



# UNIVERSITY OF ALBERTA

## UNIVERSITY GOVERNANCE

Wednesday, November 08, 2017  
2-31 South Academic Building (SAB)  
2:00 PM - 4:00 PM

### OPENING SESSION

1. Approval of the Agenda Steven Dew
2. Approval of the Open Session Minutes of October 25, 2017 Steven Dew
3. Comments from the Chair (no documents) Steven Dew

### ACTION ITEMS

4. Proposal from the Faculty of Graduate Studies & Research for a new course-based MA in History of Art, Design and Visual Cultural (HADVC), Department of Art and Design Deborah Burshtyn  
Elizabeth (Betsy) Boone

*Motion: To Approve with Delegated Authority*

5. Proposal from the Faculty of Graduate Studies & Research for a new combined MSc in Physical Therapy/PhD in Rehabilitation Science (MScPT/PhD) program, Department of Physical Therapy and the Faculty of Rehabilitation Medicine. Deborah Burshtyn  
Patricia Manns

*Motion: To Approve with Delegated Authority*

### DISCUSSION ITEMS

6. Update on the Budget – Planning Framework Steven Dew  
Gitta Kulczycki
7. 2016-17 Mandatory Non-Instructional Fees (MNIFs) Annual Report Steven Dew
8. Question Period Steven Dew

### INFORMATION REPORTS

9. 2018-19 Academic Price Index (API) Calculation for Mandatory Non-Instructional Fees
10. Items Approved by GFC Academic Planning Committee by e-mail Ballots (no items to date)
11. Information Items Forwarded to Committee Members Between Meetings (no items to date)

## **CLOSING SESSION**

12. Next meeting: November 29, 2017
13. Next General Faculties Council Meeting: November 27, 2017

### **Presenter(s):**

Steven Dew	Chair, GFC Academic Planning Committee; Provost and Vice-President (Academic)
Deborah Burshtyn	Vice Dean, Faculty of Graduate Studies and Research
Elizabeth (Betsy) Boone	Professor, History of Art, Design, and Visual Culture, Department of Art and Design
Patricia Manns	Associate Dean, Graduate Studies, Faculty of Rehabilitation Medicine
Gitta Kulczycki	Vice-President (Finance and Administration)

Documentation was before members unless otherwise noted.

Meeting REGRETS to: Andrea Patrick, 780-492-1937, [apatrick@ualberta.ca](mailto:apatrick@ualberta.ca)  
Prepared by: Meg Brolley, Coordinator, GFC Academic Planning Committee  
University Governance [www.governance.ualberta.ca](http://www.governance.ualberta.ca)

General Faculties Council  
Academic Planning Committee  
Open Session Minutes

Wednesday, October 25, 2017  
2-31 South Academic Building (SAB)  
2:00 PM - 4:00 PM

**ATTENDEES:**

Steven Dew, Chair	Florence Glanfield
Roger Moore, Vice-Chair	Christopher Mackay
Jason Acker	Jerine Pegg
Benjamin Angus	Babak Soltannia
Marina Banister	Eleni Stroulia
Darcy Bemister	Non-voting:
Katy Campbell	Lisa Collins
Susan Hamilton (delegate)	
Shannon Erichsen	

**REGRETS:**

Gitta Kulczycki  
Sarah Stahlke

**STAFF:**

Meg Brolley, Coordinator  
Marion Haggarty-France,  
University Secretary  
Andrea Patrick, Scribe

**OPENING SESSION**

1. Approval of the Agenda

Materials before members are contained in the official meeting file.

Motion: Banister/Moore

THAT the GFC Academic Planning Committee approve the Agenda.

**CARRIED**

2. Approval of the Open Session Minutes of October 11, 2017

Materials before members are contained in the official meeting file.

Motion: Stroulia/Acker

THAT the GFC Academic Planning Committee approve the Minutes of October 11, 2017.

**CARRIED**

3. Comments from the Chair

The Chair reported that there have been no updates from the province on the tuition and funding model reviews.

**ACTION ITEMS**

4. Proposal for substantive revisions to the curriculum of the Master of Public Health (MPH) in the School of Public Health, Faculty of Graduate Studies & Research

Materials before members are contained in the official meeting file.

**Presenter(s):** Deborah Burshtyn, Associate Dean, Faculty of Graduate Studies and Research (FGSR); Jeffrey Johnson, Associate Dean, Education, School of Public Health; Ruth Wolf, Practicum Program Director, School of Public Health

**Purpose of the Proposal:** The proposed calendar changes represent a restructuring of the core curricula across all seven of our current MPH degree programs. This involves a replacement of the current common core courses required for all MPH degree programs with a set of newly developed common core courses, and consequent revision of specialization requirements.

**Discussion:**

Dr Burshtyn noted that this proposal represents an overhaul for the program requirements for second level specializations in the Master of Public Health and that it is structured around outcomes and competencies. She also noted that this is a good example of how

Dr Johnson noted that the redesign allows for a common core curriculum for all of the second level specializations that integrates these specializations and provides more interdisciplinary training. The program aims to prepare public health practitioners for a clinical environment. Dr Wolfe confirmed that equity and social justice are core values in public health and that Aboriginal health and marginal populations would be included in the courses.

During the discussion, the importance of indigenous health was acknowledged and was being integrated into the core courses currently in development.

Members expressed additional questions in relation to fees, terms, and the removal of certain courses in the redesign. It was also noted that the proposal represents a good example of program design.

Motion: Acker/Campbell

THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposal for revisions to the curriculum of the Master of Public Health (MPH) in the School of Public Health as proposed by the Faculty of Graduate Studies & Research, and as set forth in Attachment 1, to be effective for admissions to Fall 2018.

**CARRIED**

**5. Proposal for Substantive Changes to the Undergraduate Nursing Curriculum, Faculty of Nursing**

Materials before members are contained in the official meeting file.

**Presenter(s):** Greta Cummings, Dean, Faculty of Nursing; Olive Yonge, Vice-Dean; Faculty of Nursing; Sandra Davidson, Associate Dean (Undergraduate Programs), Faculty of Nursing

**Purpose of the Proposal:** To discuss and approve substantive changes to the Undergraduate Nursing program, the proposed transition plans (cross-walks), and the associated admissions and academic standing calendar changes for these program changes.

**Discussion:**

Dean Cummings reported that this proposal represents two years of planning and extensive development culminating in over one hundred recommendations for the new curriculum.

Dr Davidson provided an overview to the committee noting that the changes are student-focused and meet the Canadian Association of Schools of Nursing (CASN) accreditation standards and comply with competencies

required by the College and Association of Registered Nurses of Alberta (CARNA). Dr Davidson explained that the new program aims to develop nurse leaders who can facilitate change in a clinical setting.

Dr Yonge explained that a cross-walk program has been developed for students who entered the program in the fall of 2017 which will allow them to move into year two of the new programs in the fall of 2018.

Members, during the discussion, commended the presenters for their inclusion of indigenous health.

Members sought clarification regarding the length of the program, the changes to academic performance, and a member suggested an editorial amendment to the calendar wording in the proposal.

Motion: Glanfield/Hamilton

THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, proposed changes to the Undergraduate Nursing Curriculum, as proposed by the Faculty of Nursing, and as set forth in Attachment 1, to take effect Fall 2018.

**CARRIED**

## **DISCUSSION ITEMS**

### **6. Learning Moment: Program Budgets contained in Academic Program Proposals**

Materials before members are contained in the official meeting file.

*Presenter(s): Chad Schulz, Director, Integrated Finance Services; Edith Finczak, Director, Academic Budget & Planning; Tammy Hopper, Vice-Provost (Programs)*

*Purpose of the Proposal:* To brief the GFC Academic Planning Committee on how program budgets are being drafted to satisfy the requirements of the Ministry of Advanced Education for proposed degree, certificate and diploma programs.

*Discussion:*

Dr Hopper reported that the Ministry of Advanced Education has revised their program templates to include a detailed budget section and is requesting more information about program-level budgets. She noted that the Provost Office is working with units to develop this information as the university does not allocate funding or track expenditure at the program level. Ms Finczak reviewed the methodology utilized to develop program-level budgets and the assumptions made.

Members discussed direct and indirect costs, the challenges in allocating faculty time to a specific program, how to distinguish research and teaching activities, and service teaching. A member stated that this data should not be used as hard evidence of revenues and costs.

The Chair clarified that this formula is not being used to make internal institutional budget decisions and that government reviews this information through a program lens as opposed to a departmental one.

### **7. Proposed Changes to the GFC Academic Planning Committee (APC) Terms of Reference**

Materials before members are contained in the official meeting file.

