



GFC Academic Standards Committee (ASC)

Approved Motions

The following Motions and attendant Documents were approved by the GFC Academic Standards Committee at the meeting of December 15, 2011:

Agenda Title: Augustana Faculty - Proposed Changes to Sections 15.3.1 and 15.3.3 (High School Requirements) of the University Calendar

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to Sections 15.3.1 and 15.3.3 (High School Requirements) of the University Calendar, as submitted by Augustana Faculty and as set out in Attachment 4A of the documentation, for implementation in September, 2012.

Agenda Title: Office of the Registrar Course Approvals for December, 2011

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from GFC, the proposal for approval of transfer credit, as submitted by the Office of the Registrar and as set forth in Attachment 4B, to take effect upon final approval.

Agenda Title: Faculty of Education Proposed Changes to Existing Academic Standing Requirements for the Bachelor of Education (BEd) Secondary Education Route (Music Major)

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from GFC, proposed changes to existing academic standing requirements for the Bachelor of Education (BEd) Secondary Education Route (Music Major), as submitted by the Faculty of Education and as set forth in Attachment 4C, to take effect in 2012-2013.

Agenda Title: Faculty of Graduate Studies and Research Proposed Academic Standing Requirements for the Master of Business Administration (MBA)

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed academic standing requirements for the Master of Business Administration (MBA) degree program, as submitted by the Faculty of Graduate Studies and Research and as set out in Attachment 4D of the documentation, to be effective in 2012-2013.

Final Documents: [Item 4A-4D](#)



UNIVERSITY OF ALBERTA

UNIVERSITY GOVERNANCE

Agenda Title: **Proposal for a Master of Business Administration (MBA)/Bachelor of Science (BSc) in Pharmacy Combined Degrees Program – Admission/Transfer and Academic Standing/Graduation Requirements**

Motion: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee (proposed) admission/transfer and academic standing/graduation requirements for a (new) Master of Business Administration (MBA)/Bachelor of Science (BSc) in Pharmacy Combined Degrees Program, as submitted by the Faculty of Graduate Studies and Research, the Alberta School of Business, and the Faculty of Pharmacy and Pharmaceutical Sciences and as set forth in Attachment 1 [highlighted in yellow], to take effect September, 2012.

Final Recommended Document: [Item 5](#)

Agenda Title: **Proposal for a Master of Coaching (MCoach) Offered by the Faculty of Physical Education and Recreation – Proposed Admission/Transfer Requirements**

Motion: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee the proposed admission/transfer requirements for a (new) Master of Coaching (MCoach), as submitted by the Faculty of Graduate Studies and Research and the Faculty of Physical Education and Recreation and as set forth in Attachment 1 [highlighted in yellow], to take effect in September, 2012.

Final Recommended Document: [Item 6](#)

OUTLINE OF ISSUE

4A. Augustana Faculty - Proposed Changes to Sections 15.3.1 and 15.3.3 (High School Requirements) of the *University Calendar*

4B. Office of the Registrar Course Approvals for December, 2011

4C. Faculty of Education Proposed Changes to Existing Academic Standing Requirements for the Bachelor of Education (BEd) Secondary Education Route (Music Major)

4D. Faculty of Graduate Studies and Research Proposed Academic Standing Requirements for the Master of Business Administration (MBA)

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Harry Prest, Associate Dean (Academic), Augustana Faculty; Ada Schmude, Associate Registrar and Director of Records, Office of the Registrar; Clive Hickson, Associate Dean (Undergraduate Student Services), Faculty of Education; René Poliquin, Vice-Dean, Faculty of Graduate Studies and Research
Presenter	N/A
Subject	N/A

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	See individual items for detail on proposed changes submitted by Faculties and the Office of the Registrar.
The Impact of the Proposal is	See 'Purpose'.
Replaces/Revises (eg, policies, resolutions)	Various sections of the <i>University Calendar</i> ; see individual items for specific affected <i>Calendar</i> sections.
Timeline/Implementation Date	Item 4A: To take effect in 2012-2013. Items 4B: To take effect upon approval. Item 4C: To take effect in 2012-2013. Item 4D: To take effect in 2012-2013.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

Alignment/Compliance

Alignment with Guiding Documents	<i>Dare to Discover Values</i> : to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	1. Post-Secondary Learning Act (PSLA) : The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC (Academic Standards Committee). (Sections 26(1), 60(1)(c) and (d)).

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

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

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

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

4. **UAPPOL Admissions Procedure:**

PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

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

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

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

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

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

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

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

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

8. ***GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):*** The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are **editorial** in nature. ASC’s terms of reference provide that “the term ‘**routine and/or editorial**’ refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy” (3.A.i).

Further, “ASC acts for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations” (Section 3.B.ii).

9. ***GFC ASC Terms of Reference (Mandate):*** GFC ASC’s delegated authority from GFC extends to the following:

- a. ASC approves, for inclusion in the Alberta Transfer Guide, courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. Approval will be based upon an assessment of course content and level of instructor qualifications.
- b. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta.
- c. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta.
- d. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta.” (3.D.i-iv.)

10. ***UAPPOL Transfer Credit Articulation Procedure (Overview and Procedure):*** “The University of Alberta will accept for transfer credit the

	<p>courses recommended by Faculties and approved by ASC for inclusion in the Alberta Transfer guide, to the extent that the courses fit the degree program that the student wishes to enter. Credit for such courses will be considered in a credit-no credit basis only and will not be included in the University grade point average calculation on the University transcript. Faculties may have other requirements...Transfer credit is assessed on an individual course-by-course basis for a block transfer agreement.”</p>
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Interim Vice-Provost (Academic) and Chair, GFC Academic Standards Committee; Associate Registrar and Director of Records; and Associate Registrar and Director of Enrolment Management (November 8, 2011)
Approval Route (Governance) (including meeting dates)	Relevant (Individual) Faculty Councils – for recommendation to GFC ASC; GFC Academic Standards Committee (December 15, 2011) – for final approval
Final Approver	GFC Academic Standards Committee

1. Item 4A – Attachment 1 (pages 1 – 4) – Augustana Faculty
2. Item 4B – Attachment 1 (pages 1 – 6) – Office of the Registrar
3. Item 4C – Attachment 1 (pages 1 – 2) – Faculty of Education
3. Item 4D – Attachment 1 (pages 1 – 2) – Faculty of Graduate Studies and Research

OUTLINE OF ISSUE

Agenda Title: **Augustana Faculty - Proposed Changes to Sections 15.3.1 and 15.3.3 (High School Requirements) of the *University Calendar***

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to Sections 15.3.1 and 15.3.3 (High School Requirements) of the *University Calendar*, as submitted by Augustana Faculty and as set out in Attachment 4A of the documentation, for implementation in September, 2012.

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Augustana Faculty
Presenter	Harry Prest, Associate Dean (Academic), Augustana Campus
Subject	Mathematics 30-2 specified in High School Requirements (Section 15.3.1 and 15.3.3 of the <i>University Calendar</i>)

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To clarify the status of Mathematics 30-2 as an admissions subject for Augustana Faculty's Bachelor of Arts (BA) and Bachelor of Music (BMus) degrees. (Note: The proposed amendment brings Augustana Faculty in line with other Faculties such as Arts, Physical Education and Recreation, Native Studies, and Faculté Saint-Jean).
The Impact of the Proposal is	Greater clarity regarding the status of Mathematics 30-2 for prospective students.
Replaces/Revises (eg, policies, resolutions)	Sections of the <i>University Calendar</i> : 15.3.1, 15.3.3 (Augustana Faculty).
Timeline/Implementation Date	For implementation in 2012-13; for the 2013-2014 University Calendar.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

Alignment/Compliance

Alignment with Guiding Documents	<i>Dare to Discover</i> and <i>Dare to Deliver</i>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).</p> <p>2. PSLA: The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>3. PSLA: The <i>PSLA</i> gives Faculty Councils the authority to “determine</p>

the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).

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

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

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

5. UAPPOL Admissions Procedure:

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

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

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

6. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate): The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are **editorial** in nature. ASC’s terms of reference provide that “the term ‘**routine and/or editorial**’ refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an

	admissions or academic standing policy” (3.A.i). Further, “ASC acts for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations” (Section 3.B.ii).
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Assistant Registrar (Admissions), Assistant Dean (External Relations), and Assistant Registrar, Augustana Faculty; Augustana Executive Council (October 31, 2011)
Approval Route (Governance) (including meeting dates)	Augustana Faculty Council (November 7, 2011) – for recommendation; GFC Academic Standards Committee (December 15, 2011) – for final approval
Final Approver	GFC Academic Standards Committee

Attachments (each to be numbered 1 - <>)

- Attachment 1 (page 1): Proposed Revisions to *University Calendar* Sections 15.3.1 and 15.3.3

Prepared by: Sarah Ross, Executive Assistant to the Vice-Dean, Augustana Faculty, ross3@ualberta.ca

Attachment 1

Section 15.3.1

CURRENT	PROPOSED
<p>I. High School Requirements</p> <p>Subject Requirements</p> <ol style="list-style-type: none"> (1) English Language Arts 30-1 (2) Three subjects from Group A or C (see additional requirements below for specific majors and minors) (3) A subject from A, B, C or Physical Education 30, Aboriginal Studies 30, or other approved 30-level subject. A maximum of two 30-level Language other than English subjects may be presented for admission. <p>Mathematics 30-2 may be presented for admission, though some majors require Pure Mathematics 30 or Mathematics 30-1 as a prerequisite for courses (see notes below). Only one of Pure Mathematics 30, Mathematics 30-1, and Mathematics 30-2 may be presented for admission.</p>	<p>I. High School Requirements</p> <p>Subject Requirements</p> <ol style="list-style-type: none"> (1) English Language Arts 30-1 (2) Three subjects from Group A or C (see additional requirements below for specific majors and minors) (3) A subject from A, B, C or Physical Education 30, Aboriginal Studies 30, or other approved 30-level subject. A maximum of two 30-level Language other than English subjects may be presented for admission. <p><u>Mathematics 30-2 is acceptable for admission as a Group C subject, though some majors require Pure Mathematics 30 or Mathematics 30-1 as a prerequisite for courses (see notes below). Only one of Pure Mathematics 30, Mathematics 30-1, and Mathematics 30-2 may be presented for admission.</u></p>

Section 15.3.3

CURRENT	PROPOSED
<p>I. High School Requirements</p> <p>Subject Requirements</p> <ol style="list-style-type: none"> (1) English Language Arts 30-1 (2) Three subjects from Group A or C (3) A subject from A, B, C or Physical Education 30, Aboriginal Studies 30, or other approved 30-level subject. A maximum of two 30-level Language other than English subjects may be presented for admission.). Only one of Pure Mathematics 30, Mathematics 30-1, and Mathematics 30-2 may be presented for admission. 	<p>I. High School Requirements</p> <p>Subject Requirements</p> <ol style="list-style-type: none"> (1) English Language Arts 30-1 (2) Three subjects from Group A or C (3) A subject from A, B, C or Physical Education 30, Aboriginal Studies 30, or other approved 30-level subject. A maximum of two 30-level Language other than English subjects may be presented for admission. <p><u>Mathematics 30-2 is acceptable for admission as a Group C subject. Only one of Pure Mathematics 30, Mathematics 30-1, and Mathematics 30-2 may be presented for admission.</u></p>

December 1, 2011

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
 Proposals Recommended for APPROVAL of Transfer Credit at the
 Academic Standards Committee Meeting on December 15, 2011

