

The following Motions and Documents were considered by the GFC Academic Standards Committee at its March 15, 2012 meeting:

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Agenda Title: **Faculty of Medicine and Dentistry Proposed Changes to Sections 15.9 (Admission Requirements by Faculty/Faculty of Medicine and Dentistry) and 113.1 (Faculty of Medicine and Dentistry**

APPROVED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to Sections 15.9 (Admission Requirements by Faculty/Faculty of Medicine and Dentistry) and 113.1 (Faculty of Medicine and Dentistry/Admission and Academic Standing Requirements) of the University Calendar, as submitted by the Faculty of Medicine and Dentistry and as set out in Attachment 4A of the documentation, to be effective in 2012-2013.

Agenda Title: **Office of the Registrar Course Approvals and Denials for March, 2012**

APPROVED 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.

Final Item: 4A-4B

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Agenda Title: **Augustana Faculty's Proposed Embedded Credit Certificate in Writing Studies**

APPROVED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed embedded credit Certificate in Writing Studies, as submitted by Augustana and as set forth in Attachment 1 (as amended), for implementation in the Fall of 2012.

Final Amended Item: 5

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**OUTLINE OF ISSUE**

**4A. Faculty of Medicine and Dentistry Proposed Changes to Sections 15.9 (Admission Requirements by Faculty/Faculty of Medicine and Dentistry) and 113.1 (Faculty of Medicine and Dentistry/Admission and Academic Standing Requirements) of the University Calendar**

**4B. Office of the Registrar Course Approvals and Denials for March, 2012**

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Marc Moreau, Assistant Dean (Admissions), Faculty of Medicine and Dentistry; Ada Schmude, Associate Registrar and Director of Records, Office of the Registrar
Presenter	Bill Connor, Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee
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.
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)	<p>1. <b>Post-Secondary Learning Act (PSLA)</b>: The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. 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)).</p> <p>2. <b>PSLA</b>: The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>3. <b>UAPPOL Admissions Policy</b>: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and</p>

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. **GFC Academic Standards Committee (ASC) Terms of Reference:** [...]

#### 3. **Mandate of the Committee**

The ASC is responsible for making recommendations and/or for providing advice to GFC, its Executive Committee, and/or the GFC Academic Planning Committee (APC) on the matters set out below, which include such areas as admissions and transfer, including admission and transfer to Faculties, admission of Open Studies students, academic standing policies and general university admission

	<p>policies, and all institutional marking and grading policies and/or procedures. (GFC 29 SEP 2003) (GFC 31 MAY 2005)”</p> <p>The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are <b>editorial</b> in nature. ASC’s terms of reference provide that “the term ‘<b>routine and/or editorial</b>’ refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy” (3.A.i).</p> <p>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).</p> <p><b>6. GFC ASC Terms of Reference (Mandate):</b> GFC ASC’s delegated authority from GFC extends to the following:</p> <p>“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.</p> <p>b. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta.</p> <p>c. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta.</p> <p>d. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta.” (3.D.i-iv.)</p> <p><b>7. UAPPOL Transfer Credit Articulation Procedure (Overview and Procedure):</b> “The University of Alberta will accept for transfer credit the courses recommended by Faculties and approved by ASC for inclusion in the Alberta Transfer guide, to the extent that the courses fit the degree program that the student wishes to enter. Credit for such courses will be considered in a credit-no credit basis only and will not be included in the University grade point average calculation on the University transcript. Faculties may have other requirements...Transfer credit is assessed on an individual course-by-course basis for by a block transfer agreement.”</p>
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**Routing (Include meeting dates)**

Consultative Route (parties who have seen the proposal and in what capacity)	Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee; Associate Registrar and Director of Records; and Acting Associate Registrar and Director of Enrolment Management, Office of the Registrar (March 6, 2012)
Approval Route (Governance) (including meeting dates)	Relevant (Individual) Faculty Councils – for recommendation to GFC ASC; GFC Academic Standards Committee (March 15, 2012) – for final approval
Final Approver	GFC Academic Standards Committee

## Attachments:

1. Item 4A – Attachment 1 (page 1) – Faculty of Medicine and Dentistry
2. Item 4B – Attachment 1 (pages 1 – 2) – Office of the Registrar

## Faculty of Medicine & Dentistry

### Proposed Calendar Changes for 2012-2013 (early implementation)

**Motion:** THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to Sections 15.9 (Admission Requirements by Faculty/Faculty of Medicine and Dentistry) and 113.1 (Faculty of Medicine and Dentistry/Admission and Academic Standing Requirements) of the *University Calendar*, as submitted by the Faculty of Medicine and Dentistry and as set out in Attachment 4A of the documentation, to be effective in 2012-2013.

CURRENT	PROPOSED
Add NEW	<p><b>Undergraduate Admission</b></p> <p><b>15.9.11 MD/MBA Program</b>            The Faculty of Medicine &amp; Dentistry and the School of Business offer a program of combined study which permits highly qualified students to earn both the MD and MBA degrees in five years. Each student must apply separately to the Faculty of Medicine &amp; Dentistry (for admission into the MD program) and at any time in the first two years of the MD program, may apply to the Faculty of Graduate Studies and Research (for admission into the MBA program).</p>
Add NEW	<p><b>113.1 Admission</b></p> <p><b>113.1.2 Combined Programs for Degree of MD/MBA</b>            The Faculty of Medicine &amp; Dentistry and the School of Business offer a program of combined study which permits highly qualified students to earn both the MD and MBA degrees in five years. Each student must apply separately to the Faculty of Medicine &amp; Dentistry (for admission into the MD program) and at any time in the first two years of the MD program, may apply to the Faculty of Graduate Studies and Research (for admission into the MBA program).</p>

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UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR  
Proposals Recommended for APPROVAL of Transfer Credit at the  
Academic Standards Committee Meeting on March 15, 2012