*Presenter(s): Steven Dew, Chair, and Provost and Vice-President (Academic)*

*Purpose of the Proposal:* To discuss amendments to the GFC Academic Planning Committee (APC) terms of reference.

*Discussion:*

The Chair led members through the current committee terms of reference. A member suggested that the Deputy Provost should be added as a non-voting member. While it was noted that the Deputy Provost can attend as the Provost's delegate, there was general agreement by the committee that the Deputy Provost could be a non-voting member.

It was noted that information technology was missing from governance, even though IT impacts research, teaching and other scholarly activities. The Chair indicated that there are administrative committees that discuss IT governance and that further clarity on this item would be developed and brought back to members for further discussion.

During the discussion on the proposed move of college programming from APC to the GFC Academic Standards Committee (ASC), it was noted that more consultation with the Dean of Faculté Saint-Jean was needed.

During the discussion, members enquired about the role of the member appointed by Chairs' Council, the difference between administrative committees and governance committees, APC's role in quality assurance, the term "school", and the manner in which fees and new fees are routed through governance.

The Chair reported that this item would be included on future agendas for further discussion.

**8. Update on the Budget**

There were no documents.

*Presenter(s):* Steven Dew, Chair, and Provost and Vice-President (Academic)

*Purpose of the Proposal:* For information/discussion.

*Discussion:*

The Chair reported on the recent announcement of an anticipated 4% reduction in base budget allocations for 2018-19 followed by projected 2.5% reductions for both 2019-20 and 2020-21. This is based on assumptions of no increase to the Campus Alberta Grant or tuition. Members discussed specific program cuts rather than across-the-board cuts as well as the impacts of this on Faculties.

The Chair noted the current structural deficit, previous reliance on investment income for base funds, and cost challenges related to external contracts, minimum wage changes, and exchange rates. He also discussed the planning framework, the budget model, and multi-year forecasting. The Chair noted that there would be a town hall on the planning framework on November 9 and that there would be further discussion on this item at the November 8 meeting of APC.

**9. Question Period**

There were no questions.

**INFORMATION REPORTS**

**10. Items Approved by GFC Academic Planning Committee by e-mail Ballots**

There were no items.

11. Information Items Forwarded to Committee Members Between Meetings

There were no items.

**CLOSING SESSION**

12. Adjournment

The Chair adjourned the meeting at 4:10 p.m.

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

**Agenda Title: Proposal from the Faculty of Graduate Studies & Research for a new course-based MA in History of Art, Design and Visual Cultural (HADVC), Department of Art and Design**

**Motion:** THAT the GFC Academic Planning Committee approve, with delegated authority, a new course-based MA in History of Art, Design and Visual Culture (HADVC) in the Department of Art and Design, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Heather Zwicker, Dean and Vice Provost, Faculty of Graduate Studies and Research Lesley Cormack, Dean, Faculty of Arts
Presenter	Betsy Boone, Professor, History of Art, Design, and Visual Culture, Department of Art and Design Deborah Burshtyn, Vice Dean, Faculty of Graduate Studies and Research

**Details**

Responsibility	Provost and Vice-President (Academic)>
The Purpose of the Proposal is (please be specific)	There are currently two graduate degrees offered in the History of Art, Design and Visual Culture (HADCV), the thesis-based Master of Arts (MA) and the thesis-based PhD. These are offered through the Department of Art and Design in the Faculty of Arts. This proposal is to add a course-based MA in the History of Art, Design and Visual Culture to our offerings.
The Impact of the Proposal is	The new degree will offer a flexible graduate degree option for students, artists, community members, and teachers who have completed a Bachelor's degree in the history of art or a related discipline. It will also be of use to students who have completed other graduate programs, such as the Master of Fine Arts (MFA).
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	September 2019
Estimated Cost and funding source	Resources which are currently being used to deliver courses to the thesis-based MA students will now be used to fund courses taken by both thesis and course-based MA students. This new option will bring costs down and more students will be served because the course-based MA students will be added to already existing courses taken by thesis-based MA students.
Next Steps (ie.: Communications Plan, Implementation plans)	
Supplementary Notes and context	The new degree will offer a flexible degree option for students, artists, community members, and teachers who have completed a Bachelor's degree in the history of art or a related discipline. It will also be of use to students who have completed other graduate programs, such as the

	<p>Master of Fine Arts (MFA).</p> <p>The degree is designed to allow completion in one year, although it may also be completed part time over a longer period of time. Except for the capstone, which will be available as independent study, it makes use of courses that are already in place and regularly offered. They will pay the standard course-based graduate tuition; there will be no extra costs.</p> <p>The course-based MA differs from the thesis-based MA (preparing for PhD work and research careers) in that it will be preparing students for professional and managerial careers in the arts.</p>
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**Engagement and Routing (Include meeting dates)**

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p>&lt;For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a>&gt;</p>	<p><b><i>Those who have been informed:</i></b></p> <ul style="list-style-type: none"> <li>• All current graduate students in HADVC</li> <li>• All faculty members in Art &amp; Design</li> </ul> <p><b><i>Those who have been consulted:</i></b></p> <ul style="list-style-type: none"> <li>• Dr. Kathryn Shailer, Acting Research Officer and Special Advisor for Graduate Studies and</li> <li>• Internationalization, Alberta College of Art and Design</li> <li>• Dr. Kenneth Allen, Associate Professor of Art History, University of Lethbridge</li> <li>• Dr Anne Dymond, Associate Professor, Art History and Museum Studies, University of Lethbridge</li> <li>• Dr. Allan Gilliland, Dean, Faculty of Fine Arts, MacEwan University</li> <li>• Dean Smale, Coordinator of Visual Communications, Medicine Hat College</li> <li>• Jason Frizzell, Dean, School of Creative Arts, Red Deer College</li> <li>• Jia Wang, Acting Director, China Institute, University of Alberta</li> <li>• Dr. Randolph Wimmer, Interim Dean, Faculty of Education, University of Alberta</li> <li>• Faculty of Graduate Studies and Research (FGSR): Deborah Burshtyn, Vice Dean and Janice Hurlburt Graduate Governance and Policy Coordinator</li> <li>• Vice - Provost (Programs) Tammy Hopper and Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) Kate Peters</li> <li>• Edith Finczak, Director, Academic Budgeting and Programming</li> <li>• Dr Bryan Hogeveen, Associate Dean, FGSR</li> <li>• Dr Thomas Spalding, Associate Dean (Graduate Studies), Faculty of Arts</li> <li>• Rose Yu, Director, Strategy, Initiatives, Facilities and Finance in the Faculty of Arts</li> <li>• Faculty of Arts (Arts Academic, Arts Executive, and Arts Faculty Council)</li> </ul> <p><b><i>Those who are actively participating:</i></b></p> <ul style="list-style-type: none"> <li>• All faculty members in HADVC</li> <li>• Elizabeth (Betsy) Boone, Professor, History of Art, Design, and Visual Culture, Department of Art and Design</li> </ul>
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Approval Route (Governance) (including meeting dates)	Faculty of Arts Executive – May 11, 2017 Arts Faculty Council – May 25, 2017 GFC ASC Subcommittee on Standards – October 5, 2017 GFC Academic Standards Committee – October 19, 2017 GFC Academic Planning Committee – November 8, 2017
Final Approver	GFC Academic Standards Committee (Admission/Transfer and Academic Standing) GFC Academic Planning Committee

**Alignment/Compliance**

Alignment with Guiding Documents	<p>Institutional Strategic Plan - <i>For the Public Good</i></p> <p><b>EXCEL</b></p> <p>GOAL: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>OBJECTIVE 14: Inspire, model, and support excellence in teaching and learning. i) Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.</p> <p><b>ENGAGE</b></p> <p>GOAL: Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p><b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (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).</p> <p><b>2. PSLA:</b> 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><b>3. PSLA:</b> The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p><b>4. PSLA:</b> 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)).</p> <p><b>5. UAPPOL Admissions Policy:</b> “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. These criteria may be defined in areas</p>

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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. 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)

**7. 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.)

## Attachment

1. Proposal for course-based MA in HADVC, Templates A and B1 with appendices and Calendar change

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

## New Degree Proposal Template (Part A: System Coordination Review)

The following template outlines the information required by Advanced Education and Technology to support System Coordination Review, the first of the two stages in the review process for new degree programs and new specializations in existing degree programs. Completed templates are to be submitted electronically through the ministry's Program and Provider Registry System.

The guiding premise of System Coordination Review is to ensure that the program adds value to Campus Alberta. This stage of review will focus on the institution's assessment of student and employer demand; the situation of the program in the context of Campus Alberta; and the financial viability of the program, including implications for students and taxpayers.