Proposal ID # and Sending Institution	Sending Institution Course	UofA Courses	Transfer Agreement Footnotes	Comments
AMBROSE UNIVERSITY COLLEGE				
129420	ACC 200 (3)	ACCTG 311 (3)		
123148	BHS 240 (3)	AUSOC 236 (3)		Ambrose's BHS 240 (3) was previously approved for SOC 2xx (3). The new agreement will be: BHS 240 (3) = SOC 2xx (3) OR AUSOC 236 (3).
129555	BUS 220 (3)	FIN 3XX (3)		
129557	BUS 250 (3)	SMO 301 (3)		
129114	SO 311 (3)	AUSOC 233 (3)		Ambrose's SO 311 (3) was previously approved for SOC 3xx (3). Student will not also receive credit for SOC 332 or 333 at UofA. The new agreement will be: SO 311 (3) = SOC 3xx (3) OR AUSOC 233 (3). Student will not also receive credit for SOC 332 or 333 at UofA.
124393	SO 325 (3)	AUSOC 224 (3)		Ambrose's SO 325 (3) was previously approved for SOC 224 (3). The new agreement will be: SO 325 (3) = SOC 224 (3) OR AUSOC 224 (3).
129122	ZOO 265 (3)	AUPED 112 (3)		Ambrose's ZOO 265 (3) was previously approved for PEDS 100 (3). The new agreement will be: ZOO 265 (3) = PEDS 100 (3) OR AUPED 112 (3).
ATHABASCA UNIVERSITY				
129447	ANTH 272 (3)	ANTHR 2XX (3)		
129428	HRMT 208 (3)	SMO 2XX (3)		
129460	RELS 206 (3)	RELIG 1XX (3)	Student will not also receive credit for RELIG 220 at UofA.	
129452	RELS 218 (3)	RELIG 1XX (3)		

December 1, 2011

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 Proposals Recommended for APPROVAL of Transfer Credit at the
 Academic Standards Committee Meeting on December 15, 2011

Proposal ID # and Sending Institution	Sending Institution Course	UofA Courses	Transfer Agreement Footnotes	Comments
GRANDE PRAIRIE REGIONAL COLLEGE				
120958	SO 3270 (3)	AUCRI 160 or AUIDS 160 (3)		GPRC's SO 3270 (3) was previously approved for SOC 327 (3). The new agreement will be SO 3270 (3) = SOC 327 (3) OR AUCRI 160 or AUIDS 160 (3).
GRANT MACEWAN UNIVERSITY				
128984	AGAD 100 (3)	ACM 1XX (3)		
128978	AGAD 112 (3)	ACM 1XX (3)		Credit allowed for only one of MacEwan's AGAD 112 or 122 at UofA.
128983	AGAD 120 (3)	ACM 1XX (3)		
128979	AGAD 122 (3)	ACM 1XX (3)		Credit allowed for only one of MacEwan's AGAD 112 or 122 at UofA.
128159	AGAD 201 (3)	ACM 2XX (3)		
128985	AGAD 203 (3)	ACM 2XX (3)		
128986	AGAD 223 (3)	ACM 2XX (3)		
128981	AGAD 225 (3)	ACM 2XX (3)		
128982	AGAD 226 (3)	ACM 2XX (3)		
128987	AGAD 227 (3)	ACM 2XX (3)		
128980	AGAD 232 (3)	ACM 2XX (3)		

December 1, 2011

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 Academic Standards Committee Meeting on December 15, 2011

Proposal ID # and Sending Institution	Sending Institution Course	UofA Courses	Transfer Agreement Footnotes	Comments
GRANT MACEWAN UNIVERSITY				
126538	BIOL 371 (3)	ZOOL 371 (3)		
129092	GENE 404 (3)	GENET 304 (3)		
116111	HLST 230 (3)	AUSOC 1XX (3)		MacEwan's HLST 230 (3) was previously approved for Option 1xx [Arts] (3). The new agreement will be: HLST 230 (3) = Option 1xx [Arts] (3) OR AUSOC 1xx (3).
118249	MATH 436 (3)	MATH 337 (3)		
129084	PHYS 320 (3)	ASTRO 320 (3)		
129041	POLS 224 (3)	AUPOL 2XX (3)	Student will not also receive credit for AUPOL 221 at UofA.	MacEwan's POLS 224 (3) was previously approved for POL S 2xx (3). Student will not also receive credit for POL S 220 at UofA. The new agreement will be: POLS 224 (3) = POL S 2xx (3) OR AUPOL 2xx (3). Student will not also receive credit for POL S 220 or AUPOL 221 at UofA.
123034	SOCI 363 (3)	AUSOC 3XX (3)		MacEwan's SOCI 363 (3) was previously approved for SOC 3xx (3). The new agreement will be: SOCI 363 (3) = SOC 3xx (3) OR AUSOC 3xx (3).
122582	SOCI 387 (3)	AUSOC 283 (3)		MacEwan's SOCI 387 (3) was previously approved for SOC 376 (3). The new agreement will be: SOCI 387 (3) = SOC 376 (3) OR AUSOC 283 (3).
129023	STAT 314 (3)	STAT 2XX (3)		
KEYANO COLLEGE				
129503	HE ED 311 (3)	HE ED 311 (3)		

December 1, 2011

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
 Proposals Recommended for APPROVAL of Transfer Credit at the
 Academic Standards Committee Meeting on December 15, 2011

Proposal ID # and Sending Institution	Sending Institution Course	UofA Courses	Transfer Agreement Footnotes	Comments
KEYANO COLLEGE				
128866	PAC 144 (1.5)	AUPAC 133 (1)		Keyano's PAC 144 (1.5) was previously approved for PAC 1xx (1.5). The new agreement will be PAC 144 (1.5) = PAC 1xx (1.5) OR AUPAC 133 (1).
128869	PAC 156 (1.5)	AUPAC 1XX (1)		Keyano's PAC 156 (1.5) was previously approved for PAC 156 (1.5). The new agreement will be PAC 156 (1.5) = PAC 156 (1.5) OR AUPAC 1xx (1).
126816	SOCY 304 (3)	AUSOC 2XX (3)		Keyano's SOCY 304 (3) was previously approved for SOC 2xx (3). The new agreement will be: SOCY 304 (3) = SOC 2xx (3) OR AUSOC 2xx (3).
KING'S UNIVERSITY COLLEGE, THE				
125041	PSYC 301/ 302 (6)	PSYCO 212/ STAT 1XX (6)	Student will not also receive credit for STAT 141 or 151 at UofA.	King's PSYC 301 and 302 were previously approved for individual transfer credit by the Department of Psychology in 2010. This dual agreement has now been added after a review by both the Department of Psychology and the Department of Mathematical and Statistical Sciences. The new dual transfer agreement will be: PSYC 301/ 302 (6) = PSYCO 212/ STAT 1xx (6) OR AUPSY 213/ 2xx [Science] (6). Student will not also receive credit for STAT 141 or 151 at UofA.
126741	SOCI 309 (3)	AUSOC 236 (3)		King's SOCI 309 (3) was previously approved for SOC 2xx (3). Credit allowed for only one of King's SOCI 309 or SSCI 309 at UofA. The new agreement will be: SOCI 309 (3) = SOC 2xx (3) OR AUSOC 236 (3). Credit allowed for only one of King's SOCI 309 or SSCI 309 at UofA.
LETHBRIDGE COLLEGE				
128792	SOC 250 (3)	PERLS 104 (3) OR AUSOC 2XX (3)		

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
Proposals Recommended for APPROVAL of Transfer Credit at the
Academic Standards Committee Meeting on December 15, 2011

Proposal ID # and Sending Institution	Sending Institution Course	UofA Courses	Transfer Agreement Footnotes	Comments
MEDICINE HAT COLLEGE				
129538	EDTS 232 (4)	Education Option 2XX (3)		
129539	EDTS 234 (4)	EDU 250 (3)		
96102	SPAN 201 (3)	AUSPA 101 (3)		MHC's SPAN 201 (3) was previously approved for SPAN 111 (3). Transfer credit will be allowed only if the student does not also present the corresponding 30-level high school course (or equivalent). The new agreement will be: SPAN 201 (3) = SPAN 111 (3) OR AUSPA 101 (3). Transfer credit will be allowed only if the student does not also present the corresponding 30-level high school course (or equivalent).
96103	SPAN 203 (3)	AUSPA 102 (3)		MHC's SPAN 203 (3) was previously approved for SPAN 112 (3). Transfer credit will be allowed only if the student does not also present the corresponding 30-level high school course (or equivalent). The new agreement will be: SPAN 203 (3) = SPAN 112 (3) OR AUSPA 102 (3). Transfer credit will be allowed only if the student does not also present the corresponding 30-level high school course (or equivalent).
MOUNT ROYAL UNIVERSITY				
126612	CRJS 3001 (3)	AUCRI 2XX or AUSOC 2XX (3)		MRU's CRJS 3001 (3) was previously approved for Option 2xx [Arts] (3). Student will not also receive credit for SOC 210 at UofA. The new agreement will be: CRJS 3001 (3) = Option 2xx [Arts] (3) OR AUCRI 2xx or AUSOC 2xx (3). Student will not also receive credit for SOC 210 at UofA.
124724	SLGY 3315 (3)	AUSOC 3XX (3)		MRU's SLGY 3315 (3) was previously approved for SOC 382 (3). The new agreement will be: SLGY 3315 (3) = SOC 382 (3) OR AUSOC 3xx (3).
127605	SLGY 3379 (3)	AUSOC 3XX (3)		MRU's SLGY 3379 (3) was previously approved for SOC 3xx (3). The new agreement will be: SLGY 3379 (3) = SOC 3xx (3) OR AUSOC 3xx (3).

December 1, 2011

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
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Proposal ID # and Sending Institution	Sending Institution Course	UofA Courses	Transfer Agreement Footnotes	Comments
NORQUEST COLLEGE				
129401	WMST 2010 (3)	AUIDS 230 (3)		NorQuest's WMST 2010 (3) was previously approved for W ST 1xx (3). The new agreement will be: WMST 2010 (3) = W ST 1xx (3) OR AUIDS 230 (3).
ST MARY'S UNIVERSITY COLLEGE				
127874	HIST 341 (3)	HIST 2XX (3)		
127892	HIST 353 (3)	HIST 2XX (3)		
127883	HIST 357 (3)	HIST 2XX (3)		
128815	POLI 381 (3)	POL S 2XX (3)	Student will not also receive credit for POL S 260 at UofA.	
128808	SOCI 393 (3)	SOC 3XX (3)		

Faculty of Education

Course and Program Changes

Proposed Calendar Change (2012–2013)

[The proposed change highlighted in **green** below requires review by the GFC Academic Standards Committee (ASC) and appears herein for information only.]