Sending Institution and Proposal ID#	Sending Institution Courses/Programs	UofA Courses	Transfer Agreement Footnotes	Comments
<b>AMBROSE UNIVERSITY COLLEGE</b>				
129685	BUS 280 (3)	AUMGT 330 (3)		Ambrose's BUS 280 (3) was previously approved for MARK 301 (3). The new agreement will be: BUS 280 (3) = MARK 301 (3) OR AUMGT 330 (3).
129695	BUS 350 (3)	AUMGT 2XX (3)	Student will not also receive credit for AUMGT 320 at UofA.	Ambrose's BUS 350 (3) was previously approved for B LAW 2xx (3). The new agreement will be: BUS 350 (3) = B LAW 2xx (3) OR AUMGT 2xx (3). Student will not also receive credit for AUMGT 320 at UofA.
130125	STA 210 (3)	STAT 151 (3) OR AUSTA 153 (3)		
<b>ATHABASCA UNIVERSITY</b>				
128399	BIOL 207 (3)	AUBIO 110 (3)		Athabasca's BIOL 207 (3) was previously approved for BIOL 1xx (3). Student will not also receive credit for BIOL 108 at UofA. The new agreement will be: BIOL 207 (3) = BIOL 1xx (3) OR AUBIO 110 (3). Student will not also receive credit for BIOL 108 at UofA.
<b>CANADIAN UNIVERSITY COLLEGE</b>				
97915	MATH 340 (3)	AUMAT 2XX (3)		CUC's MATH 340 (3) was previously approved for STAT 265 (3). The new agreement will be: MATH 340 (3) = STAT 265 (3) OR AUMAT 2xx (3).
<b>GRANDE PRAIRIE REGIONAL COLLEGE</b>				
128899	MA 2220 (3)	MATH 222 (3) OR AUMAT 2XX (3)	Student will not also receive credit for AUMAT 250 at UofA.	
128452	MA 2410 (3)	AUMAT 260 (3)		GPRC's MA 2410 (3) was previously approved for MATH 241 (3). The new agreement will be: MA 2410 (3) = MATH 241 (3) OR AUMAT 260 (3).
129812	PY 4060 (3)	PSYCO 4XX [Arts] (3)		

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<b>GRANDE PRAIRIE REGIONAL COLLEGE</b>				
129820	PY 4690 (3)	PSYCO 3XX [Arts] (3)	Student will not also receive credit for PSYCO 431 at UofA.	
<b>GRANT MACEWAN UNIVERSITY</b>				
123043	BIOL 313 (3)	AUBIO 3XX (3)		MacEwan's BIOL 313 (3) was previously approved for BIOL 3xx (3). The new agreement will be: BIOL 313 (3) = BIOL 3xx (3) OR AUBIO 3xx (3).
122588	BIOL 361 (3)	AUBIO 3XX (3)		MacEwan's BIOL 361 (3) was previously approved for BIOL 361 (3). The new agreement will be: BIOL 361 (3) = BIOL 361 (3) OR AUBIO 3xx (3).
130024	CHEM 241 (3)	CHEM 2XX (3) OR AUCHE 2XX (3)		
118118	CHEM 283 (3)	AUCHE 2XX (3)		MacEwan's CHEM 283 (3) was previously approved for CHEM 2xx (3). Student will not also receive credit for CHEM 371 at UofA. The new agreement will be: CHEM 283 (3) = CHEM 2xx (3) OR AUCHE 2xx (3). Student will not also receive credit for CHEM 371 at UofA.
129934	EASC 374 (3)	EAS 3XX [Science] (3) OR AUENV 3XX [Science] (3)		
129885	ENGL 133 (3)	ENGL 1XX (3)	Credit allowed for only one of MacEwan's ENGL 103 or 133 at UofA.	
129913	ENGL 296 (3)	ENGL 2XX (3)		
130044	GENE 400 (3)	GENET 3XX (3)		
129170	GENE 418 (3)	GENET 418 (3)		

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<b>GRANT MACEWAN UNIVERSITY</b>				
129174	GENE 420 (6)	BIOL 391/GENET 375 (6)		
129988	MATH 320 (3)	MATH 324 (3)		
124038	MATH 321 (3)	AUMAT 2XX (3)		MacEwan's MATH 321 (3) was previously approved for MATH 228 (3). The new agreement will be: MATH 321 (3) = MATH 228 (3) OR AUMAT 2xx (3).
129893	MATH 341 (3)	MATH 3XX (3)		
118243	MATH 350 (3)	AUMAT 3XX (3)		MacEwan's MATH 350 (3) was previously approved for MATH 322 (3). The new agreement will be: MATH 350 (3) = MATH 322 (3) OR AUMAT 3xx (3).
129928	PACT 196 (1.5)	AUPAC 1XX (1)		MacEwan's PACT 196 (1.5) was previously approved for PAC 1xx (1.5). The new agreement will be: PACT 196 (1.5) = PAC 1xx (1.5) OR AUPAC 1xx (1)
130027	PHYS 472 (3)	PHYS 372 (3)		
129978	POLS 225 (3)	POL S 2XX (3) OR AUPOL 2XX (3)	Student will not also receive credit for POL S 220 or 221 at UofA.	
129981	POLS 265 (3)	POL S 2XX (3) OR AUPOL 241 (3)	Student will not also receive credit for POL S 266 or 364 at UofA.	
129984	POLS 326 (3)	POL S 3XX (3) OR AUPOL 3XX (3)		