Given a positive outcome from System Coordination Review, the proposed program will be recommended to the Minister for referral to Campus Alberta Quality Council for quality assessment, the second stage of review. Please refer to the council's publication, CAQC Handbook: Quality Assessment and Assurance, for further information. This publication is available on the Council's website <http://caqc.gov.ab.ca>.

### ***Basic Information***

Institution	<b>University of Alberta</b>
Program/specialization title	<b>Course-based MA in the History of Art, Design and Visual Culture (HADVC)</b>
Credential awarded	<b>Master of Arts</b>
Proposed Implementation Date	<b>July 1, 2019</b>

### **SECTION 1: PROGRAM OVERVIEW**

#### **1.1 Type of Initiative**

*New degree program; or new specialization(s) in existing program.*

This is a new course-based Master of Arts (MA) program in the History of Art, Design and Visual Culture (HADVC). The University currently offers a thesis-based Master of Arts (MA) in the History of Art, Design and Visual Culture.

#### **1.2 Program Description**

*Provide a brief (1-2 paragraph) description of the program, summarizing its intended purpose, curriculum design, and methods of delivery and highlighting distinctive attributes. Attach as an Appendix a complete list of*

*courses, including credit values, instructional hours and brief (calendar style) course descriptions. For elective options, specify course selection parameters. Identify new courses to be developed for this program.*

There are currently two graduate degrees offered in the History of Art, Design and Visual Culture (HADCV): the thesis-based Master of Arts (MA) and the thesis-based Philosophy of Arts (PhD). These degrees are offered through the Department of Art and Design in the Faculty of Arts. This proposal is to add a course-based MA in the History of Art, Design and Visual Culture to the Department's offerings.

The current UofA programs in HADVC conform to most North American art history graduate programs in terms of required course load, length of program, examination, and thesis or dissertation requirements. Both the current and proposed programs are organized around three areas of specialization: i) Modern and Contemporary Visual Art and Theory from the nineteenth-century to the present; ii) Modern and Contemporary Design and Design Theory from the nineteenth-century to the present; iii) The Visual and Material Cultures of East Asia (China and Japan). These three areas are united in their broad global and interdisciplinary commitment to the study of visual and material culture. In that sense, the current and proposed programs in HADVC are unified by the faculty members' consistent dedication to critical theory, visuality (ways of seeing), and the exploration of cultural and material interaction, rather than to limited or narrowly focused periods or specializations.

The new degree will offer a flexible graduate degree option for students, artists, community members, and teachers who have completed a Bachelor's degree in the history of art or a related discipline. It will also be of use to students who have completed other graduate programs, such as the Master of Fine Arts (MFA). The degree is designed to allow completion in one year, although it may also be completed part time over a longer period of time. Except for the capstone course, which will be available as independent study, it makes use of courses that are already in place and regularly offered. All of these seminars meet once a week for a single three-hour block on the main campus of the University of Alberta. Our goal is to make this degree option available as of September 2019. A complete list of courses and calendar descriptions is included in Appendix A.

### **1.3 Enrolment Plan**

*Include assumptions and explanatory notes (e.g., attrition, part-time enrolment). Also:*

- *If program implementation will occur over a number of years, provide data for each year to full implementation.*
- *If internal reallocation of existing resources is proposed, describe any anticipated decrease in enrolment in other programs that would result.*

We anticipate accepting 5 students per year into this program and plan to cap the number of accepted students at that number. Although this number may appear small, we will be integrating the students into courses that are also taken by the thesis-based MA students in order to prevent any sense of isolation on the part of the incoming students, both Canadian and international, and in order to ensure an efficient use of current resources.

This table assumes three full-time and two part-time students (those spreading the program out over 2 years rather than 1) will enter each year. We experience very low attrition rates in our current programs and therefore expect little attrition in this new program as well.

Existing resources will be used to accommodate these students, and we anticipate little decreased enrolment from other programs.

<b>Proposed Enrolment</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Annual Ongoing</b>
<b>Total head count</b>	5	7	7	7	7	7
• Full-Time Year 1	3	3	3	3	3	3
• Part-Time Year 1	2	2	2	2	2	2
• Full-Time Year 2	0	0	0	0	0	0
• Part-time Year 2	0	2	2	2	2	2
• Full-Time Year 3	0	0	0	0	0	0
• Full-Time Year 4	0	0	0	0	0	0
<b>Total FLE</b>	0	0	0	0	0	0
• FLE Year 1	4	4	4	4	4	4
• FLE Year 2	0	1	1	1	1	1
• FLE Year 3	0	0	0	0	0	0
• FLE Year 4	0	0	0	0	0	0
<b>Anticipated No. of Graduates</b>	3	5	5	5	5	5

## SECTION 2: DEMAND

### 2.1 Student Demand Analysis

*Analysis should be supported by relevant data for the region and for Campus Alberta, as might be derived from: systematic questionnaire surveys of target audiences; application and enrolment summaries and trends for similar programs currently offered by other institutions; tabulations of unsolicited student inquiries and/or expressions of interest obtained at student recruitment events; demographic projections for relevant sub-populations.*

While it is admittedly difficult to measure job opportunities quantitatively, there is substantial qualitative data to support a need in this area. Demand is demonstrated by repeated inquiry made by students, by the regular posting of job openings requiring this type of degree, and by the success of such degree programs in other parts of Canada. The Graduate Program Administrator for HADVC receives regular inquiries about the availability of a course-based MA degree.

A short survey was sent to the currently enrolled thesis-based MA students asking them whether they thought a course-based MA option would be of interest to students who were not currently considering graduate education. All 8 of the students who responded to the survey answered in the affirmative.

Students interested in this graduate degree will be looking to study close to home, yet there are no comparable programs in the prairie provinces of Alberta, Saskatchewan or Manitoba. A few universities in Ontario, such as the University of Western Ontario and Carleton University, have initiated such degrees with success. The dearth of options in western Canada will make this program attractive to those seeking to upgrade their education and improve their job opportunities. We will particularly welcome potential students from northern and indigenous communities, who otherwise lack access to programs such as this one.

### 2.2 Labour Market Analysis

*Analysis should be supported by relevant data and placed in the context of the target occupational/regional labour market(s). Relevant data sources include systematic surveys of prospective employers; occupational supply/demand projections from government or industry sources; tabulations of job postings/‘help wanted’ advertising; surveys of recruitment and graduate employment rates of similar programs; and demographic projections (i.e. for relevant regions and sub-populations.) Describe anticipated employment outcomes.*

Students with a course-based MA in HADVC will have numerous employment opportunities available to them. They could, for example, pursue such positions as director, curator or education officer at art galleries, historical sites and museums; participate in the art market by selling or promoting various kinds of art and visual culture; work as researchers in libraries and archives; and undertake work in the cultural sector for governmental organizations. We have received a number of letters from professionals in these fields attesting to demand for such a program (see Appendix B).

Quantitative information supporting this Labour Market Analysis is available and includes the following:

The Government of Alberta 2016 Labour Market Review shows that the Industry of Information, Culture and Recreation employment rose by 1,400 jobs and Occupations in Art, Culture, Recreation and Sport rose by 7,700. See <https://work.alberta.ca/documents/annual-alberta-labour-market-review.pdf>

The Government of Alberta's February 2017 Labour Force Statistics Highlights lists Information, Culture and Recreation as the Industry with the highest employment increase, at 4,900 positions. See <https://work.alberta.ca/documents/labour-force-stats-2017-02-highlights.pdf>. The February 2017 Labour Force Statistics Public Package also shows an increase when compared to the month before. See <https://work.alberta.ca/documents/labour-force-stats-2017-02-public-package.pdf>

The Government's Occupational Demand and Supply Outlook, 2015-2025, projects demand for Managers in Art, Culture, Recreation & Sport (A34) growing from 1,401 in 2015 to 1,634 in 2025.

See <https://work.alberta.ca/documents/occupational-demand-and-supply-outlook-2015-2025.pdf>

In addition, the following organizations regularly list positions for graduates with this type of degree. These jobs either require or recommend an MA in HADVC or a related field:

1) Canadian Heritage Information Network: <http://www.rcip-chin.gc.ca/application/emplois-jobs/lister-list.app?lang=en>

There were 37 listings on this website on December 13, 2016. Jobs for which a student with this degree would be qualified include: Executive Director, Museum Director, Archivist, Museum Assistant, Art Studio Interpreter, Visitor Services Manager, Member Relations Manager, Communications Manager, Historical Research Assistant, Oral History Transcriptionist, Events Supervisor, Program and Event Coordinator, Business Development Coordinator, etc. Several of these positions were in Alberta; these include Executive Director of the Arts Council Wood Buffalo and Museum Director of the Lac La Biche Regional Museum & Discovery Centre.

