averages used in making decisions regarding academic standing should be clearly described in the Faculty section of the Calendar; this description is to include the computational rules and the way in which the average will be used in the decision process.

**Degree Program Regulations**

Unless stated otherwise, changes in degree program requirements (i.e., the required courses specified for a particular program of studies, or the units of course weight required in specified subject areas, or the total units of course weight required in the degree program) apply only to new students and those readmitted to a Faculty. Continuing students should refer to the Calendar in effect ~~at the time they were admitted or readmitted~~ for the regulations governing their degree program requirements.

Where a required course for a degree program is no

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If a change to a degree’s program requirements is approved while a student is enrolled in that program, faculties may give that student permission to follow the new set of program requirements. Interested Students should contact their faculty for more information.

Where a required course for a degree program is no

longer offered, the Faculty may specify an alternate.  
**Students who interrupt their program and who must apply for readmission to the program will be required to comply with any new regulations upon resumption of their studies.**

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**Reviewed/Approved by:**

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

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