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Sending Institution and Proposal ID#	Sending Institution Courses/Programs	UofA Courses	Transfer Agreement Footnotes	Comments
<b>GRANT MACEWAN UNIVERSITY</b>				
54740	STAT 151 (3)	AUSTA 153 (3)		MacEwan's STAT 151 (3) was previously approved for STAT 151 (3). Not for credit if credit has been obtained in any STAT course or SOC 210 at UofA. Credit allowed for only one of MacEwan's introductory statistics courses at UofA. The new agreement will be: STAT 151 (3) = STAT 151 (3) OR AUSTA 153 (3). Not for credit if credit has been obtained in any STAT course or SOC 210 at UofA. Credit allowed for only one of MacEwan's introductory statistics courses at UofA.
95436	STAT 221 (3)	AUSTA 2XX (3)		MacEwan's STAT 221 (3) was previously approved for STAT 221 (3). The new agreement will be: STAT 221 (3) = STAT 221 (3) OR AUSTA 2xx (3).
96619	STAT 222 (3)	AUSTA 2XX (3)	Student will not also receive credit for AUSTA 215 at UofA.	MacEwan's STAT 222 (3) was previously approved for STAT 222 (3). The new agreement will be: STAT 222 (3) = STAT 222 (3) OR AUSTA 2xx (3). Student will not also receive credit for AUSTA 215 at UofA.
129184	ZOOL 400 (3)	ZOOL 4XX (3)		
129931	ZOOL 452 (3)	ZOOL 3XX (3)		
<b>LAKELAND COLLEGE</b>				
130234	Child and Youth Care Diploma (60)	Up to 30 credits towards the BSc Human Ecology (Family Ecology major/Child and Youth Studies minor)	Units are: ALES 204; HECOL 1xx (15); HECOL 2xx (3); HECOL 4xx (3); PSYCO 1xx (3); SOC 1xx (3). Students must present a minimum of C- in all Diploma courses applicable to the block and a minimum cumulative GPA of 2.0 in order to receive the maximum allowable credits.	

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Sending Institution and Proposal ID#	Sending Institution Courses/Programs	UofA Courses	Transfer Agreement Footnotes	Comments
<b>LETHBRIDGE COLLEGE</b>				
130202	Disability and Community Rehabilitation Diploma (70)	Up to 18 credits towards the BSc Human Ecology (Family Ecology major/Child and Youth Studies minor)	Units are: ALES 204; ENGL 1xx (3); HECOL 1xx (6); PSYCO 1xx (6). Students must present a minimum of C- in all Diploma courses applicable to the block and a minimum cumulative GPA of 2.0 in order to receive the maximum allowable credits.	
130200	Early Childhood Education Diploma (75)	Up to 33 credits towards the BSc Human Ecology (Family Ecology major/Child and Youth Studies minor)	Units are: ALES 204; HECOL 211; SOC 271; ENGL 1xx (3); HECOL 1xx (18); PSYCO 1xx (3). Students must present a minimum of C- in all Diploma courses applicable to the block and a minimum cumulative GPA of 2.0 in order to receive the maximum allowable credits.	
130198	Special Needs Educational Assistant Diploma (74)	Up to 30 credits towards the BSc Human Ecology (Family Ecology major/Child and Youth Studies minor)	Units are: ALES 204; HECOL 211; SOC 271; ENGL 1xx (3); HECOL 1xx (9); PSYCO 1xx (3); SMO 3xx (3); SOC 1xx (3). Students must present a minimum of C- in all Diploma courses applicable to the block and a minimum cumulative GPA of 2.0 in order to receive the maximum allowable credits.	

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Sending Institution and Proposal ID#	Sending Institution Courses/Programs	UofA Courses	Transfer Agreement Footnotes	Comments
<b>MEDICINE HAT COLLEGE</b>				
130065	ACCT 215 (3)	ACCTG 322 (3)		
<b>MOUNT ROYAL UNIVERSITY</b>				
129987	ECON 3101 (3)	ECON 3XX (3) OR AUECO 3XX (3)	Student will not also receive credit for ECON 373 at UofA.	
129950	ENGL 3397 (3)	ENGL 389 (3)		
129877	HIST 4451 (3)	HIST 4XX (3)		
129991	MATH 3201 (3)	MATH 1XX (3)		
129962	PHIL 2216 (3)	PHIL 2XX (3)	Student will not also receive credit for PHIL 343 at UofA.	
129899	PHIL 4730 (3)	PHIL 488 (3)		
129872	PLSC 3351 (3)	POL S 332 (3) OR AUPOL 3XX (3)		
129736	PSYC 3301 (3)	PSYCO 2XX [Science] (3) OR AUPSY 2XX [Science] (3)	Student will not also receive credit for PSYCO 381 or AUPSY 369 at UofA.	
129882	PSYC 3348 (3)	PSYCO 341 (3)		
129993	PSYC 3357 (3)	PSYCO 2XX [Science] (3) OR AUPSY 2XX [Science] (3)	Student will not also receive credit for PSYCO 377 at UofA.	
129743	PSYC 4404 (3)	PSYCO 4XX [Arts] (3)		

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Sending Institution and Proposal ID#	Sending Institution Courses/Programs	UofA Courses	Transfer Agreement Footnotes	Comments
<b>MOUNT ROYAL UNIVERSITY</b>				
129740	PSYC 4405 (3)	PSYCO 431 (3)		
129943	SLGY 3731 (3)	SOC 3XX (3)		
129938	SLGY 4731 (3)	SOC 402 (3)		
<b>RED DEER COLLEGE</b>				
111392	PSIO 262 (6)	PEDS 101/103 (6)		A grandfathered merger agreement exists with Augustana Faculty. The new agreement will be: PSIO 262 (6) = PEDS 101/103 (6) OR AUBIO 1xx (6).
130152	SPAN 101 (3)	AUSPA 1XX (3)		RDC's SPAN 101 (3) was previously approved for SPAN 1xx (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 101 (3) = SPAN 1xx (3) OR AUSPA 1xx (3). Transfer credit will be allowed only if the student does not also present the corresponding 30-level high school course (or equivalent).
130153	SPAN 102 (3)	AUSPA 101 (3)		RDC's SPAN 102 (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 102 (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).