2) The American Alliance of Museums: <http://www.aam-us.org/resources/careers>

There were 125 listings on this website on December 13, 2016. Jobs for which a student with this degree would be qualified include: Education Director, Curator of Education, Manager of Public Programs, Interpretive Program Manager, Exhibitions Manager, Collections Manager, Archivist, Public Relations Manager, Corporate Relations Manager, Marketing Director, Membership Manager, etc.

3) Universities Art Association of Canada: <http://www.uaac-aauc.com/en/careers>

There were 5 listings on this website on December 13, 2016. Students who complete the course-based MA after completing a studio-based MFA degree would be qualified for these positions.

4) College Art Association Job Postings: <http://careercenter.collegeart.org/jobs>

There were 303 job listings on this website on December 13, 2016. Jobs for which a student with this degree would be qualified include: Curator of Education and Outreach, Program Assistant, Senior Exhibitions Coordinator, Lecturer, Collections Cataloguer, and others.

5) H-Net Job Guide: [https://www.h-net.org/jobs/job Browse.php?category\\_id=10](https://www.h-net.org/jobs/job Browse.php?category_id=10)

There were 81 job listing on this website (in the fields of Art and Art History) on December 13, 2016. Jobs for which a student with this degree would be qualified include: Curatorial Fellow, Museum Collections Manager, Project Inventory Lead, Program Coordinator, etc,

6) Jobs are also listed regularly by the AAMG (Association of Academic Museums and Galleries (<https://www.aamg-us.org/wp/category/general-announcement/jobs/>) and on the AMA (Alberta Museum Association) Email Discussion list (<http://www.museums.ab.ca/about-us.aspx>)

## **2.3 Support**

*Provide evidence of consultation with and approval/support from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry.*

Evidence of consultation and letters of support have been provided by the following professional organizations and potential employers:

Jacek Malec, Executive Director, Harcourt House Artist Run Centre, Edmonton

Deborah Herringer Kiss, Director, Herringer Kiss Gallery, Calgary

Heather Hamel, Director, Scott Gallery, Edmonton

Janine Andrews, Executive Director, University of Alberta Museums, Edmonton

Chelsea Boida, Public Art Officer, Edmonton Arts Council

Copies of these letters are attached to this proposal as Appendix B.

## **2.4 Clinical or Work Experience**

*If clinical or work experience is an essential part of program delivery:*

2.4.1 *Provide evidence that the placements will be available when needed.*

2.4.2 *Describe the student's role in securing placements.*

2.4.3 *Explain how the institution will supervise/monitor the learning experience of students in off-site settings?*

2.4.4 *Identify potential employer/employee liability related to this aspect of the program, and how the institution intends to manage this liability.*

Not applicable.

## **SECTION 3: INSTITUTIONAL AND SYSTEM CONTEXT**

### **3.1 Institutional Strategy**

*How does the proposed program align with the institution's strategic priorities and the Comprehensive Institutional Plan?*

The University of Alberta's 2016 Comprehensive Institutional Plan (CIP) begins as follows:

"The vision of the University of Alberta is to inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good."

The CIP also includes six key priorities, two of which align particularly well with this proposed program. A description of these two priorities begin as follows:

**TEACHING AND LEARNING:** This is the core activity of the university—supporting undergraduate and graduate students, researchers, and scholars, as well as accomplished members of professions who need to refresh their educations to advance their positions in industry or to advance industry itself.

**COMMUNITY ENGAGEMENT:** The university is focused on enhancing the communities in which it operates, as well as the communities with which it engages, both near and far. The university will strive to maintain and expand connections with communities, increasing engagement and consultation.

Canada's Creative Economy contributes in valuable and growing ways to the lives and wellbeing of its citizens, and the course-based MA in the History of Art, Design and Visual Culture will prepare graduates to assume leadership positions in this sector of the economy. Graduates of this program will be able to think critically and productively about the place of history and the arts in contemporary life. These individuals are essential for the creation, maintenance and promotion of societal exchange and public spaces that are creatively, culturally and technologically innovative.

### **3.2 Institutional Programs**

*Explain how the proposed program fits with existing programs at the institution, and the anticipated positive or negative impacts on other programs.*

The proposed program complements and does not duplicate other programs within the institution. Several other departments at the University of Alberta—English & Film Studies, History & Classics, Political Science, and Sociology—have course-based MA programs that are structurally similar to ours, but none of these focus on the visual world and creative production. Physical Education, Recreation, and Leisure has a course-based MA that focuses on the use of such public spaces as parks, playgrounds, and natural preserves. Our program, in contrast, engages with the world of human-made art, objects, and other forms of visual communication.

This new program complements our current thesis-based MA and PhD programs directed toward mentoring and training young professionals as academics and at the same time places an important emphasis on providing practical skills that would enable students to pursue various kinds of employment. For example, the Ethics and Professional Training requirement, which the Department of Art and Design already offers to and requires of all graduate students, combines theoretical and practical discussions of the discipline of art, design, the academy, the museum, and the market, ensuring that students attain practical teaching, research, organizational, and communication skills. This program of study allows students to pursue employment well beyond the academy, as museum professionals, or within the governmental or private sectors.

The course-based MA differs from the thesis-based MA in the History of Art, Design and Visual Culture. Whereas students in the thesis-based program are preparing for PhD work and research careers, students in this new program will be preparing for professional and managerial careers in the arts. Students in the course-based MA will not spend a full year on the development of a narrowly focused thesis, which will enable them to take more courses and thereby diversify their knowledge of the visual arts. A one-term capstone course taken at the end of their program will pair course-based MA students one-on-one with an academic advisor, providing students with a personalized and intensive research experience.

The course-based MA also differs from the MFA (Master of Fine Arts). Whereas both the course-based and thesis-based MA are seminar-based programs, the MFA is a studio-based program designed for practitioners. Students in the MFA, in contrast to students in the MA programs, are preparing for careers as artists.

### **3.3 Internal Review and Approval**

*Provide a brief description of the internal review and approval process followed in developing the proposal.*

This proposal was developed in consultation with Dr Steven Harris, Acting Chair of the Department of Art and Design; Dr Lianne McTavish, Associate Chair (Graduate Studies) in the Department of Art and Design; Dawn McLean, Graduate Student Advisor in the Department of Art and Design; Sean Caulfield, Centennial Professor and faculty member in charge of Fine Arts in the Department of Art and Design, and all the permanent faculty teaching classes in the History of Art, Design and Visual Culture.

Consultation has also taken place with Dr Nat Kav, Vice-Provost (Programs), Office of the Provost and Vice President (Academic); Kate Peters, Portfolio Initiatives Manager for the Provost and Vice-President (Academic); Dr Deborah Burstyn, Vice Dean, Faculty of Graduate Studies and Research (FGSR); Dr Bryan Hogeveen, Associate Dean, FGSR; and Janice Hurlburt, Governance & Policy Coordinator, FGSR. FGSR has also liaised with the Registrar's Office. Consultation on issues of budget have taken place with Edith Finczak, Director, Academic Budgeting and Programming. Dr Thomas Spalding, Associate Dean (Graduate Studies) and Rose Yu, Director, Strategy, Initiatives, Facilities and Finance in the Faculty of Arts also provided important information on drafting this proposal.

Internal Review also stipulates Department Council, Arts Academic Committee, Arts Executive Committee, Arts Faculty Council, and FGSR Council, as well as the ASC Subcommittee on Standards (SOS), the Academic Standards Committee (ASC), and the Academic Planning Committee of the General Faculty Council (GFC). Consultation with all these bodies is taking place.

### **3.4 Campus Alberta Programs/Initiatives**

*Discuss the relationships (similarity, complementarity, transfer, competition) of the proposed program to other programs or initiatives in Campus Alberta and explain what the proposed program would add to the system. If the proposed program would duplicate existing programs, explain why that duplication is warranted.*

This program does not duplicate, but rather complements and expands, existing programs in Campus Alberta.

The Department of Art and Design already has strong ties with colleges and universities throughout the province, maintained by participating at jointly-sponsored conferences and hosting visiting speakers, and also by the regular application of students from those universities for entry into both undergraduate and graduate programs at the University of Alberta. In particular, we receive many applications and regularly accept students from MacEwan University, Red Deer College, Keyano College, Grand Prairie Regional College, and Medicine

Hat College into our Bachelor's programs. Furthermore, a number of our graduates teach at these universities and colleges.

Campus Alberta institutions that offer Bachelor's degrees graduating students who would be interested in the course-based MA include the University of Calgary, the University of Lethbridge, and the Alberta College of Art and Design. These institutions also offer MFA programs graduating students who might seek to upgrade their credentials by pursuing a course-based MA. Most of the undergraduate programming offered by other universities and colleges in Alberta similarly emphasizes the key areas identified as specializations for the proposed program, especially modern and contemporary art and visual culture. Letters of support from many of these institutions have been included with this proposal in Appendix B.