Education Chart 2 Requirements for Major Teaching Subject in the Secondary Education Route	Education Chart 2 Requirements for Major Teaching Subject in the Secondary Education Route
<p>Music: Wind Band (★36)</p> <ol style="list-style-type: none"> 1. ★3 MUSIC 101 2. ★3 MUSIC 126 3. ★3 MUSIC 141 (see Note 5) 4. ★3 MUSIC 151 5. ★3 MUSIC 155 6. ★3 MUSIC 156 7. ★3 MUSIC 213 8. ★3 MUSIC 214 9. ★3 MUSIC 215 10. ★3 MUSIC 315 11. ★3 MUSIC 431 12. ★3 MUSIC XXX (any music course) <p>Students must take EDSE 343 during the IPT*, which is normally offered in the Fall Term only. Students must take EDSE 443 and 451 during the APT*, which is normally offered in the Winter Term only.</p> <p>Notes</p> <ol style="list-style-type: none"> (1) MUSIC 126, 151, 155, 156 are normally taken in the Preprofessional Year. (2) Entry to MUSIC 151, 155, 156, normally depends upon demonstrated theoretical competence. Students must contact the Department of Music to arrange for a time for the theory placement examination. (3) Entry to MUSIC 126 depends on the successful passing of an audition during May, preceding the student’s first year. Students must contact the Department of Music to arrange for an audition date. (4) Students who have not successfully completed MUSIC 	<p>Music: Wind Band (★36)</p> <ol style="list-style-type: none"> 1. ★3 MUSIC 101 2. ★3 MUSIC 126 3. ★3 MUSIC 141 (see Note 5) 4. ★3 MUSIC 151 5. ★3 MUSIC 155 6. ★3 MUSIC 156 7. ★3 MUSIC 213 8. ★3 MUSIC 214 9. ★3 MUSIC 215 10. ★3 MUSIC 315 11. ★3 MUSIC 431 12. ★3 MUSIC XXX (any music course) <p style="background-color: yellow; padding: 2px;">★9 from requirements 7, 8, and 10 above must be taken before registering in EDSE 343</p> <p>Students must take EDSE 343 during the IPT*, which is normally offered in the Fall Term only. Students must take EDSE 443 and 451 during the APT*, which is normally offered in the Winter Term only.</p> <p>Notes</p> <ol style="list-style-type: none"> (1) MUSIC 126, 151, 155, 156 are normally taken in the Preprofessional Year. (2) Entry to MUSIC 151, 155, 156, normally depends upon demonstrated theoretical competence. Students must contact the Department of Music to arrange for a time for the theory placement examination. (3) Entry to MUSIC 126 depends on the successful passing of an audition during May, preceding the student’s first year. Students must contact the Department of Music to arrange for an audition date. (4) Students who have not successfully completed MUSIC

<p>126 by the end of their first year in the Faculty of Education will not be allowed to continue in the MUSIC Major.</p> <p>(5) MUSIC 141 registration must be in Concert Band or Wind Ensemble only.</p> <p>(6) Students wanting choral music preparation should take MUSIC 140, 230, and 417 as their ★9 of non-education options. Preparation in Class Guitar/General Music is offered in EDSE 344.</p>	<p>126 by the end of their second year will not be allowed to continue in the MUSIC Major.</p> <p>(5) MUSIC 141 registration must be in Concert Band or Wind Ensemble only.</p> <p>(6) Students wanting choral music preparation should take MUSIC 140, 230, and 417 as their ★9 of non-education options. Preparation in Class Guitar/General Music is offered in EDSE 344.</p>
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To: GFC Academic Standards Committee (ASC)

Date: November 30, 2011

From: René Poliquin, Vice-Dean
Faculty of Graduate Studies and Research

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed academic standing requirements for the Master of Business Administration (MBA) degree program, as submitted by the Faculty of Graduate Studies and Research and as set out in Attachment 4D of the documentation, to be effective in 2012-2013.

Current	Proposed
<p>205.9.2 The Degree of MBA</p> <p>Entrance Requirements Admission to a program of graduate studies in the Faculty of Business is based on the applicant’s undergraduate grades, three letters of reference, a statement of purpose explaining how the MBA relates to the applicant’s career goals, and the applicant’s Graduate Management Admission Test score. For candidates interested in this program, a minimum of two years’ work experience is also desirable. A resume outlining past work experience is required as part of the application materials.</p> <p>Program Requirements The MBA program is designed for students from various educational backgrounds; no specific undergraduate major is required for entrance. All MBA students are required to fulfil a total of ★57 (including thesis or course-based).</p> <p>Phase one: The first eight months of the MBA program provides a foundation of courses covering basic managerial skills. The program begins with a required business skills orientation prior to the start of Fall Term classes. Because the first-year full-time courses are cohort-based involving teamwork, exemptions are not normally permitted. Completion of all ★30 in the core courses requires one full academic year (September – April). The second phase of the program provides students with the opportunity to pursue, in some depth, courses in fields of their choice.</p> <p>Phase two: The course-based option consists of ★27, which includes a capstone course. The thesis-based option consists of ★15. SMO 641 is required along with ★12 in electives. The thesis is equivalent to ★12 and is undertaken with the supervision</p>	<p>205.9.2 The Degree of MBA</p> <p>Entrance Requirements Admission to a program of graduate studies in the Faculty of Business is based on the applicant’s undergraduate grades, three letters of reference, a statement of purpose explaining how the MBA relates to the applicant’s career goals, and the applicant’s Graduate Management Admission Test score. For candidates interested in this program, a minimum of two years’ work experience is also desirable. A resume outlining past work experience is required as part of the application materials.</p> <p>Program Requirements The MBA program is designed for students from various educational backgrounds; no specific undergraduate major is required for entrance. All MBA students are required to fulfil a total of ★57 (including thesis or course-based). Students who fail three or more courses will be required to withdraw from the MBA program.</p> <p>Phase one: The first eight months of the MBA program provides a foundation of courses covering basic managerial skills. The program begins with a required business skills orientation prior to the start of Fall Term classes. Because the first-year full-time courses are cohort-based involving teamwork, exemptions are not normally permitted. Completion of all ★30 in the core courses requires one full academic year (September – April). The second phase of the program provides students with the opportunity to pursue, in some depth, courses in fields of their choice.</p> <p>Phase two: The course-based option consists of ★27, which includes a capstone course. The thesis-based option consists of ★15. SMO 641 is required along with ★12 in electives. The thesis is equivalent to ★12 and is undertaken with the supervision</p>



Current	Proposed
<p>of an advisor and a committee.</p> <p>Length of Program</p> <p>The equivalent of two full-time academic years are normally required to complete the program; however, it may be possible to accelerate studies with the completion of courses during Spring/Summer. The course-based MBA may be taken on a part-time evening basis; however, the program must be completed within six consecutive years from initial registration in the program.</p> <p>For the thesis-based MBA, the minimum period of residence is two four month terms of full-time attendance.</p>	<p>of an advisor and a committee.</p> <p>Length of Program</p> <p>The equivalent of two full-time academic years are normally required to complete the program; however, it may be possible to accelerate studies with the completion of courses during Spring/Summer. The course-based MBA may be taken on a part-time evening basis; however, the program must be completed within six consecutive years from initial registration in the program.</p> <p>For the thesis-based MBA, the minimum period of residence is two four month terms of full-time attendance.</p>

OUTLINE OF ISSUE

Agenda Title: **Proposal for a Master of Business Administration (MBA)/Bachelor of Science (BSc) in Pharmacy Combined Degrees Program – Admission/Transfer and Academic Standing/Graduation Requirements**

Motion: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee (proposed) admission/transfer and academic standing/graduation requirements for a (new) Master of Business Administration (MBA)/Bachelor of Science (BSc) in Pharmacy Combined Degrees Program, as submitted by the Faculty of Graduate Studies and Research, the Alberta School of Business, and the Faculty of Pharmacy and Pharmaceutical Sciences and as set forth in Attachment 1 [highlighted in yellow], to take effect September, 2012.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Tom Scott, Interim Dean, Alberta School of Business; Joan White, Associate Dean, Alberta School of Business; James Kehrer, Dean, Faculty of Pharmacy and Pharmaceutical Sciences; and Terri Schindel, Associate Dean (Undergraduate Program), Faculty of Pharmacy and Pharmaceutical Sciences
Presenters	René Poliquin, Vice-Dean, Faculty of Graduate Studies and Research; Joan White, Associate Dean, Alberta School of Business; and Terri Schindel, Associate Dean (Undergraduate Program), Faculty of Pharmacy and Pharmaceutical Sciences
Subject	Proposal for a Master of Business Administration (MBA)/Bachelor of Science (BSc) in Pharmacy Combined Degrees Program (Admission/Transfer and Academic Standing/Graduation Requirements)

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To offer an MBA/BSc in Pharmacy Combined Degrees Program (based on the existing MBA and BSc in Pharmacy programs) to excellent pharmacy students who recognize the value of combining pharmacy studies with advanced management skills and expertise.
The Impact of the Proposal is	To develop pharmacists capable of pursuing careers that balance clinical care with managing change in a healthcare environment.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	September, 2012.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

Alignment/Compliance

Alignment with Guiding Documents	Aligns with <i>Dare to Deliver; Dare to Discover</i> values: enrich the student experience; foster new joint degree programs that unite academic units/professional schools; promote interdisciplinary collaboration, create learning opportunities for students and creative collaborations to address global challenges and initiatives; provide an
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<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>intellectually superior educational environment for students; diverse, yet inclusive, dynamic collegial community that welcomes change.</p> <p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).</p> <p>2. PSLA: GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).</p> <p>3. PSLA: The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>4. PSLA: The <i>PSLA</i> gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p> <p>5. UAPPOL Admissions Policy: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)</p> <p>The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the <i>University Calendar</i>. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the <i>University Calendar</i>.</p> <p>The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”</p> <p>6. UAPPOL Admissions Procedure:</p> <p>“PROCEDURE</p> <p>1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS</p>
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Following approval by GFC:

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

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

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

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

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

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

9. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate): The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. ASC’s terms of reference provide that “the term ‘substantial’ refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept” (3.A.ii).

Further, “ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing.” (3.B.iv)

10. GFC Academic Planning Committee (APC) Terms of Reference (Mandate): GFC delegated the following to GFC APC, the Provost and Vice-President (Academic) and the Dean of FGSR:

	<p>“Existing Undergraduate and Graduate Programs: - Extension and/or Substantive Revision of Existing Programs - Revisions to or Extension of Existing Degree Designations</p> <p>All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic). [...] The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC. [...]" (3.13.)</p> <p>11. PSLA: “The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of an applied, baccalaureate, master’s or doctoral degree other than a degree in divinity.” (Section 109(1))</p>
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Graduate Studies Policy Committee - MBA; Alberta School of Business Council; Faculty of Pharmacy and Pharmaceutical Sciences Council
Approval Route (Governance) (including meeting dates)	Faculty of Graduate Studies and Research Council (for recommendation) – November 16, 2011 GFC Academic Standards Committee (for recommendation on proposed admission/transfer and academic standing/graduation requirements) – December 15, 2011; GFC Academic Planning Committee (for final approval) – January 11, 2011
Final Approver	GFC Academic Planning Committee

Attachments:

Attachment 1 (pages 1 – 7): Proposal for a Master of Business Administration (MBA)/Bachelor of Science (BSc) in Pharmacy Combined Degrees Program – Template A (with Proposed Admission/Transfer and Academic Standing/Graduate Requirements (Highlighted in Yellow))

Prepared by: René Poliquin, Vice-Dean, Faculty of Graduate Studies and Research,
rene.poliquin@ualberta.ca

Program Approval Template A

Program changes are essential to program viability and maintenance of program quality and service to both the student and society. They flow from institutional vigilance and continued review of the needs of society and students. They are also carefully monitored for quality through established institutional processes (see *Quality Assurance at Alberta's Universities*).

This template is a common form that will be used for central vetting and approval at Alberta's public universities, and then submitted to Alberta Advanced Education for approval, in some cases after consultation with the Campus Alberta Quality Council (CAQC). Both reserve the right to ask for further information or clarification. (Note that individual universities have been permitted to develop their own version of the Template, which may list additional questions after the set of common ones.).