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Sending Institution and Proposal ID#	Sending Institution Courses/Programs	UofA Courses	Transfer Agreement Footnotes	Comments
<b>RED DEER COLLEGE</b>				
130154	SPAN 201 (3)	AUSPA 2XX (3)	Student will not also receive credit for AUSPA 102 at UofA.	RDC's SPAN 201 (3) was previously approved for SPAN 2xx (3). Student will not also receive credit for SPAN 112 at UofA. 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 2xx (3) OR AUSPA 2xx (3). Student will not also receive credit for SPAN 112 or AUSPA 102 at UofA. Transfer credit will be allowed only if the student does not also present the corresponding 30-level high school course (or equivalent).
130155	SPAN 202 (3)	AUSPA 201 (3)		RDC's SPAN 202 (3) was previously approved for SPAN 211 (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 202 (3) = SPAN 211 (3) OR AUSPA 201 (3). Transfer credit will be allowed only if the student does not also present the corresponding 30-level high school course (or equivalent).
<b>ST MARY'S UNIVERSITY COLLEGE</b>				
127863	MUSI 207 (3)	MUSIC 101 (3) OR AUMUS 1XX (3)		
127818	PSYC 409 (3)	PSYCO 3XX [Arts] (3)		
127825	PSYC 411 (3)	PSYCO 335 (3)		
127843	PSYC 429 (3)	PSYCO 327 (3)		
127835	PSYC 465 (3)	PSYCO 357 (3)		
127904	PSYC 475 (3)	PSYCO 377 (3)		
128786	SOCI 343 (3)	SOC 2XX (3)	Student will not also receive credit for SOC 346 at UofA.	

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Sending Institution and Proposal ID#	Sending Institution Courses/Programs	UofA Courses	Transfer Agreement Footnotes	Comments
<b>YELLOWHEAD TRIBAL COLLEGE</b>				
128233	MATH 160 (3)	AUMAT 107 (3)		YTC's MATH 160 (3) was previously approved for MATH 160 (3). The new agreement will be: MATH 160 (3) = MATH 160 (3) OR AUMAT 107 (3).

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UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR

Summary of Transfer Credit Proposals DENIED

Circulated for Information Only at the Academic Standards Committee Meeting on March 15, 2012

<b>Proposal ID # and Sending Institution</b>	<b>Sending Institution Course</b>	<b>U of A Course Requested</b>	<b>Denial Date</b>	<b>Reason for Denial</b>
<hr/>				
<b>ST MARY'S UNIVERSITY COLLEGE</b>				
128777	PSYC 401 (3)	PSYCO 4XX [Science] (3)	February 16, 2012	Does not have the structure/rigor of CSL-type courses in the Faculty of Science program.
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**OUTLINE OF ISSUE**

Agenda Title: **Augustana Faculty's Proposed Embedded Credit Certificate in Writing Studies**

**Motion:** That the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed embedded credit Certificate in Writing Studies, as submitted by Augustana and as set forth in Attachment 1 (as amended), for implementation in the Fall of 2012.

**Item**

Action Requested	<input type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input checked="" type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Augustana Faculty
Presenters	Allen Berger, Dean, Augustana Faculty; Harry Prest, Associate Dean (Academic Programs), Augustana Faculty; Roxanne Harde, Associate Dean (Research), Augustana Faculty
Subject	Certificate in Writing Studies

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To establish an embedded certificate entitled <i>Writing Studies</i> open to all students at the Augustana Faculty.
The Impact of the Proposal is	We expect that this certificate will be attractive to potential and current students across disciplines and will, in turn, make students holding the certificate more attractive to potential employers.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	Fall, 2012.
Estimated Cost	Costs will be minimal—some administration is required, but costs will only be known when we learn how many students are entering the program.
Sources of Funding	Costs will be handled within Augustana Faculty.
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	Students earning a Writing Studies Certificate will have developed skills that fit particularly well under <i>Dare to Discover's</i> Learning, Discovery, and Citizenship Cornerstone. Writing is, in fact, a cornerstone to nearly all post-secondary academic endeavours, and it is the integral connection between learning and discovery. Enhanced skills in written communication gained through the integration of learning and discovery, and through multidisciplinary endeavours, are necessary for the highest achievements in knowledge acquisition and translation. The requirements for this certificate are founded in both mentorship and peer-based learning and will inspire students to a deeper engagement with personal development. Further, a Certificate in Writing Studies connects to the University's new Academic Plan. Excellent writing skills are a necessary competency, one that will help our graduates stand out in an increasingly competitive job market.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section)	1. <b>Post-Secondary Learning Act (PSLA):</b> The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions

<p>numbers)</p>	<p>requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p><b>2. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):</b> GFC delegated authority to ASC to approve “proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC).” (3.G.).</p> <p><b>3. PSLA:</b> The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p><b>4. UAPPOL Admissions Policy:</b> “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><b>5. UAPPOL Admissions Procedure:</b></p> <p><b><u>PROCEDURE</u></b></p> <p>1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS      Following approval by GFC:</p> <p>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 <i>University Calendar</i> for one full year (i.e., effective the second year that the information is published in the <i>University Calendar</i>).</p> <p>For example, a change approved in May 2005 would be first published in the 2006-2007 <i>University Calendar</i> in March 2006. Therefore the</p>
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statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).

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

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

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

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

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

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

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 **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).

**Routing** (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	This proposal has been recommended by the Augustana Humanities Department on November 21, 2011 and the Augustana Curriculum Committee on November 21, 2011. GFC ASC Subcommittee on Standards (March 6, 2012) – for discussion
Approval Route (Governance) (including meeting dates)	Augustana Faculty Council (December 5, 2011) – for recommendation; Academic Standards Committee (March 15, 2012) – for final approval
Final Approver	Academic Standards Committee

## Attachments:

Attachment 1 (pages 1 – 13): Embedded Credit Certificate in Writing Studies (and Supporting Documents)

Prepared by: Roxanne Harde, Associate Dean (Research), [roxanne.harde@ualberta.ca](mailto:roxanne.harde@ualberta.ca)

**Attachment 1**  
**Program Approval Template**  
**Embedded Credit Certificates**

This template is to be used for proposals calling for the establishment of new University of Alberta embedded credit certificates. Embedded credit certificates are taken concurrently with a degree program of the University of Alberta.