The proposed program thus builds on strengths, expanding opportunities for specialized study within Alberta and the region.

### **3.5 Consultation**

*Summarize the type and outcomes of consultations with other institutions offering related programs. Attach copies of relevant documents (e.g. letters, meeting summaries). Discuss the potential for inter-institutional collaboration.*

Our already strong relationships with other Campus Alberta campuses, from which our students come and for which our graduates teach, ensures inter-institutional collaboration. The following independent experts beyond the University of Alberta's Faculty of Arts have consulted with us, provided feedback, and expressed explicit support for this proposal:

Dr. Kathryn Shailer, Acting Research Officer and Special Advisor for Graduate Studies and Internationalization, Alberta College of Art and Design

Dr. Kenneth Allen, Associate Professor of Art History, University of Lethbridge

Dr Anne Dymond, Associate Professor, Art History and Museum Studies, University of Lethbridge

Dr. Allan Gilliland, Dean, Faculty of Fine Arts, MacEwan University

Dean Smale, Coordinator of Visual Communications, Medicine Hat College

Jason Frizzell, Dean, School of Creative Arts, Red Deer College

Jia Wang, Acting Director, China Institute, University of Alberta

Dr. Randolph Wimmer, Interim Dean, Faculty of Education, University of Alberta

Copies of their letters are attached to this proposal as Appendix B.

### **3.6 Learner Pathways**

*3.6.1 Identify potential pathways from work to school (where applicable).*

Community members: This degree will be useful to community members working in museums and historic sites. Because the degree offers a part-time option, these individuals will not need to leave their current jobs in order to upgrade their skills.

Primary and secondary art teachers: Teachers regularly take, and look for, accessible and flexible graduate programs for reasons of personal and professional development, salary increases, and to meet changing government standards for teachers and school leaders. The degree will therefore be of interest to art teachers, who can take advantage of both the part time and, during a sabbatical year, the full time option.

Artists: Working artists both with and without the MFA degree would be able to enroll in this program to advance their knowledge of modern art and its histories.

*3.6.2 Identify potential opportunities for transfer/laddering into the proposed program from other institutions or other programs within the institution; and for transfer/laddering from the proposed program to other programs within the institution or at other institutions. List any formal agreements for internal or inter-institutional transfer/laddering that have been negotiated to this point.*

MFA students: The MFA, which is a terminal degree, is required for artists who plan to teach at the post-secondary level. At many two-year colleges and some small four-year universities, artists also teach introductory art history classes as part of their teaching assignment. Students with an MFA and an MA degree will be especially well prepared for the competitive post-secondary job market.

International students: We receive a number of inquiries from international students every year, asking about the possibility of doing a thesis-based MA or a PhD after completing study in their home country. The course-based MA will serve those students who want a bridge year, during which they can improve their English skills and adjust to the North American learning environment, before entering into a thesis-based degree programs in HADVc.

Recently completed BA students: Students who have completed a Bachelor's degree in the history of art or a related field may expand their knowledge of art and visual culture by completing a one-year course-based MA.

We have no formal agreements for internal or inter-institutional transfers.

*3.6.3 Estimate the portion of graduates who can be expected to proceed to further education directly. At a later stage in their careers. What types of programs/credentials would they be most likely to pursue?*

We estimate that half the students will be international. The majority of course-based MA students will not pursue further advanced education, although a few may choose to pursue research degrees (the thesis-based MA or the PhD).

## **SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY**

### **4.1 Annual Budget and Funding Sources**

*Identify annual and one-time expenditures and annual revenue for the program in the budget tables below. If program implementation will take place over more than one year, provide estimates for each year until full implementation. Provide explanatory notes for all budget assumptions, such as inflation and per student tuition.*

*(For proposals without significant impacts on institutional costs, revenues or enrolment, a detailed budget presentation will not normally be required (please confirm with the department). Such proposals will satisfy all of the following tests:*

- 1. The proposal is for a new specialization in an existing program, consisting of an innovative combination of existing curricula.*
- 2. Overall enrolment capacity in the program is maintained.*
- 3. Excepting incidental administrative and promotional costs, no start-up or incremental operations costs are incurred.)*

The implementation of this course-based MA option will make the current thesis-based MA less expensive to offer per student. Resources which are currently being used to deliver courses to the thesis-based MA students will now be used to fund courses taken by both thesis and course-based MA

students. This new option will bring costs down and more students will be served because the course-based MA students will be added to already existing courses taken by thesis-based MA students.

<b>Course Based Master of Arts - History of Art, Design and Visual Culture (HADVC)</b>		<b>Ongoing</b>
<b>EXPENDITURES</b>		
<i>Academic Salaries</i>	Professoriate (including benefits) Faculty Service Officers (including benefits) Administrative Professional Officers (including benefits)	33,447 0 1,975
	<b>Total Academic Costs</b>	<b>35,422</b>
<i>Service Teaching Costs</i>	Service Teaching Costs	0
	<b>Total Service Teaching Costs</b>	<b>0</b>
<i>Graduate Assistants</i>	Other Academic Staff (including benefits)	0
	<b>Total GA Costs</b>	<b>0</b>
<i>Non-Academic Salaries</i>	Support Staff	10,136
	<b>Total Non-Academic Costs</b>	<b>10,136</b>
<i>Non-Salary Costs</i>	Non-Salary Costs (supplies, sundries, communications, etc.)	1,189
	<b>Total Non-Salary Costs</b>	<b>1,189</b>
<i>Other Operating Costs</i>	Faculty Overhead (accounting and human resources) Institutional Costs (central finance and HR, registrar, libraries, facility costs, etc.)	1,074 17,358
	<b>Total Other Costs</b>	<b>18,432</b>
	<b>Gross Operating Costs</b>	<b>65,179</b>
<b>REVENUES</b>		
	Domestic Tuition - 2.5 students (24 credits) \$5,783.96 International Tuition - 2.5 students (24 credits) \$28,450 Other: Grants Other: Endowment Proceeds Campus Alberta Operating Grant	14,460 28,450 0 0 22,269 0 0
	<b>Total Revenues</b>	<b>65,179</b>
<b>NET PROFIT/LOSS</b>		0

Notes:

Professoriate salaries are based on 50% teaching 50% research

Support staff costs and other departmental costs were allocated to the program on the basis of student headcount numbers.

Indirect faculty costs were easily identified as the Faculty of Arts maintains separate departments that relate to the provision of faculty wide services (student services, HR, finance, etc.). These were allocated based on student headcount numbers.

## **4.2 Impact**

### *4.2.1 Compare the proposed tuition rate with that of similar programs in Campus Alberta.*

Course-based MA students will pay the standard course-based graduate tuition at the University of Alberta.

There will be no extra costs for the students.

Course-based MA students would pay \$6,789.07 (Canadian students) and \$12,384.91 (International students) for eight 3-credit courses to complete the degree. In comparison, thesis-based MA students pay for two years of full-time study, which is \$11,200.36 (Canadian students) and \$17,577.64 (International students).

### *4.2.2 Discuss the financial impact on students and the learner funding system, taking into account the costs of education and the potential debt burden relative to post-graduation earning capacity.*

The course-based MA option is designed to cost less than the thesis-based MA. Students in the thesis-based MA program will be offered GTA and GRA funding before the course-based MA students, however both course-based and thesis-based students may apply for internal and external scholarships. Students who are teachers working to upgrade may be eligible for Professional Development funds from their home institutions. Students working in government-sponsored cultural industries jobs may also have Professional Development funds available. The costs for the course-based MA will make this option attractive to students concerned about the costs of education and their potential debt burden relative to post-graduation earning capacity. Upgraded credentials will, moreover, enable these individuals to more easily move up the salary scale in the workplace.

### *4.2.3 If program funding includes internal reallocation, evaluate the impact of this reallocation on the institution's operations and overall financial position.*

The course-based MA differs from the thesis-based MA in the History of Art, Design and Visual Culture.

Whereas students in that program are preparing for PhD work and research careers, students in this new program will be preparing for professional and managerial careers in the arts. Students in the course-based MA will not spend a full year on the development of a narrowly focused thesis, enabling them to take more courses and thereby diversifying their knowledge of the visual arts instead. A one-term capstone course taken at the end of their program will pair course-based MA students one-on-one with an Academic Advisor, providing students with a personalized and intensive research experience.

The costs that are currently allocated for thesis-based MA students will now be used for both course-based and thesis-based MA students. The current faculty has the capacity to advise these additional students. We will also be able to continue supervising the same number of thesis-based students.