This Template applies to

- Program requirement FLE (full-load equivalents) and load weight changes above 5%
- Major/specialization title changes (eg, History to Historical Studies)
- Minor degree title changes (eg, BSc Nutrition to BSc Nutritional Science)
- Short-term suspensions (note: add an enrolment projection table)
- Terminations (note: add an enrolment projection table)
- For-credit certificate and diploma changes

Basic Information

1. Title of the program: The existing pharmacy (BSc) and Master of Business Administration (MBA) programs will be offered as a combined program and will be referred to as the *MBA/BSc in Pharmacy Combined Degrees Program*. If, at some future time, the doctor of pharmacy (PharmD) should supplant the BSc in pharmacy [both degrees involve a 4-year program, the difference is in an additional year of prerequisites for the PharmD], the combined degree program will continue as described in this proposal with the exception of awarding a PharmD instead of BSc.
 2. Proposed start date: Fall 2012
 3. Length of the program (years): Five years
 4. University and academic unit:
 - University of Alberta
 - a) Faculty of Pharmacy & Pharmaceutical Sciences; and
 - b) Faculty of Graduate Studies and Research, Department: Alberta School of Business
 5. Collaborating partners at other institutions: N/A
 6. Contact person, with telephone number and e-mail address:
 - a) Faculty of Pharmacy & Pharmaceutical Sciences:
 - Dr. James P. Kehrer, Dean, 780-492-1685, kehrer@pharmacy.ualberta.ca
 - Theresa Schindel, Associate Dean, 780 492-6134, tschindel@pharmacy.ualberta.ca
 - b) Alberta School of Business:
 - Dr. Tom Scott, Acting Dean, 780 492-2350, tom.scott@ualberta.ca
 - Dr. Joan White, Associate Dean, 780 492-5412, jwhite@ualberta.ca
- Completed/proposed approval path: 1) School of Business; 2) Faculty of Pharmacy & Pharmaceutical Sciences; 3) Faculty of Graduate Studies and Research; 4) Academic Standards Committee (ASC); 5) Academic Planning Committee (APC) on delegated authority of the General Faculties Council; 5) For notification: Alberta Advanced Education and Technology
7. Attach proposed program and course University Calendar changes and other supporting documentation. Appendix B.

Program Impact and Rationale

8. Describe the nature of the change.

The MBA/BSc in Pharmacy program recognizes that there is an increasing demand for pharmacists with management skills and expertise. The combined program combines the four-year pharmacy degree with the Master of Business Administration degree. The combined degree program requires five years of study. Upon successful completion of the combined program, graduates will receive both an MBA and pharmacy degree at the conclusion of the five-year period. There are no changes to the pharmacy degree requirements other than adding an extra year to the overall time; allowing a break between year three and year four of pharmacy studies to allow the student to complete the requirements for the MBA. As with other combined MBA programs (e.g., MD/MBA), the MBA requirements are reduced from 57 credits to 42 credits.

9. What is the rationale for the proposed change?

The MBA/BSc in Pharmacy program targets a select group of pharmacy students who recognize the value of combining pharmacy studies with management skills and expertise. The combined degree program develops pharmacist managers capable of pursuing careers that balance clinical care with managing change in a healthcare environment. Improving patient outcomes in a cost-effective manner is one of the most critical challenges in health care today. Individuals grounded in both business management and clinical skills provide an increasingly important and unique interface between practitioners and managers to balance clinical decision making with bottom line financial realities. Graduates will have the ability to pursue careers in a wide range of healthcare areas, from private businesses, to small clinics, to large tertiary healthcare facilities.

There are no changes to the degree requirements for the pharmacy program. However, by formalizing the combined MBA/BSc in Pharmacy Program, pharmacy students are able to hold their spot to continue their pharmacy studies. Otherwise, pharmacy students who take a leave from their pharmacy studies to pursue the MBA are not guaranteed that they can continue with their pharmacy studies.

The requirements for the MBA degree are reduced from 57 credits to 42 credits. This reduction in credit requirements is already in place for other MBA combined degrees (e.g. MBA/JD, MD/MBA). Currently, under existing Faculty of Graduate Studies and Research policy, there is the option to request, on a case-by-case basis, a credit load reduction. "Up to ½ of the total units of course weight for the program may be met through transfer credit and/or course exemption" (Calendar §203.5l). However, it is difficult to market the credit reduction due to the case-by-case nature of this option, and it is inefficient to manage.

The MBA degree requirements would include the core business foundations, the MBA capstone and three elective courses.

Each year, one or two students are admitted to the MBA Program who have recently completed their pharmacy studies. A number of inquiries are received each year by both the Faculty of Pharmacy & Pharmaceutical Sciences and the School of Business about the possibility of a combined MBA/BSc in Pharmacy program. Students interested in the combined degree are typically stronger students and would allow the Faculty of Pharmacy & Pharmaceutical Sciences to be more competitive in attracting these exceptional students.

Many institutions have recognized the need for healthcare leaders who are educated in pharmacy and management. The University of Alberta would be the first in Canada to implement a combined MBA/BSc in Pharmacy degree. However, at least 16 universities in the USA have such a program including Minnesota, Ohio State, and North Carolina.

Formalizing the MBA/BSc in Pharmacy program will make it easier to market the program to potential students. We anticipate no growth overall in the pharmacy or MBA programs. Our primary goal is to meet the needs of these students and to attract outstanding students to the programs.

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

No growth is projected in either the pharmacy or MBA program. Pharmacy students are reluctant to take a leave from the pharmacy program to complete the MBA due to the uncertainty in being able to re-join the pharmacy program. In the MBA program, students have typically completed their pharmacy degree prior to entering the MBA Program.

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

N/A

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

There is no projected increase in enrolment in either the pharmacy or MBA program and, therefore, no changes to resource requirements. A Library Impact Statement is attached (Appendix C.)

Appendix A – Enrolment Table

Proposed Enrolment	2012-13	2013-14	2014-15	2015-16	Annual Ongoing
• Total Full-Time head count	2	4	5	5	5
• Full-Time Year 1					
• Full-Time Year 2					
• Full-Time Year 3					
• Full-Time Year 4					
• Total Part-Time head count	0	0	0	0	0
• Part-Time Year 1					
• Part-Time Year 2					
• Part-Time Year 3					
• Part-Time Year 4					
• Total Work Experience hc	0	0	0	0	0
• Work Experience Year 1					
• Work Experience Year 2					
• Work Experience Year 3					
• Work Experience Year 4					
• Total FLE	0	0	0	0	0
• FLE Year 1					
• FLE Year 2					
• FLE Year 3					
• FLE Year 4					
• Anticipated Number of Graduates	0	0	2	4	5

Calendar Current	Calendar Proposed
	<p>Each student must apply to the Faculty of Pharmacy and Pharmaceutical Sciences for admission into the BSc in Pharmacy program. Students that have completed the second year of the regular BSc in Pharmacy program are eligible to apply to the Faculty of Graduate Studies and Research for the Combined Degrees program and must indicate on their online graduate application that they are applying to the combined MBA/BSc in Pharmacy program.</p> <p>Entrance Requirements</p> <p>Acceptance by the Faculty of Graduate Studies and Research (for admission into the MBA program) and by the Faculty of Pharmacy and Pharmaceutical Sciences (for admission into the BSc in Pharmacy program) separately are prerequisites for admission into the MBA/BSc in Pharmacy Combined Degrees program. Admission into each Faculty will be determined by the same selection process and criteria as for other students. In addition, each student must be admitted into the Combined Degrees program, admission will be determined by a selection committee composed of representatives of the Faculty of Pharmacy and Pharmaceutical Sciences and the Faculty of Business. Because this is a special program, particular attention in the selection process will be given to:</p> <ol style="list-style-type: none"> (1) the student's past academic achievement; and (2) the student's maturity, interest and a rationale of how such a combined program will enhance the student's career and professional skills. (U of A Calendar, §205.9.2) <p>Program Requirements</p> <p>The first three years are taken entirely within the BSc in Pharmacy program, the fourth year entirely within the MBA program, the fifth year (final year) will be completed entirely in the BSc in Pharmacy program. The pharmacy portion of the program consists of the normal requirements of the BSc in Pharmacy program while the Business portion of the program consists of *42.</p> <p>MBA courses: students who obtain a grade of less than C+ or who fail to complete one of the MBA courses may, upon the recommendation of the Associate Dean (MBA), with the approval of the Faculty of Graduate Studies and Research, retake the course(s) or take an alternate course(s). Students repeating or taking an alternate course(s) must obtain a minimum grade of C+ and must maintain a cumulative grade point average of 2.7 (U of A Calendar, §203.8.2).</p> <p>Upon the successful completion of the five-year</p>

Calendar Current	Calendar Proposed
...	<p>program (i.e., successful completion of both the BSc in Pharmacy and the MBA degrees), candidates will receive both the BSc in Pharmacy and the MBA degrees. The MBA degree will not be conferred prior to the completion of the BSc in Pharmacy.</p> <p><u>Inquiries regarding the MBA/BSc in Pharmacy Combined Degrees program may be directed to the Associate Dean for Undergraduate Programs in the Faculty of Pharmacy and Pharmaceutical Sciences, or the MBA Office in the Faculty of Business.</u></p> <p>Academic Standing</p> <p>A student is subject to the academic standing regulations and routes of appeal for grades and for academic standing of the Faculty in which the student is registered.</p> <p>If a student withdraws from the MBA program or is required to withdraw because of unsatisfactory academic standing, but wishes to remain in the BSc in Pharmacy degree program, the student may be permitted to continue provided the student retains good academic standing in that program.</p> <p>Length of Program</p> <p>Students enrolled in the combined program on a full-time basis can complete the program in five calendar years. The duration of the total program must not exceed six consecutive calendar years</p>

140 Faculty of Pharmacy and Pharmaceutical Sciences	
<p>143.3 Academic Standing</p> <p>143.3.1 Academic Standing and Promotion</p> <p>(3) Promotion and/or Continuation</p> <p>a. Progression in the program is year by year and not by courses completed. Accordingly, all students in a particular year of the program normally should be registered in the same courses in each term (§144.1.) Students will not normally register in any core (i.e., non-elective) courses from a particular year of the program until they have satisfactorily completed core courses from the previous year of the program.</p>	<p>(3) Promotion and/or Continuation</p> <p>a. Progression in the program is year by year and not by courses completed. Accordingly, all students in a particular year of the program normally should be registered in the same courses in each term (§144.1.) Students will not normally register in any core (i.e., non-elective) courses from a particular year of the program until they have satisfactorily completed core courses from the previous year of the program.</p> <p><u>Students accepted into the MBA/BSc in Pharmacy</u></p>

	<p>Combined Degrees program will be permitted to delay entrance into the fourth year by one year with no loss in standing. The duration of the total MBA/BSc in Pharmacy Combined Degrees program must not exceed six consecutive calendar years from the time of admission to the Pharmacy program.</p>
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OUTLINE OF ISSUE

Agenda Title: **Proposal for a Master of Coaching (MCoach) Offered by the Faculty of Physical Education and Recreation – Proposed Admission/Transfer Requirements**

Motion: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee the proposed admission/transfer requirements for a (new) Master of Coaching (MCoach), as submitted by the Faculty of Graduate Studies and Research and the Faculty of Physical Education and Recreation and as set forth in Attachment 1 [highlighted in yellow], to take effect in September, 2012.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Kerry Mummery, Dean, Faculty of Physical Education and Recreation; and Stewart Petersen, Associate Dean (Graduate Programs), Faculty of Physical Education and Recreation
Presenters	René Poliquin, Vice-Dean, Faculty of Graduate Studies and Research; Kerry Mummery, Dean, Faculty of Physical Education and Recreation; and Stewart Petersen, Associate Dean (Graduate Programs), Faculty of Physical Education and Recreation
Subject	Proposed Master of Coaching (MCoach) to be Offered by the Faculty of Physical Education and Recreation (Admission/Transfer Requirements)

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To offer an MCoach degree to students seeking high-quality graduate education in sport coaching and related topic areas.
The Impact of the Proposal is	To develop coaches well prepared for careers in the field of advanced and professional sport coaching, primarily at post-secondary institutions and within the amateur sport system.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	September, 2012.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

Alignment/Compliance

Alignment with Guiding Documents	Aligns with <i>Dare to Deliver; Dare to Discover</i> values: enrich the student experience; foster new joint degree programs that unite academic units/professional schools; promote interdisciplinary collaboration, create learning opportunities for students and creative collaborations to address global challenges and initiatives; provide an intellectually superior educational environment for students; diverse, yet inclusive, dynamic collegial community that welcomes change.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules

respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).