Governance: Embedded credit certificates are approved by the following route: Faculty Council, GFC Academic Standards Committee (ASC) Sub-committee on Standards (SOS), GFC ASC. In the event that the certificate proposal includes significant resource implications, the certificate will also be sent to GFC APC for approval.

<b>Section A: Basics</b>		
<b>Program Name</b>	Certificate in Writing Studies	
<b>Sponsoring Faculty/ Academic Unit</b>	Augustana Faculty / Department of Humanities	
<b>Contact information</b>	Name and Title	Roxanne Harde Associate Professor of English and Associate Dean (Research)
	Phone	780-679-1579
	Email	rharde@augustana.ca
<b>Institution(s)</b> If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential.	N/A	
<b>Units of Course Weight</b>	30	
<b>Program Synopsis</b> Describe the program. Include curriculum content, target student group, target employment, further education options, etc.	<b>Curriculum Content:</b> <b>4 courses (12 credits) of writing instruction</b> *AUENG 103 English Literature from the Romantic Period to the Present AND *AUENG 104 English Literature from the Middle Ages to the Romantic Period *AUENG 212/312 The English Language OR AUENG 215 Creative Writing *AUIDS 242 Introduction to Writing-Centre Practices OR AUIDS 244 Introduction to Writing-Centre and Second-Language Learning Practices <b>6 courses (18 credits) designated Writing Intensive</b> **at least 3000 words of writing assigned **at least 50% of the grade from writing assignments including but not limited to essays, journals, lab manuals, and exams/quizzes that are graded and returned to the student **substantial revision of writing/staged writing assignments included, through faculty and/or peer review **class time devoted to instruction in writing in the discipline <b>Graduation Requirement:</b> Students must finish their program with a minimum 2.7 GPA on the courses that count toward the	

	<p>certificate</p> <p><b>Target Student Group:</b> All Augustana students</p> <p><b>Target Employment:</b> Every potential employer of our students is interested in hiring professionals who are highly skilled writers and are trained to write in diverse forms and genres, disciplinary areas and fields.</p> <p><b>Further Education Options:</b> Students who earn this Certificate may very well want to continue scholarly writing endeavours. The Certificate, combined with their Baccalaureate degree, will position them for advanced degrees or certification in a variety of fields.</p>
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<b>Section B: Rationale, Implications and Impact</b>	
<p><b>Rationale for Introduction of Certificate</b> Outline the rationale for the proposed embedded credit certificate and provide supporting data if applicable – eg. Results of student or economic demand analyses; consultation with wider community, etc.</p>	<p>A Writing Studies Certificate indicates a high level of achievement in written communication skills across disciplines. Writing is a fundamental aspect of education that crosses fields, disciplines, departments and programs, and the research-teaching divide. Writing helps develop critical thinking as it allows individuals to reflect upon, understand, and learn complex new ideas. Writing enables the growth of insight into knowledge, and good writing skills are at the heart of clear, concise, and cogent communication. Augustana has long been committed, in all departments, to helping our students develop excellent writing skills. We already have in place sufficient courses, from every department, to fulfill the requirements of this Certificate. Moreover, our students will find that earning the Certificate will enhance their overall performance in their undergraduate courses, and they will understand and anticipate that this Certificate will make them highly marketable when they look for employment in their profession, whatever that may be.</p>
<p><b>Vision and Academic Plan</b> How does the proposed program connect to the University's vision <i>Dare to Discover</i>? How does the program further the University's Academic Plan?</p>	<p>Students earning a Writing Studies Certificate will have developed skills that fit particularly well under <i>Dare to Discover's</i> Learning, Discovery, and Citizenship Cornerstone. Writing is, in fact, a cornerstone to nearly all post-secondary academic endeavours, and it is the integral connection between learning and discovery. Enhanced skills in written communication gained through the integration of learning and discovery, and through multidisciplinary endeavours, are necessary for the highest achievements in knowledge acquisition and translation. The requirements for this Certificate are founded in both mentorship and peer-based learning, and will inspire students to a deeper engagement with</p>

	<p>personal development. Further, a Certificate in Writing Studies connects to the University's new Academic Plan. Excellent writing skills are a necessary competency, one that will help our graduates stand out in an increasingly competitive job market.</p>
<p><b>Resource Implications</b>          Identify the resource implications of the proposed embedded credit certificate. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.</p>	<p>There are no implications for extra resources for this Certificate. The courses that comprise it are already being taught in a regular rotation.</p>
<p><b>Enrolment</b>          Outline the expected enrolment for the embedded credit certificate and any potential impacts on course offerings.</p>	<p>Once this Certificate in Writing Studies is in place and made widely known, we expect that at least 5 students will receive it in each year's graduating class of about 135.</p>
<p><b>Implications of Introduction of the Credit Certificate</b>          Identify the implications of the proposed embedded credit certificate for the system. For example, will it affect other programs at the U of A, programs at other institutions, etc.?</p>	<p>Other implications, at this institution or others, are not expected.</p>
<p><b>Consultation</b>          Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student Services, etc.</p>	<p>I have consulted with Library Administration; the Library Impact Statement is attached.</p> <p>I have consulted with Jennifer Vowles, Augustana's Senior Programmer/Analyst and she assures me that there will be no difficulty in tracking the courses that comprise this certificate and a student's progress in achieving the necessary courses.</p> <p>No other service units will be affected as these courses are already taught.</p>