## **RECOMMENDATION (FOR DEPARTMENT USE)**

### **Do Any Issues or Information Gaps Remain?**

### **Recommendation(s)**

**Reviewer(s)**

**Date Completed**

## **Part B.1: Campus Alberta Quality Council Review**

### **Degree Programs that Are Similar to Existing Programming**

For proposals that are not significant departures from existing programming, institutions may complete *Part B.1: Degree Programs that are Similar to Existing Programming*. This is in keeping with the principle that the extent of review and the amount of information required for approval should in each case reflect the type of proposal and the maturity of the applicant institution.

When a new degree program is being proposed that is a significant departure from existing programming at the applicant institution, the full Part B template must be completed. Part B.1 requires less information than the full Part B template, and applies to:

- **Degrees and/or new majors/specializations within existing degrees that are built on existing program structures (i.e., with only modest changes to existing programs) and are offered primarily from existing course offerings, faculty, and other resources and where only modest changes in learning outcomes are proposed.**

*Examples where less information was needed by Council (with relevant considerations for using this template):*

- SPLITTING AN EXISTING CROP SCIENCE MAJOR INTO TWO NEW MAJORS: PLANT BIOTECHNOLOGY AND AGRONOMY
  - no new courses, instructors, or additional resources required
  - fewer core courses required for each of the new majors compared to the original single major, but this difference is compensated for in the requirements for the individual majors
  - used to be two streams
  - no new requirements for designation
- ADDING ITALIAN STUDIES TO AN EXISTING BA PROGRAM THAT HAS OTHER ITALIAN PROGRAMMING
  - Italian language minor exists in a department having French and Spanish majors
  - built on aspects of Italian language and culture which draw on other areas
  - creating a major where only a minor existed before
  - additional staffing requirements are identified
  - 
  - although institution has substantial existing capacity in this area, five new courses need to be created
- RESTRUCTURING AN EXISTING BSC IN AGRICULTURE (SUSTAINABLE AGRICULTURAL SYSTEMS) AS A BSC IN ENVIRONMENTAL AND CONSERVATION SCIENCES (SUSTAINABLE AGRICULTURE)
  - only minimal changes in the courses required for the proposed degree compared to the degree it will replace
  - instructors from the current program will teach the courses required for the proposed

- program
- to more clearly communicate the content and purpose of the degree to prospective students, proposed change will merely reposition the degree as a BSc in Environmental and Conservation Sciences instead of a BSc Agriculture
- NEW MA AND PhD PROGRAM IN COMMUNICATION AND CULTURE BASED ON RESTRUCTURING OF TWO EXISTING MA AND PhD PROGRAMS – CULTURE AND SOCIETY AND COMMUNICATION STUDIES
  - amalgamation of two programs whose respective subject matters have tended to converge in recent years
  - no changes to program structure for the MA, and the only change for the PhD program is addition of a single course
  - no new quality assessment issues as existing courses and resources (including instructors) will be used
- Renamed degree programs that also include changes to curriculum or other changes (i.e. more substantive than what would be submitted on the PAPRS *Program/Specialization Name Changes* template).

*Examples where less information was needed by Council (with relevant considerations for using this template):*

- RENAMING BACHELOR OF KINESIOLOGY (PEDAGOGY) TO A BACHELOR OF KINESIOLOGY (LEADERSHIP IN PEDAGOGY AND COACHING)
  - program already has leadership curriculum embedded in course content
  - proposed change extends beyond nomenclature as the proposed program will offer a choice between two concentrations – pedagogy or coaching; current program only offers a pedagogy concentration (which contains significant coaching content)
- RENAMING MSC PHYSICAL THERAPY TO MSC REHABILITATION SCIENCE
  - as the institution already offers a PhD in Rehabilitation Science, the name change is not controversial
  - proposal is to combine three masters-level therapy programs into one, taught by the current complement of instructors

Applicants should consult with the CAQC Secretariat before beginning to complete the template if they are unsure as to which template may be appropriate. The default template is the full Part B template. Please add a brief rationale to your request for fully expedited review that explains why the PART B1 template is being chosen rather than the full Part B template.

***Instructions for completing this template:*** Please note that although the questions below are the same as those in the full Part B, guidelines for answering each question or set of questions in the context of the type of proposal that should be submitted on Part B.1 are provided throughout in red text. In general, applicants should focus on those elements of the proposed program that are distinctive, unique, or enhanced.

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

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

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

When noting pre-existing material, please provide a reference or web link to the relevant materials.

## SECTION 5: PROGRAM SPECIFICS

The Office of Provost and Vice-President Academic was informed by the CAQC that Template B1 was the appropriate format for this proposal. Accordingly, we have followed the guidelines for expedited review. This proposal is for a Degree Program that is Similar to Existing Programming.

### 5.1 Program Structure and Learning Outcomes

**Instructions:** Since the proposal is for programming that is closely related to existing approved programming, the responses to questions should describe the proposed program learning outcomes and identify how the learning outcomes and other features of the proposed program will differ from existing offerings. For example, it may be possible to reference existing degree structures to satisfy the requirements of s. 5.1.3 and much of 5.1.4. Attach as an appendix proposed changes to calendar descriptions.

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

The learning outcomes for this program were established in consultation with all faculty currently teaching in HADVC graduate programs on how to serve the new course-based curriculum and its students.

Coursework that both course-based and thesis-based MA students undertake is a primary means for students both to learn and to improve a number of skills. Whereas course-based students will

take more classes and thus gain depth in multiple subject areas, thesis-based MA students take fewer classes and develop more depth in a single area. The skills acquired in coursework by both sets us students include the following:

- 1) close visual analysis. Students will be trained to perform visual analyses that draw from a range of methods informed by formalism, semiotics, post-colonial theory, and feminism, to name only a few possible approaches. Students should be able to identify what kinds of approaches work best for the kinds of problems, images and concepts they wish to address in their own research. Their abilities will be assessed in course assignments which require students to apply and test various interpretive methods, defending the one(s) they eventually select. All courses contribute to this outcome. Course-based MA students will take more classes and therefore have opportunities to develop these skills in more subject areas than do thesis-based students.
- 2) clear expression of ideas in relation to the study of visual and material culture. Students will be trained to express themselves in both oral and written formats, adapting their presentations to different audiences. Students will write coherent research papers that are thoroughly researched and supported by both evidence and logic, paying particular attention to the convincing use of visual evidence; they will teach specific lessons to undergraduates as part of their coursework, testing their abilities in numerous settings, including formal essay writing activities and giving guest lectures, productions that can be observed and evaluated by faculty members. All courses contribute to this outcome. Course-based MA students will take more classes and therefore have opportunities to develop these skills in more subject areas than do thesis-based students.
- 3) the ability to formulate an original research problem relevant to the study of visual culture. This skill is developed during the process of essay writing and the assessment of that writing, at which time the development of a research question, as well as the appropriate theoretical and methodological approaches to investigate it, will be discussed and evaluated. This skill is particularly targeted for thesis-based students in the MA thesis, and it will be targeted for course-based students in the capstone course. Thesis-based MA students write a more extensive individualized research project than course-based students, thereby developing greater depth in a single subject area.
- 4) the ability to make a research plan that contributes to the diverse and expanding fields of art, design and visual culture. This conceptual ability is developed by students during various courses, but also receives direct and sustained attention during the thesis year (for thesis-based MA students) and in the capstone (for course-based students). Thesis-based MA students write a more extensive individualized research project than course-based students, thereby developing greater depth in a single subject area.
- 5) the ability to deliver a conference paper and write a grant proposal, highlighting the unique and specific demands of the study of art and visual culture. The more practical aspects of these skills will be practiced and evaluated in Professional Development workshops, with students delivering mock papers in front of their peers, for example. Particular attention will be paid to the convincing display and pedagogical use of visual images, and the standards of professionalization within museums and the art world. All courses contribute to this outcome. Both course-based and thesis-based MA students receive this training.

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

University of Alberta programs in HADVC conform to most North American art history programs in terms of required course load, length of program, and capstone experiences. Our program is organized around three areas of specialization: i) Modern and Contemporary Visual Art and Theory from the nineteenth-century to the present; ii) Modern and Contemporary Design and Design Theory; iii) The Visual and Material Cultures of East Asia. These three areas are united in their broad international and interdisciplinary commitment to visual and material culture, rather than only to objects designated as art. In that sense, the program in HADVC is unified by the faculty members' consistent dedication to critical theory, visuality, and the exploration of cultural and material interaction in the context of their particular areas of specialization.

All faculty members in HADVC are active researchers and successful teachers who regularly integrate their specializations into their pedagogical practices. Courses offered at the graduate level are organized with the needs of students in mind, in addition to being closely related to the scholarly work of individual professors in HADVC. See the attached course listings in Appendix A for a listing of graduate courses offered during the 2015-16 and 2016-17 academic years.