2. **PSLA:** GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).

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

4. **PSLA:** The *PSLA* gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).

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

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

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

6. **UAPPOL Admissions Procedure:**

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

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

b. Where changes to admission regulations are deemed by the approving body to be “advantageous to students”, normally the date of

implementation will be effective immediately or at the next available intake for the admitting Faculty.”

7. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate): The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. ASC’s terms of reference provide that “the term ‘substantial’ refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept” (3.A.ii).

Further, “ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing.” (3.B.iv)

8. GFC Academic Planning Committee (APC) Terms of Reference (Mandate/Establishment/Termination of Academic Programs):

“NOTE: APC deals with major program matters; minor program matters are dealt with through the GFC-mandated course/program approval process. The Provost and Vice-President (Academic) decides what is major or minor.

- a. To approve the establishment of new academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions. (3.8.)”

9. Board Learning and Discovery Committee (BLDC) Terms of Reference:

“3. MANDATE OF THE COMMITTEE

Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the *Post-Secondary Learning Act*, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing the Committee shall:

[...]

- c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters[.] [...]

4. LIMITATIONS ON DELEGATION BY THE BOARD

This general delegation of authority by the Board to the Committee shall

	<p>be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 3, the Board shall make all decisions with respect to: [...]</p> <p>b. program approvals involving the creation or abolition of a degree program (but not specializations of an existing degree).”</p> <p>10. PSLA: “The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of an applied, baccalaureate, master’s or doctoral degree other than a degree in divinity.” (Section 109(1))</p>
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Faculty of Physical Education and Recreation Faculty Council (September, 2011)
Approval Route (Governance) (including meeting dates)	Faculty of Graduate Studies and Research Council (for recommendation) – November 16, 2011 GFC Academic Standards Committee (for recommendation on proposed admission/transfer requirements) – December 15, 2011; GFC Academic Planning Committee (for recommendation) – January 11, 2012; Board Learning and Discovery Committee (for recommendation) – January 23, 2012; Board of Governors (for final approval) – February 10, 2012
Final Approver	Board of Governors

Attachments:

Attachment 1 (pages 1 – 18): Proposed Master of Coaching to be Offered by the Faculty of Physical Education and Recreation – Template C (with Proposed Admission/Transfer and Academic Standing/Graduate Requirements (Highlighted in Yellow))

Prepared by: René Poliquin, Vice-Dean, Faculty of Graduate Studies and Research,
rene.poliquin@ualberta.ca

Program Approval Template C

Program changes are essential to program viability and maintenance of program quality and service to both the student and society. They flow from institutional vigilance and continued review of the needs of society and students. They are also carefully monitored for quality through established institutional processes (see *Quality Assurance at Alberta's Universities*).

This Template is a common form that will be used for central vetting and approval at Alberta's public universities, submitted to the Minister of Alberta Advanced Education for system coordination review and subsequent referral to the Campus Alberta Quality Council (CAQC) for its review and recommendation. Council will also expect the University's request and rationale for a fully-expedited review (in advance or at the same time as the system coordination submission). If the Ministry and/or Council determines that more information is required and/or a partially-expedited review is necessary, that will be communicated to the University as soon as possible. Note that individual universities will develop their own version of the Template, which may list additional questions after the set of common ones.

This Template applies to

- New degree programs in a new discipline or level that involve new program structures and/or significant faculty, course offerings, or other resource expansion (eg, BA in German at Athabasca University).

Basic Information

1. Title of the program: Master of Coaching (MCoach)
2. Proposed start date: September 2012
3. Length of the program (years): Two years if full-time, up to six years if part-time
4. University and academic unit: University of Alberta, Faculty of Physical Education and Recreation (FPER)
5. Collaborating partners at other institutions: NA
6. Contact person, with telephone and e-mail address: Stewart Petersen, Associate Dean (Graduate), 780-492-0996, stewart.petersen@ualberta.ca
7. Completed/proposed approval path: Faculty Council (FPER), Faculty of Graduate Studies and Research (FGSR) Council, Academic Standards Committee (ASC) Sub-committee on Standards (SOS), Full ASC, Academic Planning Committee, Board Learning and Discovery Committee
8. Attach proposed program and course University Calendar descriptions, overall program structure and requirements, and other supporting documentation.

8.1 Proposed Calendar Description

Please refer to Appendix A for full and detailed changes to section 150 (Physical Education and Recreation) and section 205 (Faculty of Graduate Studies and Research) of the UA Calendar resulting from this degree.

Calendar section 150 (Faculty of Physical Education and Recreation)

In this section of the UA Calendar, only minor changes are made to include the MCoach degree as an option for graduate study in the Faculty of Physical Education and Recreation. Other minor changes include addition of the faculty website and updating some language to be consistent with current terminology.

Calendar section 205 (Faculty of Graduate Studies and Research)

In this section of the UA Calendar, reference to the MCoach program is included in various sections as an option for graduate study in the Faculty of Physical Education and Recreation.

Matters such as entrance requirements and financial assistance are consistent with our other masters' degrees.

Under a new section entitled The Degree of MCoach, there is a full description of the degree. It is a course-based degree, distinguished by the requirement to complete a coaching practicum under the supervision of a mentor coach.

Students entering the MCoach program must possess a bachelor's degree. An undergraduate degree in physical education, kinesiology or related field is recommended.

The requirements of the degree include the completion of 30 credits (*30), including *18 of required courses and *12 of optional courses. The required courses include one of two courses in research methodology, a graduate seminar on coaching issues, the coaching practicum and the capping exercise.

MCoach students may choose, as optional courses, relevant graduate courses offered by other faculties. All optional courses must be approved by the academic supervisor.

There is no residency requirement for the MCoach degree program. The time required to complete the program will vary according to factors such as the previous training of the applicant, the availability of courses and the nature of the project undertaken. Normally a minimum of two years is required to complete the program. MCoach candidates must complete all the requirements within six years of the term in which they first register.

8.2 Course Descriptions (with explanatory notes enclosed in [])

8.2.1 Required Courses (*18)

PERLS 580 (*3) Scientific Inquiry and Quantitative Research Methodology

(either term). A study of basic philosophical issues, methodology and methods used by researchers in physical activity, sport, recreation and leisure. The emphasis of this course will be on quantitative inquiry.

[this course was formerly PEDS 580. The new course title and description will appear in the 2012-2013 UA Calendar]

Or

PERLS 581 (*3) Scientific Inquiry and Qualitative Research Methodology

(either term). An examination of philosophical issues and contemporary research methodologies in the fields of physical activity, sport, recreation, and leisure. The emphasis of this course will be on qualitative inquiry.

[the course title and description were recently changed and will appear as above in the 2012-2013 UA Calendar]

PEDS 572 (*6) Coaching Practicum

(two term, variable). Students will be required to coach for a complete season as head coach or assistant coach with major responsibilities in High Performance program approved by the student's Coaching Mentor. The purpose of the practicum is to provide students with practical experience of running their own High Performance program for an entire duration of 1 annual cycle that will include 1 competitive season. Note: a minimum of 250 hours of outside-classroom time is required. Prerequisite: consent of the Faculty.

PERLS 582 (*3) Graduate Seminar: A Seminar in Current Factors, Problems and Issues

(either term). Coaching Issues

[note that PERLS 582 is a seminar course that allows exploration of special topics. The course designation is also used to pilot new graduate courses. The Coaching Issues course has been offered as a pilot course under the PERLS 582 designation. It is expected that a new course proposal will follow]

PERLS 900 (*6) Directed Research Project

(variable, unassigned). A significant piece of scholarly writing. This course used by course-based Master's students.

8.2.2 Optional Courses (*12)

Highly Recommended Courses

PEDS 511 (*3) Exercise Testing and Exercise Prescription

(either term). The theory and practice of exercise tests, interpretation, and exercise prescription for selected populations.

PEDS 540 (*3) The Psychology of Performance Enhancement in Sport and Physical Activity

(either term). This seminar focuses on the role of psychology as it relates to performance enhancement in the areas of sport and physical activity. Performance constructs and skills along with mental skills training programs will be discussed and evaluated.

PEDS 541 (*3) Positive Youth Development Through Sport and Physical Activity

(either term). Positive Youth Development (PYD) is a strength-based conception of childhood and adolescence. From the PYD Perspective, youth are viewed as 'resources to be developed' rather than 'problems to be managed.' Through this course the potential for promoting positive youth development through sport and physical activity will be explored. Prerequisites: PEDS 403, or equivalent, or permission of the instructor.

PEDS 544 (*3) Psychosocial Dimensions of Athletic Behaviour in the Competitive Sport Environment

(either term). A theoretical analysis of psychosocial constructs in sport including competitive anxiety, motivation, perfectionism, burnout, aggression, moral reasoning, enjoyment, and sport injury. Frequently examines the construct validation processes that researchers employ in the development of latent constructs and associated nomological networks.

PERLS 575 (*3) Coaching Knowledges

(either term). A critical examination of the construction of coaches' knowledge and what makes coaches effective.

PERLS 582 (*3) Graduate Seminar: A Seminar in Current Factors, Problems and Issues

(either term). Sport Physiology

[note that PERLS 582 is a seminar course that allows exploration of special topics. The course designation is also used to pilot new graduate courses. Sport Physiology was offered as a pilot course in the fall of 2010. It will be offered again in Fall 2012 as a pilot course under the PERLS 582 designation and then it is intended that a new course proposal will follow]

PERLS 582 (*3) Graduate Seminar: A Seminar in Current Factors, Problems and Issues

(either term). Communication Skills and Strategies in Sport and Physical Activity

[note that PERLS 582 is a seminar course that allows exploration of special topics. The course designation is also used to pilot new graduate courses. The Communication Skills course has been offered as a pilot course under the PERLS 582 designation. It is expected that a new course proposal will follow]

Other Relevant Courses Offered by FPER

PEDS 512 (*3) Selected Topics in Advanced Exercise Physiology

(either term). Covers the acute and chronic response to exercise through an increased understanding of the mechanisms and adaptations that occur within the human body. Invited guest speakers will present topics of current interest that may include different sport modalities, different populations or different disease states to assist in the exploration of the field of exercise science. Lectures are the same as for PEDS 412, but with additional assignments and evaluation appropriate to graduate studies. This course may not be taken for credit if credit has already been obtained in PEDS 412. Prerequisite: Consent of Faculty.

PEDS 518 (*3) Hormonal Response to Exercise

(either term). Designed to increase the student's knowledge about normal endocrine physiology and the normal response to acute and chronic exercise. Variables that influence the hormonal response to exercise and its subsequent measurement in circulation will be addressed. The use of hormonal analysis for monitoring health, body composition and training status of athletes will also be discussed. Offered in alternate years.

PEDS 530 (*3) Adapted Physical Activity

(either term). Seminar on current theoretical, practical and research issues in adapted physical activity.

PERLS 506 (*3) Socio-cultural Perspectives on the Body and Health

(either term). Examines contemporary socio-cultural discussions and debates regarding the body as a social phenomenon, with a particular focus on understanding intersections of the body, physical activity, exercise and health. In doing so, questions regarding social construction, representation and regulation of bodies as well as experiences of embodiment will be examined.

PERLS 507 (*3) Sport and Popular Culture

(either term). An examination of the place of sport in contemporary Canadian popular culture, with three principal aims: 1) To offer an introduction to Cultural Studies and its key concepts; 2) To give students a chance to think about how social difference and inequality work in contemporary Canadian society, and how it is reflected in the world of sport and leisure; and 3) To examine the effects of both cultural and economic globalization on sport and Canadian society.