<b>Appendices</b>	
<p><b>Appendix A – Calendar copy</b></p>	<p>Appendix A: Draft Content for University Calendar, attached.</p>
<p><b>Appendix B - curriculum and program structure</b>          List course names, numbers, and descriptions. Indicate if the courses are new or existing. Include draft content for the University Calendar.</p>	<p>Appendix B.1: Executive summaries for AUENG103, AUENG104, AUENG212, AUENG215, AUIDS 242, and AUIDS244, attached          Appendix B.2: A list of Writing Intensive courses that fit the criteria is attached.</p>
<p><b>Appendix C – other</b>          Include any additional information in support of the proposal including the Library Impact Statement and letters of support.</p>	<p>Appendix C1: Library Impact Statement          Appendix C2: Letter of Support from the Faculty of Law</p>

**Augustana Faculty  
Writing Studies Certificate  
For Implementation 2012-2013  
Appendix A**

Current	Proposed
<p><b><u>New</u></b></p>	<p><b><u>54 Certificates</u></b></p> <p>Augustana Faculty currently offers two certificates to graduating students which acknowledge formally that students have studied particular themes, within one discipline, or across disciplines. Normally the requirements for the certificates can be completed as part of the requirements for the degree; however, in some cases, a student may need to take more than the minimum required for his or her degree program in order to qualify for both the degree and the certificate. The following certificates are available:</p> <p><b>Certificate in Community Mental Health: Theory and Practice:</b> available to students with a major in Psychology in the Augustana Faculty BA or BSc program (see §53.20.3).</p> <p><b>Certificate in Writing Studies:</b> available to students in any Augustana degree program (see §54.1).</p>
<p><b><u>New</u></b></p>	<p><b><u>54.1 Certificate in Writing Studies</u></b></p> <p>A Writing Studies Certificate indicates a high level of achievement in written communication. Writing is a fundamental aspect of education that crosses fields, disciplines, departments and programs, and the research-teaching divide. Writing helps develop critical thinking as it allows individuals to reflect upon, understand, and learn complex new ideas. Writing enables the growth of insight into knowledge, and good writing skills are at the heart of clear, concise, and cogent communication.</p> <p>Writing is, in fact, a cornerstone to nearly all post-secondary academic endeavours, and it is the integral connection between learning and discovery. Enhanced skills in written communication gained through the integration of learning and discovery, and through multidisciplinary endeavours, are necessary for the highest achievements in knowledge acquisition and translation. The requirements</p>

	<p>for this Certificate are founded in both mentorship and peer-based learning, and will inspire students to a deeper engagement with personal development. Excellent writing skills are a necessary competency that stands out in an increasingly competitive job market.</p> <p>To qualify for the Certificate in Writing Studies, students accepted into the program must successfully complete 30 credits with a minimum 2.7 GPA, as follows:</p> <p>(1) *12 of writing instruction:  <u>AUENG 103 and 104 (*6)</u>  <u>One of AUENG 212, 215 or 312 (*3)</u>  <u>AUIDS 242 or 244 (*3).</u></p> <p>(2) *18 in courses designated as “writing intensive” according to the following criteria:  <u>-at least 3000 words of assigned writing,</u>  <u>-at least 50% of the course grade based on writing assignment including but not limited to essays, journals, lab manuals, and exams/quizzes that are graded and returned to the student,</u>  <u>-substantial revision of writing/staged writing assignments through faculty and/or peer review,</u>  <u>-class time devoted to instruction in writing in the discipline.</u></p> <p><u>Courses eligible for inclusion in this requirement are as follows:</u>  <u>AUART 381; AUBIO 253, 350, 390, 413, 459;</u>  <u>AUDRA 384; AUENG 202, 205, 207, 230, 268,</u>  <u>270, 271, 280, 281, 292, 302, 305, 307, 314,</u>  <u>317, 319, 330, 368, 370, 371, 380, 381, 392;</u>  <u>AUENV 350, 459; AUGDS 427, 428; AUHIS</u>  <u>190, 260, 361, 463, 480; AUIDS 270; AUMGT</u>  <u>330; AUPHI 102, 200, 210, 350, 355, 365;</u>  <u>AUPSY 471; AUSCA 221, 237, 241, 251, 261,</u>  <u>271.</u></p> <p><u>Other courses may be approved by Augustana Faculty if they meet the requirements of this certificate program. Students should consult with their Academic Advisor.</u></p> <p><u>Normally a student will make an application at the end of their second year. Interested students should consult with their Academic Advisor as early as possible.</u></p> <p><u>This certificate is awarded upon graduation.</u></p>
<p><b>54</b>— Faculty Regulations</p>	<p><b>55</b> Faculty Regulations</p>