Independent scholarly activity in this new program will be primarily assessed through the capstone course (3 credits), which will usually be taken during the final term of the student's program. Thesis-based MA students take fewer classes and work with a faculty supervisor over the course of a year to develop a highly-focused research project, which is then defended through an oral exam in front of the supervisor, a second reader, and an external examiner. In contrast, the course-based MA students take more classes (thus acquiring depth in more subjects) and work over one semester with a faculty advisor to write capstone paper. The capstone of the course-based MA degree program provides students with an opportunity to engage in independent research and explore an original topic in which they are interested. The faculty advisor for each student's capstone will be selected by the student in consultation with the HADVC Graduate Advisor. The student will work closely with the advisor to undertake research related to a topic that has been initially explored in earlier coursework. In addition to research skills, the student will develop analytical, methodological, interpretive and expository skills appropriate to the field of art and visual culture. The culminating research paper, of approximately 30-40 pages in length, will be evaluated by the advisor and a second faculty member in HADVC.

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

Not applicable; this is a graduate degree.

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

*guideline only for a typical baccalaureate program, and will be different for other baccalaureate and graduate programs).*

**Instructions:** If course outlines are unavailable for new courses or courses which have been or will be substantially revised, sufficient information must nonetheless be available to academic experts the institution engages during its internal program approval process and to Council to enable evaluation and informed decision regarding how these courses will contribute to the program.

Whereas the thesis-based MA consists of \*18 total, plus the writing of a thesis, the course-based MA will consist of the following:

\*24 total, composed of  
\*21 coursework  
plus \*3 capstone

HADVC 600 Theory & Methods is required, if not taken previously, and counts toward the \*21 Professional Development and Ethics Training (non-credit)

Up to \*6 may be taken outside the History of Art, Design and Visual Culture

Students who wish to complete the degree in one year may enroll in 4 courses (12 credits) in each of their two terms (fall and winter). Upon completion of their first term of coursework, they will meet with the HADVC Graduate Advisor to select a faculty member with whom to complete the capstone. The second term of coursework will consist of 3 additional courses (9 credits) and the capstone (3 credits), which will be available during all academic terms. The Professional Development and Ethics Training may also be completed during the course of fall and winter terms. Course outlines for all courses are available upon request.

Students who wish to complete the degree part time, will work with the Graduate Advisor to develop a schedule of courses that will ensure completion of the degree in the FSGR allowed time frame of six years. All graduate courses meet once a week as 3-hour seminars, which allows most working students the flexibility to complete the degree part time. The capstone may be taken after completion of at least 4 courses (12 credits).

All classes chosen will be on the graduate level, taken primarily with faculty in the HADVC. Up to two courses (6 credits) may be outside the HADVC division. These courses may include offerings, all of which would be accessible to working professionals, from Anthropology, Drama, Education, English & Film Studies, History & Classics, Music, Philosophy, Sociology, Women & Gender Studies, among others. Students from the field of Education, for example, may elect to take such Secondary Education courses as Media and Popular Culture in the Curriculum (EDSE 508) or Hands on History (EDSE 501), among other options. Students with a graduate degree in fine arts, the MFA may also take up to two courses in a studio discipline other than that named in their degree. For example, a student with an MFA in Printmaking may take up to two Art courses in any studio area other than printmaking. Courses from outside the division must be approved by the Graduate Advisor.

In addition to the required coursework, graduate students will participate in Professional Development and Ethics Training organized by the Department of Art and Design and the Faculty of Graduate Studies and Research. These seminars are designed to provide graduate students with training in the

practical aspects of the field. Sessions, which often include invited experts from both within and outside the University of Alberta, are held on a monthly basis throughout both semesters, offering advice about such practical topics as photographing works of art; using digital images and questions of copyright; constructing a syllabus in visual culture courses (a skill that will be useful for future employment); pedagogical theories and practices; practical methods of course preparation and delivery; grant writing and budget preparation; and constructing a curriculum vitae and cover letter.

### **Program structure**

Component <sup>1</sup>		Graduate courses (maximum)	Credits
Requirements	HADVC 600	Theory & Methods	3 credits
	HADVC 900	Capstone	3 credits
	Electives*	6 courses	18 credits
Required courses outside HADVC		0 courses	0 credits
Additional requirements (please specify)		Ethics Training and Professional Development	0 credits
Total		8 courses	24 credits

\* Up to two elective courses (6 credits) may be taken outside HADVC.

*To assist in demonstrating that the program curriculum is clear and well integrated with the objectives and outcomes, provide one or more typical student programs by year of program (see sample table below).*

### **Typical student program**

1st YEAR	FALL				
	Course number	Course title	Course level	Role in program	Credits
	HADVC 600	Theory & Methods	Grad	Required	3
	HADVC 503	Advanced Studies in Early Modern Art, Design and Visual Culture	Grad	Elective	3
	HADVC 506	Advanced Studies in Art, Design and Visual Culture in the Early 20th Century	Grad	Elective	3
	HADVC 511	Advanced Special Topics in Art, Design and Visual Culture	Grad	Elective	3
WINTER					
	HADVC 511	Advanced Special Topics in Art, Design and Visual Culture	Grad	Elective	3
	HADVC 512	Advanced Studies in Asian Art, Design and Visual Culture	Grad	Elective	3
	HADVC 555	Advanced Studies in Art, Design and Visual Culture in the Second Half of the	Grad	Elective	3

		19 <sup>th</sup> Century			
HADVC 900	Capstone		Grad	Required	3

## 5.2 Criteria / Requirements for Admission and Academic Progression

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

**Instructions:** If there are no changes from existing requirements for the degree in which the major/specialization is situated, this may simply be noted.

The admission requirements listed in the University of Alberta Calendar will be the same as those for the thesis-based MA, as follows: “An applicant must normally hold a degree in the History of Art (or its equivalent) from a recognized institution. Applicants with a bachelor’s degree other than History of Art will be considered for admission provided that an adequate background in the History of Art can be demonstrated.”

Thesis-based MA students take fewer classes and write a thesis, which is orally examined by the supervisor, a second reader, and an external examiner. In contrast, the course-based MA students take more classes (thus acquiring depth in more subjects) and work over one semester with a faculty advisor to write a capstone paper. Rigor is maintained for the thesis-based MA students by requiring a thesis, and it is maintained for the course-based MA students by requiring more courses.

Whereas the thesis-based MA (thesis) degree is offered only full time, the course-based MA will be offered both full time and part time. All other academic progression requirements remain the same.

## 5.3 Engaged and Active Learning / Delivery Methods

**Instructions:** In completing this section, please consult Council’s expectation with respect to engaged and active learning and standards for programs in blended/distributed/distance modes. Responses should focus on any differences relative to existing offerings.

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

This program will concentrate on areas of strength in the Department, Faculty and University. The paramount strength of the proposed course-based MA in the History of Art, Design and Visual Culture is the complement of faculty members who engage with recent scholarship and actively publish in the fields of art history, history of design and visual culture. These faculty members focus on the visual and material culture of Europe, North America and East Asia from the sixteenth century to the present. Viewed together, these areas of faculty research enable the division to offer a coherent program of study. Courses based on these research areas are offered

seminar-style, providing students with an engaged and active atmosphere in which to develop skills in critical reading, writing, and oral presentation.

What distinguishes the University of Alberta in this program of study is the breadth of material addressed by this research: in addition to the traditional study of painting and sculpture offered by most art history departments, the History of Art, Design and Visual Culture makes the study of design, photography, the graphic arts, and museum practices a core component of its curriculum. As such it is on the cutting edge of visual and material culture research and offers a program that is unique in Canada. Departmental strengths in Modern and Contemporary Art and Design (including recent and existing Canada Research Chairs in Fine Arts and Design Studies) support the research and teaching of faculty members in HADVC. The thriving research culture of the Faculty of Arts encourages the kind of critical interdisciplinary thinking that marks advanced university-based research programs.

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

The curriculum in the History of Art, Design and Visual Culture is linked to various forms of modernity, attention to critical theory, and emphasis on the global exchange of material things and ideas. They are furthermore supported by excellent faculty in other departments, existing library resources, and the visual collections held by the University of Alberta. The study of art at the University is fostered by excellent collections of art and design, among them the Mactaggart collection of rare Chinese paintings and textiles, the Print Study Centre, the Bruce Peel Special Collections Library, and the Rawlinson Rare Medical Books Collection. Graduate classes offer students advanced skills in critical reading, thinking and writing, and the opportunity to work with original objects in these and other Alberta-based collections. The program does not make use of blended, distributed or distance modes of teaching/learning.

#### 5.4 Program Comparison

**Instructions:** The amount of information provided on the exemplars or benchmarks used by the institution should be commensurate with the degree of change being proposed. Please provide a comparative analysis with similar programs offered elsewhere to help Council determine whether the proposed program meets national and international standards.