PERLS 550 (*3) Sport and Leisure Organizations and the Public Sector

(either term). Emphasis is on the role of the federal, provincial and municipal governments in Canada in amateur sport and leisure including the interorganizational relations between the public sector and nonprofit/voluntary amateur sport and leisure organizations.

PERLS 551 (*3) Organizational Analysis of Sport and Leisure

(either term). Concepts and perspectives in organizational theory are examined in relation to sport and leisure organizations in the public, nonprofit/voluntary, and commercial sector to help students understand and analyze the complexity of managing sport and leisure organizations effectively. Topics include, but are not limited to, organizational design, organizational environments, strategy and decision-making, organizational culture, power and politics, and conflict and change.

PERLS 577 (*3) Sport and Ethics

(either term). An examination of ethical problems in sport. Prerequisite: PEDS 401 or consent of Faculty.

PERLS 582 (*3) Graduate Seminar: A Seminar in Current Factors, Problems and Issues

(either term). [Note there are typically several PERLS 582 courses offered each year by various professors. Topics span all disciplines and many of these courses may be suitable for coaching students).

PERLS 590, 591 and 599 (*3) Directed Studies and Research

(either term). [Master of Coaching students will normally be eligible to enroll in a maximum of two directed study courses].

Optional Courses from Other Faculties

MCoach students may choose, as optional courses, relevant graduate courses offered by other faculties. All optional courses must be approved by the academic supervisor.

Rationale and Quality

9. Provide an overview of the program, including distinctive features relative to existing offerings, the modes of program delivery available, and any experiential components.

Program Overview

The MCoach degree program will require *30 credits of course weight. All students must complete one of two research methodology courses (either PERLS 580 or PERLS 581, each *3), PEDS 572 (Coaching Practicum, *6), PERLS 582 (Coaching Issues, *3) and PERLS 900 (*6), the capping exercise. The remaining credits may include graduate courses from within or outside of FPER. Optional course choices must be approved by the academic supervisor.

Distinctive features

Admission to the MCoach degree program will have the same requirements as for other degrees (e.g., GPA, references, match with a supervisor) but in addition, recommendations for admission will be based on the ability to provide both an academic supervisor and a mentor coach.

Experiential Components

The MCoach degree is the only graduate program in FPER to provide a practicum course under the supervision of a mentor coach. Other students in our other masters' degree programs will not have access to the practicum.

10. What is the rationale for the proposed new program?

Approximately a decade ago, the Faculty of Physical Education and Recreation (FPER) designed a series of courses to allow graduate students to complete the course-based MA degree while "specializing" in the field of coaching. At the risk of oversimplification, the program was designed to provide opportunities for the development of career coaches. Several courses were developed to provide specific opportunities for these students (e.g., PEDS 570, PEDS 571, PEDS 572). Apparently, the original intent was to make this program an actual specialization option within the course-based MA program (e.g., Coaching Specialization), however this was not done.

Demand has been consistently high with approximately 10 – 12 applications specifically for this option within the course-based MA. Normally, about three or four applications each year come from International students. Approximately six new students are admitted each year. Completion rate has been very high and importantly, most of the graduates have been successful in obtaining full-time coaching positions, usually at post-secondary institutions. At the time of writing, there are nine students enrolled. Of the 20 students who have completed, 16 are known to be working as coaches and two are enrolled in doctoral studies.

Coach education and development is a priority for FPER and as such, the development of a professional graduate degree in coaching is consistent with our vision of the future. In essence, this proposal focuses on translating a very successful initiative *within an existing degree* program (course-based MA) into a more appropriately *named degree* program (Master of Coaching).

11. Outline the University's demonstrated expertise and capacity in this program area. For graduate programs - address the experience of the unit in advanced work and your ability to deliver a quality program by commenting on your depth in the discipline. Provide a list of the names and expertise of faculty members and, where available, the progress of students who have already graduated.

FPER is uniquely positioned for leadership in this area of graduate study. We house the most successful inter-university sports program in Canada. While the Golden Bears and Pandas teams win many championships, the success of the program goes far beyond medals. Our program was a pioneer in appointing full-time coaches and developing a career path for varsity coaches that is similar in many ways to the professorial career path. We were likely the first and remain one of the few programs with a formal Coach Evaluation Committee (CEC) process that is modeled on the Faculty Evaluation Committee (FEC) process.

Our varsity coaches make formal contributions to the academic programs within FPER and many of our professors and graduate students provide "sport science" support to the teams. Our Faculty is very proud of the integrated model and continued development of integration is a high priority for the future. Finally, the sport and academic components of the Faculty are complemented by several centres (e.g., Canadian Athletics Coaching Centre) that offer unique educational and professional development opportunities.

It should be pointed out that many graduate students in FPER complete thesis-based MA or MSc degrees in complementary areas of study such as sport psychology, sport physiology, athlete health and coaching. The professionally-oriented course-based students share the same courses as the research trainees, which makes for a very rich learning environment. There is a large group of professors, graduate students and coaches who meet regularly as the Coaching Research Group.

Faculty members who may contribute to the MCoach program through teaching and/or academic supervisory roles:

Dr. Pierre Baudin, Faculty Service Officer, Associate Director of Coaching and Sport Science, biomechanics and technical coach for Pandas volleyball

Dr. Gordon Bell, Professor, exercise physiology

Dr. Loren Chiu, Assistant professor, biomechanics and sport fitness and injury prevention

Dr. Jim Denison, Associate professor, coaching theory, Director, Canadian Athletics Coaching Centre

Dr. John Dunn, Professor, sport psychology and consultant to elite athletes

Dr. Vicki Harber, Professor, female athlete development and member of Canadian Sport for Life expert group

Dr. Nicholas Holt, Associate Professor, youth development in sport and sport psychology consultant

Dr. Michael Kennedy, Assistant Professor, athlete health, sport scientist for varsity swimming, field hockey and cross country ski coach

Dr. Dan Mason, Professor, sport management and team/club operations

Dr. Kerry Mummery, Professor and Dean, sport psychology, coaching studies and former professional swim coach

Dr. Stewart Petersen, Professor and Associate Dean (Graduate) exercise physiology

Dr. Ian Reade, Faculty Service Officer, sport management, research in coach education, and Director, Golden Bears and Pandas Athletics

Dr. Wendy Rodgers, Professor and Vice-Dean, health psychology, coaching research group

Dr. William Streat, Professor, sport psychology and communication

Dr. Dan Syrotiuk, Professor, strength and conditioning, exercise physiology and football coach

Coaches who may contribute to the program as mentors for the coaching practicum:

Terry Danyluk, head coach Golden Bears volleyball

Owen Dawkins, head coach Golden Bears and Pandas wrestling

Howie Draper, head coach Pandas hockey

Scott Edwards, head coach Pandas basketball

Laurie Eisler, head coach Pandas volleyball

Greg Francis, head coach Golden Bears basketball

Bill Humby, head coach Golden Bears and Pandas swimming

Rob Krepps, head coach Golden Bears and Pandas curling

Liz Jepsen, head coach Pandas soccer

Stan Marple, acting head coach Golden Bears hockey

Matt Parrish, head coach Pandas rugby

Georgette Reed, head coach Golden Bears and Pandas track and field and cross-country

Jeff Stead, head coach Golden Bears football

Len Vickery, head coach Golden Bears soccer

Administrative staff interested in supporting the MCoach program:

Dr. Joan Matthews-White, Head Athletic Therapist, athlete health

Katie Spriggs, Associate Director Golden Bears and Pandas Athletics, sport management
Jason Lafferty, APO, Academic Programs in FPER, coach education

Progress of some graduates of the MA program:

Serge Lajoie, head coach N.A.I.T. hockey
Brad Poplawski, head coach Grant MacEwan University volleyball
Dawn Sharp, coach University of Calgary rugby
Aaron Schulha, head coach Red Deer College volleyball
Erin McAleenan, Alberta Provincial head coach basketball
Corinna Storey, coach Royal Glenora Club skating
Tim Enger, Technical Director, Football Alberta
Cathy Butlin, high school and Alberta provincial basketball team coach
Cliff Rowein, high school basketball coach
Vanessa Bray, synchronized swimming coach
Alexander Dickson, Golden Bears and St. Francis Xavier Academy soccer coach
Jason Lafferty, Academic APO, FPER and assistant coach Golden Bears football

12. How will the program expose the learner to a high-quality learning experience?

The FPER has been recognized (Unit Review, 2011) as the leading Faculty in Canada in the Physical Education and Recreation domain. FPER has a long-standing reputation for excellence and leadership in sport, research and undergraduate and graduate education. This reputation would not be possible without the long-standing tradition of high-quality learning environments.

FPER has one of the largest cohorts of physical education and recreation graduate students of any Canadian University. Approximately 25% of the cohort are international students. MCoach students will enrol in graduate courses populated by research trainees (MSc and MA students) from related fields (e.g., exercise physiology, sport psychology). While the MCoach is not a research degree *per se*, we believe that it is important for the professionally-oriented students to develop an appreciation for the research process and understand where knowledge comes from.

As noted, a distinctive feature of this degree is the opportunity to put theory into practice through the coaching practicum under the supervision of a mentor coach. Normally, the mentor coach is one of the head coaches from the Golden Bears and Pandas Athletics program, the flagship athletics program in the country.

Finally, we take pride in the success of the graduates from the coaching option within the course-based MA program. As noted, most of the graduates have been successful at obtaining and maintaining employment as professional coaches. This fact is a powerful endorsement of coach education in our faculty.

13. Provide a brief demonstration of external support regarding the value of the program.

Letters of support have been requested from the Coaching Association of Canada, two National Sport Organizations (Volleyball Canada and Curling Canada), the Alberta Volleyball Association and the Canadian Athletics Coaching Centre.

14. Describe how this new program is reflected in the University's strategic and academic plans (eg, *Dare to Discover, Dare to Deliver*), business plan, and accessibility plan.

This degree program will foster the development of high quality coach education and will eventually impact the level of coaching in Canada. We have had significant interest in our coach education initiatives from countries such as Korea, China, Japan and the Czech Republic. With the named-degree designation, the program will highlight the expertise and talented people in FPER. The program will become, we believe, the first choice for graduate level coach education in Canada.

15. Give information on quality assessment, including criteria to be used for continuous evaluation. How will learner outcomes be measured?

MCoach students are admitted only after meeting all admission requirements, achieving a match with a willing academic supervisor, and confirming the ability to provide an appropriate mentor coach to supervise the practicum. We follow similar procedures in our other degree programs and the effort invested *before* admission has historically minimized problems once the student begins their program.

MCoach students are held to the same academic standards as other graduate students. Students are evaluated by professors in their graduate courses and receive grades according to their absolute achievement and relative standing within the individual classes. Students are also evaluated by the mentor coach during the practicum.

The coaching practica are organized and overseen by the Associate Director of Coaching and Sport Science. Each student completes a capping exercise which is a directed research project that reflects the knowledge and skill of the students. Students work closely with the academic supervisor to develop a project proposal and to ensure that the final work product meets expected academic standards. The capping exercise is graded as pass/fail by the student's academic supervisor and another academic faculty member.

The *existing degree* program (coaching option within the course-based MA) has been in place for approximately 10 years and during that time has undergone minor changes to improve quality. This proposal focuses on translation of that success to a more appropriately *named degree* program (Master of Coaching).

Demand and Administration

16. Outline the expected impact of the new program in terms of professional and academic opportunities for current and prospective students.

As noted, the graduates from the coaching option within the current course-based MA have generally been very successful at obtaining and keeping professional coaching positions. We believe that the MCoach designation will enhance the attractiveness of the program to high-quality prospective students and may assist in the marketability of graduates.