{...no further changes until...}

### **54.1 Admission and Transfer**

{...no further changes until...}

### **54.2 Residential Requirement**

{...no further changes until...}

### **54.3 Registration**

{...no further changes until...}

### **54.4 Attendance, Evaluations and Grading**

{...no further changes until...}

### **54.5 Policy on Academic Dishonesty**

{...no further changes until...}

### **54.6 Academic Standing and Graduation**

#### **54.6.1 Determination of Academic Standing**

{...no further changes until...}

#### **54.6.2 Implications of Academic Standing**

{...no further changes until...}

#### **54.6.3 Other regulations related to academic standing**

{...no further changes until...}

#### **54.6.4 Documentation of Academic Standing**

{...no further changes until...}

### **55.1 Admission and Transfer**

{...no further changes until...}

### **55.2 Residential Requirement**

{...no further changes until...}

### **55.3 Registration**

{...no further changes until...}

### **55.4 Attendance, Evaluations and Grading**

{...no further changes until...}

### **55.5 Policy on Academic Dishonesty**

{...no further changes until...}

### **55.6 Academic Standing and Graduation**

#### **55.6.1 Determination of Academic Standing**

{...no further changes until...}

#### **55.6.2 Implications of Academic Standing**

{...no further changes until...}

#### **55.6.3 Other Regulations Related to Academic Standing**

{...no further changes until...}

#### **55.6.4 Documentation of Academic Standing**

<p>{...no further changes until...}</p> <p><b>54.7 Graduation</b> <b>54.7.1 Grades Required in Courses Presented for the Bachelor’s Degree</b></p> <p>{...no further changes until...}</p> <p><b>54.7.2 Graduation Requirements</b></p> <p>{...no further changes until...}</p> <p><b>54.8 Time Limit for Completion of Previous Augustana Degree Programs</b> <b>54.8.1 Augustana University College Three-year BA and BSc Degrees</b></p> <p>{...no further changes until...}</p> <p><b>54.9 Grievances and Appeals</b></p> <p>{...no further changes...}</p>	<p>{...no further changes until...}</p> <p><b>55.7 Graduation</b> <b>55.7.1 Grades Required in Courses Presented for the Bachelor’s Degree</b></p> <p>{...no further changes until...}</p> <p><b>55.7.2 Graduation Requirements</b></p> <p>{...no further changes until...}</p> <p><b>55.8 Time Limit for Completion of Previous Augustana Degree Programs</b> <b>55.8.1 Augustana University College Three-year BA and BSc Degrees</b></p> <p>{...no further changes until...}</p> <p><b>55.9 Grievances and Appeals</b></p> <p>{...no further changes...}</p>
<p><b>55 Courses</b></p> <p><b>55.1 Course Listings</b></p> <p>{...no further changes until...}</p> <p><b>55.2 Classification of Courses</b></p> <p>{...no further changes...}</p>	<p><b>56 Courses</b></p> <p><b>56.1 Course Listings</b></p> <p>{...no further changes until...}</p> <p><b>56.2 Classification of Courses</b></p> <p>{...no further changes...}</p>

## EXECUTIVE SUMMARIES FOR COURSES WITH WRITING INSTRUCTION CONTENT

### **AUENG 103: English Literature from the Romantic Period to the Present**

English 103 has three objectives. The first is to familiarize students with literary study of the Romantic, Victorian and contemporary periods. The second objective is to help students develop their reading skills. The third is to help students develop effective communication, in particular to develop written communication, through instruction on essay structure, development and support of thesis statements, paragraph skills, and grammar. Among other skills acquired, students in English 103 will become self-aware as university writers in the field of literary studies by working collaboratively with others, and producing final copy to deadline that meets or exceeds university standards for vocabulary, sentence fluency, organization, citation conventions, coherence, complexity, facility with the conventions of standard written English, and skillful handling of rhetorical grammar/punctuation choices.

AUENG 103 requires students to complete a variety of writing assignments, with a minimum of two formal writing situations with instructor or peer feedback provided. Students often write short essays, a term paper that may incorporate staged writing, quizzes, and a final exam that includes essay questions.

### **AUENG 104: English Literature from the Middle Ages to the Romantic Period**

As the second part of the first-year survey of English literature, this course is intended to familiarize students with the major trends and productions of English literary culture from the period of the Middle Ages to the end of the Eighteenth Century, and to continue students' development of writing skills. Students are expected to develop these skills by learning first about the fundamentals of writing, such as the parts of speech and the parts of sentences, and then by analyzing literature to see how great writers put these fundamentals together to create different levels of meaning within a work of literary art.

AUENG 104 requires students to complete a variety of writing assignments, with a minimum of two formal writing situations with instructor or peer feedback provided. Students often write short essays, a term paper that may incorporate staged writing, quizzes, and a final exam that includes essay questions.

### **AUENG 212/312: The English Language**

This course covers the structures of present-day English sentences and their components, and offers a broad description of how the language works, and a discussion of its varieties and uses. It includes classes on terms and concepts, structure, phonology, word formation, and the parts of sentences.

AUENG 212/312 requires students to complete several tests, a short essay, a term paper that incorporates staged writing assignments, and a final exam that includes essay questions.

### **AUENG 215: Creative Writing**

This course offers an introduction to the practice of creative writing (poetry, drama and short fiction) as it examines the skills and techniques involved, beginning with image, memory, language and imagination, and expanding into work on character, point of view, action, style, structure and editing. In-class writing exercises and peer discussion are central elements of this course. Students will read stories and poems as well as selected excerpts on the craft of writing, and participate in critical discussions and workshop sessions on the work of the class. An oral and written review of a literary magazine helps students begin to develop awareness of the culture and workings of the literary world in Canada and internationally.

AUENG 215 requires students to complete ten short writing assignments, a writing anthology with twenty components, a literary magazine review, workshop participation, and a final portfolio of 4000 to 6000 words.

### **AUIDS 242: Introduction to Writing-Centre Practices**

Introduction to Writing-Centre Practices introduces students to the theories and practices of tutoring in a writing centre. In this course, students develop the practical skills required to become effective peer tutors at Augustana's Writing Centre. These skills are taught incrementally in a workshop setting that will reflect the working conditions of peer tutoring at a writing centre. In addition to its practical aspects, this course introduces students to the latest developments in writing-centre research and gives them a solid understanding of the theoretical underpinnings of writing-centre practices. Through directed readings, independent research, group work, occasional lectures and frequent class discussions, students will be made aware of not only the role of the writing tutor but also of the increasingly important role of writing centers in the academic community and beyond.

AUIDS 242 requires students to complete weekly writing assignments, a term paper that is a staged writing assignment, client files, and tutoring logs.

### **AUIDS 244: Introduction to Writing-Centre and Second-Language Learning Practices**

This course introduces students to the theories and practices of tutoring in a writing centre and teaches them the practical skills required to become effective peer tutors at Augustana's Writing Centre. These skills are taught incrementally in a workshop setting that reflects the working conditions of peer tutoring at a writing centre. In addition to its practical aspects, this course introduces students to the theoretical underpinnings of writing-centre practices, with a special focus on the area of tutoring ESL or Second Language (L2) learners.