It is understood that students currently enrolled in the course-based MA program (coaching option) may apply to transfer to the MCoach program once the new degree has been approved.

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

As explained in the rationale (#10), the program has been in existence informally through the course-based MA degree. This proposal is intended to formalize and recognize the field of coaching studies within our Faculty. Therefore, no impact is anticipated because the same number of students studying coaching in the course-based MA will move to the MCoach program. There will be no significant impact on library resources as the array of books and journals already held in our library system is adequate to support the program.

Student Numbers

Historically, approximately six students have been admitted each year and it is expected that this trend will continue as it has proven to be sustainable. In any given year, we expect to admit approximately 6 – 8 students to the Master of Coaching program. It should be stressed that admission is based on several factors beyond the ability of the student to meet the admission requirements, including a suitable match with an academic supervisor and the ability of the Faculty to provide an appropriate mentor coach.

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

We do not anticipate any significant impact on other programs or regulatory bodies. Graduate education in coaching is a priority for FPER and we have been, and intend to continue to be, leaders in this field. The MCoach program will complement other programs in Canada.

There is no similar program in Alberta. The University of Western Ontario (UWO) offers a course-based master's program in coaching studies that is very similar to the current MA in FPER. The geographical separation between UWO and the University of Alberta is significant enough to suggest that the programs probably do not compete for the same pool of applicants. The University of Victoria (UVIC) offers a course-based Master of Education (MEd) in Coaching Studies (CS). This is a summer-based program that is traditionally populated by teachers. The program is well subscribed however there are some essential differences. The UVIC program differs from our current and proposed programs in that the CS students are segregated from the research trainees and take a defined program of courses. The differences are substantive enough to suggest that the two programs are not in direct competition.

19. Provide a program implementation plan by academic year (start to maturity). Include the impact on any programs being phased out, particularly with regard to resources and support.

As noted several times previously, approximately six new students are expected each year. This is well supported by the historical admission of students electing to study coaching within the course-based MA.

The currently available option to study coaching within the course-based MA will transition to the Master of Coaching program. Therefore, students "lost" to the course-based MA will be "found" in the MCoach program. No impact is expected.

20. Describe how the proposed program fits within the broader Alberta post-secondary system. Is it unique to the province, the country? Does it compete with or complement other programs in the system? If the program is similar to or duplicates an existing program, is the duplication warranted? How does the program advance Campus Alberta?

Please see #18 above. There is no similar program in Alberta. The transition of the very successful coaching option within the course-based MA to a named professionally-oriented degree is viewed as a progressive step.

21. Describe the current student demand for the new program.

See #10 and #17 above.

22. Is there labour market demand for this program? What steps were taken to assess labour market demand? The demand analysis should be supported with relevant data.

As noted above, 18 of 20 graduates from the currently available program of graduate coaching studies in FPER have successfully obtained professional coaching positions or have gone on to doctoral studies. We view this as a powerful endorsement of the demand for graduates in this field.

23. Explain the level and kind of support that will be provided by professional organizations, regulatory bodies, employers, and industry. Provide evidence of consultation and support.

Letters of support from external organizations were requested after the proposal was approved by FPER Faculty Council. Discussion has occurred with the Coaching Association of Canada, representative National Sport Organization (Volleyball and Curling), a representative Provincial Sport Organization (Volleyball), and the Canadian Athletics Coaching Center. In addition, we have requested letters of support from two other Universities (Victoria and Western Ontario) that offer masters degrees in coaching studies.

24. Provide evidence that employers will provide sufficient placements to support the clinical, coop and work experience requirements of the program.

The experiential component of the program (coaching practicum) is normally completed within the Faculty (Golden Bears and Pandas Athletics) and therefore the reliance on external agencies will be minimal. The ability to provide a suitable practicum environment is an important consideration prior to admission. Cases where a student required a mentor coach from outside our Faculty would be viewed as exceptional and would be dealt with on an individual basis prior to admission.

25. Describe the opportunities graduates will have for progression to further study in this field or in professional fields. Provide evidence of consultation.

The professional nature of the course-based MCoach is not designed to facilitate entry into research-based doctoral programs, which would be the normal avenue for further progression in the academic realm. An earned graduate degree is considered a requirement for coaching positions at many Canadian and American universities, and therefore, this degree will contribute to placement of graduates in these positions.

26. Are there any resource implications (budget, information technology (IT), library (Library Impact Statement), laboratory, computers, space, practicum liability insurance, student services, administrative services (eg, Registrar's Office), as applicable) for the proposed change, and, if so, where will those resources come from? Provide a budget for any long-term or one-time implementation costs. Provide detail and evidence of consultation with affected unit(s) and/or appropriate University officers/committees.

The resource implications associated with this proposal are absolutely minimal and potentially nil. There is currently the option to study coaching within the course-based MA program, which has been in place for approximately 10 years. The MCoach program will *replace* this option with a named, professional degree. As such, there is no net growth in our graduate program but in effect, the number of students within the existing option of the MA will transition to an equivalent number of students within the MCoach.

We have made it clear that there are no expectations for substantial growth in student numbers. While there has been a very healthy demand for graduate education in coaching, enrolment has been, and will continue to be, constrained by several factors such as the ability to match applicants with academic supervisors and mentor coaches. The administrative infrastructure to support the program is already in place within FPER, primarily within the Graduate Program and through the office of the Associate Director of Coaching and Sport Science.

A Library Impact Statement has been provided (Appendix B). It should be emphasized that the resources to support this program are already in place within our library system. No additional demand on the University of Alberta Library will result from this proposal.

Additional Questions – University of Alberta

19. How will this proposal distinguish the University of Alberta from other post-secondary institutions?
There is no similar program in Alberta, and only a few in Canada. The U of A is already recognized nationally and internationally for leadership in this field. The implementation of the MCoach degree will contribute to continued recognition in the field.
20. How will research, scholarly work, and teaching be integrated to enhance student learning?
Completion of *18 credits of graduate courses (including a course in research methodology) will contribute to student learning. The capping exercise (PERLS 900, *6, Directed Research Project) introduces the student to applied research in their chosen field of coaching studies and requires the completion of a substantial scholarly work product.
21. Further to Question #15 above, when should a thorough evaluation of the program (if applicable) be conducted? What should be the composition of the evaluation team that conducts a thorough evaluation (enter information on types of personnel and not actual names)? How will feedback from students, employers, and other interested parties be integrated?

Consistent with past practice in FPER, the program should be reviewed approximately five years after implementation. We suggest that an internal review panel should consist of stakeholders including the Associate Dean (Graduate), the Associate Director of Coaching and Sport Science, the Director of Athletics, and representatives from the professorial and coaching members of Faculty Council. The review panel could include representatives from another academic unit on campus and possibly from an external agency such as the Coaching Association of Canada or a Provincial or National Sport Organization (e.g., Volleyball Canada). Feedback from program administrators, academic supervisors, course instructors, mentor coaches, students and employers is viewed as essential to the review process.

Appendix A – Detailed University Calendar Version

Faculty of Physical Education Section 150

CURRENT	PROPOSED
<p>154.5 Graduate Study</p> <p>The Faculty of Physical Education and Recreation offers programs leading to the degrees of MA, MSc, and PhD in Physical Education and Sport Studies, and to MA and PhD degrees in Recreation and Leisure studies. The MA degrees are available in a course-based as well as a thesis-based format. In addition, the Faculty, with the Faculty of Business, offers a course-based MBA program with specialization in Leisure and Sport Management.</p> <p>For further information, write to the Office of the Associate Dean (Graduate Programs) of the Faculty of Physical Education and Recreation, University of Alberta, Edmonton, AB, T6G 2H9. Refer to the Faculty of Graduate Studies and Research section (§205) for more information regarding regulations.</p>	<p>154.5 Graduate Study</p> <p>The Faculty of Physical Education and Recreation offers programs leading to the degrees of MA, MSc, <u>MCoach</u> and PhD <u>in many disciplines related to the broad areas of physical education, sport, kinesiology, sport, recreation and leisure.</u> The MA degrees are available in a course-based as well as a thesis-based format. <u>The MCoach degree is a course-based degree.</u> In addition, the Faculty, with the Faculty of Business, offers a course-based MBA program with specialization in Leisure and Sport Management.</p> <p>For further information, write to the Office of the Associate Dean (Graduate Programs) of the Faculty of Physical Education and Recreation, University of Alberta, Edmonton, AB, T6G 2H9.</p> <p><u>For detailed information on graduate studies, refer to www.physedandrec.ualberta.ca</u></p> <p>Refer to the Faculty of Graduate Studies and Research section (§205) for more information regarding regulations.</p>

Faculty of Graduate Studies and Research section 205

CURRENT	PROPOSED
<p>205.58.1 General Information</p> <p>The Faculty of Physical Education and Recreation offers programs leading to the degrees of Master of Arts, Master of Science, and Doctor of Philosophy. The areas available for study are listed below. For detailed information refer to www.physedandrec.ualberta.ca</p> <ul style="list-style-type: none"> Active Healthy Children Adapted Physical Activity Analysis of Human Movement Athlete Health Exercise Physiology and Biochemistry Behavioural Medicine and Health Psychology Coaching Sport Psychology Sport and Leisure Organizations Recreation and Leisure Studies Sociological and Cultural Studies of Sport and Leisure <p>The Faculty of Business, in conjunction with the Faculty of Physical Education and Recreation, offers an MBA with specialization in Leisure and</p>	<p>205.58.1 General Information</p> <p>The Faculty of Physical Education and Recreation offers programs leading to the degrees of Master of Arts, Master of Science, <u>Master of Coaching</u> and Doctor of Philosophy. The areas available for study are listed below. For detailed information refer to www.physedandrec.ualberta.ca</p> <ul style="list-style-type: none"> Active Healthy Children Adapted Physical Activity Analysis of Human Movement Athlete Health Exercise Physiology and Biochemistry Behavioural Medicine and Health Psychology Coaching Sport Psychology Sport and Leisure Organizations Recreation and Leisure Studies Sociological and Cultural Studies of Sport and Leisure <p>The Faculty of Business, in conjunction with the Faculty of Physical Education and Recreation, offers an MBA with specialization in Leisure and</p>

Sport Management.

Students wishing to be considered for scholarships must apply before January. The deadline for applications is March 1. Normally students are expected to start their program in September.

Entrance Requirements

The Faculty's minimum admission requirements are an undergraduate degree with an average of at least 3.0 in the last ★60 of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized Institution.

In addition to the above, all non-Canadian students who did not complete an undergraduate degree from an English language institution must pass, with a minimum score of 600 (paper-based) or 88 (internet-based) on the Test of English as a Foreign Language (TOEFL) or 90 on the Michigan English Language Assessment Battery (MELAB), before formal admission approval can be given. (See §203.2.4 of the Calendar for further information on English language examinations.)

The requirements for entry into the relevant master's program is the BPE or BA ~~Recreation Administration~~ degree from the University of Alberta or its equivalent. All students not meeting this entrance requirement will be considered on an individual basis. The normal requirement for admission to the PhD is the MA, MSc, or MA (Recreation and Leisure Studies) degree with a thesis from the Faculty, or the equivalent.

Financial Assistance

A number of graduate assistantships and scholarships are available each year to graduate students.

205.58.2 The Degree of MA

Both a thesis-based and a course-based option are available in the MA degree program. While both are research-oriented programs, the thesis program requires fewer courses and places more emphasis on the development of research skills.

Students entering the course-based MA route must possess a bachelor of physical education or recreation degree or equivalent.

Program Requirements

The minimum requirements for the thesis-based MA are the completion of ★12 in addition to the thesis. All students must successfully complete either PEDS 580 or PERLS 581, as well as an ethics and integrity training requirement of eight hours.

Sport Management.

Students wishing to be considered for scholarships must apply before January. The deadline for applications is March 1. Normally students are expected to start their program in September.

Entrance Requirements

The Faculty's minimum admission requirements are an undergraduate degree with an average of at least 3.0 in the last ★60 of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized Institution.

In addition to the above, all non-Canadian students who did not complete an undergraduate degree from an English language institution must pass, with a minimum score of 600 (paper-based) or 88 (internet-based) on the Test of English as a Foreign Language (TOEFL) or 90 on the Michigan English Language Assessment Battery (MELAB), before formal admission approval can be given. (See §203.2.4 of the Calendar for further information on English language examinations.)

The requirement for entry into the relevant master's program is the BSc (Kinesiology), BPE or BA (Recreation, Sport and Tourism) degree from the University of Alberta or equivalent. All students not meeting this entrance requirement will be considered on an individual basis. The normal requirement for admission to the PhD is the MA, MSc, or MA (Recreation and Leisure Studies) degree with a thesis from the Faculty, or the equivalent.

Financial Assistance

A number of graduate assistantships and scholarships are available each year to graduate students.

205.58.2 The Degree of MA

Both a thesis-based and a course-based option are available in the MA degree program. While both are research-oriented programs, the thesis program requires fewer courses and places more emphasis on the development of research skills.

Students entering the course-based MA route must possess a bachelor of physical education or recreation degree or equivalent.

Program Requirements

The minimum requirements for the thesis-based MA are the completion of ★12 in addition to the thesis. All students must successfully complete either PERLS 580 or PERLS 581, as well as an ethics and integrity training requirement of eight

The minimum period of residence is two four-month terms of full-time attendance at the University of Alberta.

Students enrolled in the course-based MA degree program must complete as a minimum, the equivalent of ★24. Students must successfully complete at least one of ~~PEDS~~ 580 or PERLS 581. In addition, students must successfully complete a capping exercise. This will take the form of a completed research project, an internship within the Faculty, or successful completion of a comprehensive examination.

There is no residency requirement for the course-based degree program.

Length of Program

The time required to complete the program will vary according to the previous training of the applicant and the nature of the research undertaken. Normally a minimum of two years is required to complete the program. Thesis-based master's candidates must complete all the requirements within four years of the term in which they first register. Course-based master's candidates must complete all the requirements within six years of the term in which they first register.

205.58.3 The Degree of MA in Recreation and Leisure Studies

Both thesis-based and course-based options are available in the MA(RLS) program. While both are research-oriented programs, the thesis program requires fewer courses and places more emphasis on the development of research skills.

Program Requirements

The minimum requirements for the thesis-based MA(RLS) are the completion of ★12 in addition to the thesis. All students must successfully complete RLS 510 and a graduate level research course, PERLS 581 recommended. In addition students will complete an ethics and integrity training requirement of eight hours.

Students must complete a residence requirement of two four-month terms of full-time attendance at the University of Alberta.

Students enrolled in the course-based MA(RLS) degree program must complete as a minimum, the equivalent of ★24. All students must successfully complete RLS 510 and a graduate level research course, PERLS 581 recommended. In addition, students must successfully complete a capping exercise. This will take the form of a completed research project or successful completion of a comprehensive examination.

There is no residency requirement for the

hours.

The minimum period of residence is two four-month terms of full-time attendance at the University of Alberta.

Students enrolled in the course-based MA degree program must complete as a minimum, the equivalent of ★24. Students must successfully complete at least one of PERLS 580 or PERLS 581. In addition, students must successfully complete a capping exercise. This will take the form of a completed research project, an internship within the Faculty, or successful completion of a comprehensive examination.

There is no residency requirement for the course-based degree program.

Length of Program

The time required to complete the program will vary according to the previous training of the applicant and the nature of the research undertaken. Normally a minimum of two years is required to complete the program. Thesis-based master's candidates must complete all the requirements within four years of the term in which they first register. Course-based master's candidates must complete all the requirements within six years of the term in which they first register.

205.58.3 The Degree of MA in Recreation and Leisure Studies

Both thesis-based and course-based options are available in the MA(RLS) program. While both are research-oriented programs, the thesis program requires fewer courses and places more emphasis on the development of research skills.

Program Requirements

The minimum requirements for the thesis-based MA(RLS) are the completion of ★12 in addition to the thesis. All students must successfully complete RLS 510 and a graduate level research course, PERLS 581 recommended. In addition students will complete an ethics and integrity training requirement of eight hours.

Students must complete a residence requirement of two four-month terms of full-time attendance at the University of Alberta.

Students enrolled in the course-based MA(RLS) degree program must complete as a minimum, the equivalent of ★24. All students must successfully complete RLS 510 and a graduate level research course, PERLS 581 recommended. In addition, students must successfully complete a capping exercise. This will take the form of a completed research project or successful

course-based degree program.

Length of Program

The time required to complete the program will vary according to the previous training of the applicant and the nature of the research undertaken. Normally a minimum of two years is required to complete the program. Thesis-based master's candidates must complete all the requirements within four years of the term in which they first register. Course-based master's candidates must complete all the requirements within six years of the term in which they first register.

205.58.4 The Degree of MSc

Program Requirements

The minimum requirements for the MSc degree are the completion of ★12 in addition to the thesis. As part of the degree requirements, students must successfully complete PEDS 580 and an ethics and integrity training requirement of eight hours.

The minimum period of residence is two four-month terms of full-time attendance at the University of Alberta.

Length of Program

The time required to complete the program will vary according to the previous training of the applicant and the nature of the research undertaken. Normally a minimum of two years is required to complete the program. Candidates must complete all the requirements within four years of the term in which they first register.

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completion of a comprehensive examination.

There is no residency requirement for the course-based degree program.

Length of Program

The time required to complete the program will vary according to the previous training of the applicant and the nature of the research undertaken. Normally a minimum of two years is required to complete the program. Thesis-based master's candidates must complete all the requirements within four years of the term in which they first register. Course-based master's candidates must complete all the requirements within six years of the term in which they first register.

205.58.4 The Degree of MSc

Program Requirements

The minimum requirements for the MSc degree are the completion of ★12 in addition to the thesis. As part of the degree requirements, students must successfully complete PERLS 580 and an ethics and integrity training requirement of eight hours.

The minimum period of residence is two four-month terms of full-time attendance at the University of Alberta.

Length of Program

The time required to complete the program will vary according to the previous training of the applicant and the nature of the research undertaken. Normally a minimum of two years is required to complete the program. Candidates must complete all the requirements within four years of the term in which they first register.

205.58.5 The Degree of MCoach

The Master of Coaching degree is a course-based program which includes a practicum under the supervision of a mentor coach.

Students entering the MCoach program must possess a bachelor's degree. An undergraduate degree in physical education, kinesiology or related field is recommended.

Program Requirements

Students enrolled in the MCoach degree program must complete as a minimum, the equivalent of *30. Students must successfully complete either PERLS 580 or PERLS 581 (each

*3). PERLS 582 (Coaching Issues) (*3), PEDS 572 (*6) and a capping exercise PERLS 900 (*6). The capping exercise will be a significant piece of scholarly work in the field of coaching. Students are encouraged, but not required to select the remaining *12 from the following list in consultation with the academic supervisor: PEDS 511; PEDS 540; PEDS 541; PEDS 544; PERLS 575; or other relevant courses offered under the PERLS 582 designation. MCoach students may choose, as optional courses, relevant graduate courses offered by other faculties. All optional courses must be approved by the academic supervisor.

There is no residency requirement for the MCoach degree program.

Length of Program

The time required to complete the program will vary according to factors such as the previous training of the applicant, the availability of courses and the nature of the project undertaken. Normally a minimum of two years is required to complete the program. MCoach candidates must complete all the requirements within six years of the term in which they first register.

205.58.5 The Degree of MBA with Specialization in Leisure and Sport Management

The Faculty of Business in conjunction with the Faculty of Physical Education and Recreation, offers a program leading to an MBA with specialization in Leisure and Sport Management. The purpose of this applied administrative studies Master's program is to prepare graduate students to become practising managers/leaders in leisure and sport management. For further details please refer to §205.8 under Business.

205.58.6 The Degree of PhD

Program Requirements

The PhD degree is a research degree; however, a number of specific courses may be required within the various areas of specialization. Please consult the staff within each specified area for further details. All courses must be approved by the Faculty of Physical Education and Recreation. Emphasis is on research leading to the dissertation rather than on coursework. All students will complete an ethics and integrity training requirement of at least eight hours.

The minimum period of residence is two

205.58.6 The Degree of MBA with Specialization in Leisure and Sport Management

The Faculty of Business in conjunction with the Faculty of Physical Education and Recreation, offers a program leading to an MBA with specialization in Leisure and Sport Management. The purpose of this applied administrative studies Master's program is to prepare graduate students to become practising managers/leaders in leisure and sport management. For further details please refer to §205.8 under Business.

205.58.7 The Degree of PhD

Program Requirements

The PhD degree is a research degree; however, a number of specific courses may be required within the various areas of specialization. Please consult the staff within each specified area for further details. All courses must be approved by the Faculty of Physical Education and Recreation. Emphasis is on research leading to the dissertation rather than on coursework. All students will complete an ethics and integrity training requirement of at least eight hours.

The minimum period of residence is two academic years of full-time attendance at the

<p>academic years of full-time attendance at the University of Alberta.</p> <p>Length of Program</p> <p>The time required to complete the program will vary according to the previous training of the applicant and the nature of the research undertaken. Normally a minimum of three years is required to complete the program. The maximum time permitted is six years from the date of the first registration.</p> <p>205.58.7 Graduate Courses</p>	<p>University of Alberta.</p> <p>Length of Program</p> <p>The time required to complete the program will vary according to the previous training of the applicant and the nature of the research undertaken. Normally a minimum of three years is required to complete the program. The maximum time permitted is six years from the date of the first registration.</p> <p>205.58.8 Graduate Courses</p>

Appendix B – Library Impact Statement

Appendix C – Letters of Support

Appendix D – Sample Enrolment Table*

MCoach Degree Program Faculty of Physical Education and Recreation

Proposed Enrolment	2012-13	2013-14	2014-15	2015-16	Annual Ongoing
• Total Full-Time head count	4	8	10	10	10
• Full-Time Year 1	4	4	5	4	
• Full-Time Year 2		4	4	5	
• Full-Time Year 3			1	1	
• Full-Time Year 4					
• Total Part-Time head count	2	4	6	7	7
• Part-Time Year 1	2	2	2	2	
• Part-Time Year 2		2	2	2	
• Part-Time Year 3			2	2	
• Part-Time Year 4				1	
• Total Work Experience hc	4	6	7	7	7
• Work Experience Year 1	4	4	4	4	
• Work Experience Year 2		2	2	2	
• Work Experience Year 3			1	1	
• Work Experience Year 4					
• Total FLE	5	10	13	13.5	13-15
• FLE Year 1	5	5	6	5	
• FLE Year 2		5	5	6	
• FLE Year 3			2	2	
• FLE Year 4				0.5	
• Anticipated Number of Graduates		3	7	9	6

* Notes:

The MCoach program effectively replaces the currently available coaching option within the course-based MA program with no net gain or loss of students anticipated.

Admission to the MCoach program will be constrained by the same factors that currently define enrolment in the course-based MA program (coaching option) such as availability of academic supervisors and mentor coaches. Graduation is dependent on how quickly the students complete and that is beyond our control.

The student numbers shown above are *simply estimates* based on historical experience with enrolment in the MA program:

- We typically admit about 6 students each year.
- The majority are full-time but some choose the part-time alternative
- It is possible to complete the program in two years of full-time study but some students take longer