AUIDS 244 requires students to complete weekly writing assignments, a term paper that is a staged writing assignment, client files, and tutoring logs.

## Writing Intensive Courses

AUART 381/AUHIS 361: The Bailey Theatre  
AUBIO 253: Principles of Ecology  
AUBIO/AUENV 350/459: Conservation Theory and Biodiversity in Tropical Systems  
AUBIO 390: Animal Behavior  
AUBIO 413: Advanced Topics in Evolutionary Ecology  
AUDRA 384: Playwriting  
AUENG202/302: Women's Writing and Feminist Theology  
AUENG 205/305: Children's Literature  
AUENG 207/307: Aboriginal/Indigenous Literature  
AUENG 230/330: The Early English Renaissance  
AUENG/AUENV 268/368: Women and Environmental Literature  
AUENG 270/370: United States Literature to 1865  
AUENG 271/371: United States Literature since 1865  
AUENG 280/380: Canadian Literature to 1950  
AUENG 281/381: Canadian Literature since 1950  
AUENG 292/392: Feminist Critical Theory and Women's Writing  
AUENG 314: Advanced Creative Writing: Poetry  
AUENG 316: Advanced Creative Writing: Fiction  
AUENG 317: Advanced Expository Writing  
AUENG 319: Playwriting  
AUGDS 427: Special Topics in Global and Development Studies  
AUGDS 428: Special Topics in Global and Development Studies  
AUHIS 190: The Historian's Craft: Research Skills and Tools  
AUHIS 260: An Introduction to the Study of Canadian History  
AUHIS 463: Selected Topics in Canadian History  
AUHIS 480: The Historian's Craft: Historiography  
AUIDS 270: Topics in Integrative Studies  
AUMGT 330: Introduction to Marketing  
AUPHI: 102: Introduction to Western Philosophy II: Modern Philosophy  
AUPHI: 200: Metaphysics  
AUPHI: 210: Theory of Knowledge  
AUPHI: 350: Philosophy of Science  
AUPHI: 355: Philosophy, Technology, and the Environment  
AUPHI: 365: Aesthetics and Visual Culture  
AUPSY 471: Language Acquisition  
AUSCA 221: Representations of Gender in Modern Scandinavian Literature  
AUSCA 237: Selected Topics in Scandinavian Literature  
AUSCA 241: Viking-Age Prose Literature  
AUSCA 251: Modern Norwegian Literature  
AUSCA 261: Scandinavian Folk Literature  
AUSCA 271: Personal Narratives of the North

11/24/10 14:55 FAX

002

**NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT CERTIFICATION**

Submitted to the Academic Development Committee

The Library has examined the proposal for the Augustana Campus' Certificate in Writing Studies. We anticipate that the new program will not incur any additional costs for Library acquisitions.

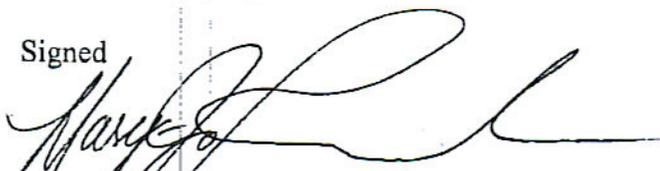
The attached commentary outlines the anticipated impact on Library services and facilities of the above program, indicating the Library's current ability to support the program and any additional costs it might entail.

We support the changes proposed by the Augustana Campus' Certificate in Writing Studies and look forward to working with its instructors and students in the years to come.

Executive summary of costs

Total Costs	Start Up	On going (expected annual maintenance costs)
1. Collections budget	\$ 0	Inflation at 10% (est.)
2. Capital budget	\$ 0	\$ 0
3. Operating/staffing budget (Interlibrary loan)	\$ 0	\$ 0
<b>Total Costs: Summary</b>	<b>\$ 0</b>	

Signed



Chief Librarian (Acting)

Head, Augustana Campus Library



Dated: Nov. 24/2010

**VICE DEAN  
OFFICE OF THE DEAN**

February 8, 2011

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Edmonton, Alberta, Canada T6G 2H5  
Tel: 780.492.2151  
Fax: 780.492.4924  
jlaw@law.ualberta.ca  
www.law.ualberta.caDr. Harry Prest  
Professor of English  
Associate Dean, Academic Programs  
Augustana Campus  
University of Alberta  
4901-46 Avenue  
Camrose, AB T4V 2R3

Dear Dr. Prest

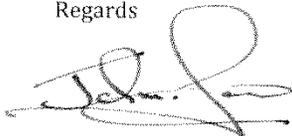
Further to your email, I am pleased, on behalf of the Faculty of Law, to provide a letter in support of Augustana's proposed certificate in Writing Studies.

Well developed writing skills are necessary for both the successful study and practice of law. The Faculty of Law expects its students to have good writing skills. Mandatory courses such as Legal Writing and Research are designed to teach students the basic elements of legal writing and research and rest on the assumption that students already have achieved a marked level of competence in writing as a result of their pre-law studies. Strong writing skills are necessary for excellence in the study of law; from examinations to smaller or larger research projects, good writing skills are essential. Law school is not the place for remedial writing courses. We depend on the acquisition and development of writing skills in pre-law programs and courses of study.

Lawyers must have the skills to communicate effectively, orally and in writing with clients, judges, and each other in order to discharge their responsibilities as a professional. Written communications can take a number of forms ranging from emails and letters to formal contracts and pleadings. As good writing skills are required in a variety of situations, lawyers must bring to their tasks strong foundational writing skills as well as highly developed legal writing skills suited to the law as a both a discipline and a practice.

In sum, the Faculty of Law welcomes this initiative from Augustana and is highly supportive of attempts to enhance the writing abilities of undergraduate students. A certificate such as this will not only help students to achieve at a higher level in their undergraduate program, it will better prepare them for success in a professional program such as law should they undertake such study.

Regards

J.M. Law  
Professor and Vice Dean