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

There are no comparable programs in the prairie provinces of Alberta, Saskatchewan and Manitoba.

Carleton University offers two MA streams, one of which is called the “course-work stream;” their program is almost identical to our proposed program. The University of Western Ontario also has two MA streams, one of which is course-based like this proposed program. The program at Western requires fewer credits (18 versus 24) and a language other than English (LOE), which may be satisfied through exam or additional courses. The program at the University of New Brunswick, which also offers two streams, also requires fewer credits and proficiency in French. All these programs require a capstone research project.

These schools were chosen because they are Canadian universities that offer, like the University of Alberta, a full range of undergraduate and graduate programs (BA, MA and PhD).

Program component	University of Alberta	Carleton University	University of Western Ontario	University of New Brunswick*
Name of degree	MA (course-based) in the History of Art, Design and Visual Culture	MA in Art History (course-work stream)	MA (course-based) in Art History	MA in History (by Course and Report)
Entrance requirements	Applicants must hold a four-year degree, normally a Bachelor of Arts degree, with a major in the History of Art or a closely related subject.	The minimum requirement is an Honours bachelor's degree (or equivalent) in art history or a related discipline.	Applicants must hold a BA Honours (or equivalent) with a minimum B+ standing, normally in Art History or Visual Arts.	Applicants must hold a BA, normally in History, Art History or a related field.
Areas of study / Curriculum	History of Art, Design and Visual Culture in Europe, North America, and East Asia from the early modern period to the present	Visual culture and critical approaches, engaging the dynamic nature of the discipline at the beginning of the 21 <sup>st</sup> century	Histories and theories of art and visual culture	Canadian history, international and military history, women & gender history, early modern history, and other fields based on faculty research interests and resources
Graduation requirements	21 credits in course-work; 3 credit capstone paper; ethics & professional development (no credit)	4 credits (the equivalent of 24 credits) in course-work; Carleton Art Forum (no credit)	18 credits in course-work; 30-page research paper; reading proficiency in LOE	15 credits; reading proficiency in French
Total credits	24	24	18 to 24	15 to 21

\* At the University of New Brunswick, art and visual culture studies are offered through the Department of History.

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

**Instructions:** Regardless of whether the example table below is used, the ways in which the structure, admission requirements and learning outcomes of the proposed program differ from any similar program(s) offered at the institution must be clearly identified.

Several other departments within the Faculty of Arts offer comparable course-based MA degrees, although none of these focus on the visual arts and culture. The course-based MA in English and the course-based MA in History and are the closest to our proposal. These degree programs require, as will ours, 24 graduate level

course weights, a capstone project (included as part of those 24 course weights), as well as an ethics and professional development requirements. Admission requirements are also similar.

## 5.5 Other elements affecting quality

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

None identified.

## SECTION 6: IMPLEMENTATION AND RESOURCES

### 6.1 Program Implementation Plan

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

**Instructions:** The focus should be on new courses and features, on integration of existing program elements and the plans for winding down existing offerings (if applicable) while preserving quality.

The only new course for this program is HADVC 900, which is independent supervision of the student capstone projects. This course will be offered beginning the second term of program implementation. Individual faculty already accommodate independent supervision of student projects every term, and we do not anticipate a significant workload impact on faculty as the number of students entering this program will be small. Assuming five new students enter each year, each individual faculty member will be assigned to no more than one new student. No new academic staff hires will be necessary to accommodate this program.

No programs will be phased out.

### 6.2 Staffing Plan

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

**Instructions:** Whether you choose to complete the table below or use a narrative, provide evidence for an adequate core of appropriate faculty resources who carry responsibility for the overall quality and delivery of the program.

#### Courses taught by academic staff by credential and specialization

The faculty teaching classes to be taken by students in the course-based MA all hold the PhD in either art history or a related field. No new faculty hires are anticipated. Each of these faculty members constitutes 1 person and 1 FTE, and each currently teaches (and will continue to teach) one graduate course per year. These faculty members include:

Dr. M. Elizabeth Boone, PhD City University of New York (full professor): U.S. and Latin American art in the 19th-and early 20th-centuries; transnational relations in Europe and the Americas; world's fairs and the politics of display

Dr Lisa Claypool, PhD Stanford University (associate professor): Chinese art and visual culture from the Qing dynasty to now, with a focus on painting practice, urban art production, and the cultural politics of display

Dr Walter Davis, PhD Ohio State University (associate professor): Late-imperial Chinese painting, prints, and calligraphy; 20th-century Chinese and Japanese art; modern Sino-Japanese artistic exchange

Dr Joan Greer, PhD Free University of Amsterdam (full professor): 19th- and early 20th-century European art and design; the convergence of the fine and applied arts; art and religion; sustainable design; constructs of nature

Dr Steven Harris, PhD University of British Columbia (associate professor): Anti-formal tendencies in 20th-century art; surrealism; avant-garde movements; postwar European art

Dr Natalie Loveless, PhD University of California, Santa Cruz (assistant professor): Contemporary art and theory; feminist art and theory; visual, performance and cultural studies; practice-led research and research-creation in the arts

Dr Lianne McTavish, PhD, Rochester University (full professor): Early modern visual culture, with a specialization in images of health, healing, childbirth and anatomical dissection; history and theory of museums; contemporary fitness and bodybuilding culture

A list of courses offered may be found in Appendix A. CVs are available upon request.

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

**Instructions:** Reference to an institutional document may suffice.

All faculty offering courses in this program are continuing faculty who teach a full load of courses (4 HCE) each year.

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

**Instructions:** The focus should be on the aspects that provide coherence and structure to the proposed degree. Demonstrate that the course rotation and staffing capacity are sufficient to deliver the proposed program to a full-time student.

The course rotation listed below is based on the courses delivered during academic year 2015-2016 and 2016-17. The specific topics for HADVC 511 (Advanced Special Topics in Art, Design and Visual Culture) change depending upon who teaches the course. The only classes that are cycled (repeated during years 1 and 2) are HADVC 600 (Theory & Methods, which is offered every fall) and HADVC 900 (Capstone, which will be offered every term).

**Proposed teaching rotation for required courses in the major/specialization**

Fall Year 1	Instructor	Winter Year 1	Instructor
HADVC 600	McTavish	HADVC 506	Boone
HADVC 512	Davis	HADVC 511	Loveless
HADVC 555	Greer	HADVC 511	Claypool
*HADVC 900	All faculty	HADVC 511	McTavish
		HADVC 900	All faculty
Fall Year 2	Instructor	Winter Year 2	Instructor
HADVC 600	Boone	HADVC 511	Harris
HADVC 503	McTavish	HADVC 512	Davis
HADVC 556	Loveless	HADVC 555	Greer
*HADVC 900	All faculty	HADVC 900	All faculty

N.B. HADVC 900 is the only new course. All others are already currently offered.

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

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

Name	Earned Credential <sup>1</sup>	Supervision of undergraduate research projects	Graduate teaching experience	Master's committee work / supervision		PhD supervision
				Project	Thesis	
Boone, M. Elizabeth	PhD	✓	✓		Sup	Sup / Ext
Claypool, Lisa	PhD	✓	✓		Sup	Ext
Davis, Walter	PhD	✓	✓		Sup	Ext
Greer, Joan	PhD	✓	✓		Sup	Sup / Ext
Harris, Steven	PhD	✓	✓		Sup	Sup / Ext
Loveless, Natalie	PhD	✓	✓		Sup	Sup / Ext
McTavish, Lianne	PhD	✓	✓		Sup	Sup / Ext

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

Key	
PhD	= Doctor of Philosophy
DMA	= Doctor of Musical Arts
Edd	= Doctor of Education
Com	= Committee Member
Sup	= Supervisor or Co-supervisor
Ext	= PhD External Examiner

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

**Instructions:** Normally not required for the type of proposal envisioned by the Part B1 template but should be available upon request.

CVs for all academic faculty teaching in this area are available on request.

### 6.3 Scholarly and Creative Activity

**Instructions:** Reference to institutional documents should suffice for the level of change handled by this document.

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

The paramount strength in the History of Art, Design and Visual Culture is the complement of faculty members who engage with recent scholarship and actively publish in the history of art, design and visual culture.

All faculty actively disseminate their research and regularly obtain external research funding. Dr. M. Elizabeth (Betsy) Boone, an expert in nineteenth and early twentieth-century U.S., Spanish and Latin American art, published her first monograph with Yale in 2007 and received SSHRC Standard Research Grant from 2010 to 2014 to complete her second one, which is currently under review by a major academic publisher. Dr. Lisa Claypool has published book chapters, scholarly articles, and exhibition catalogues; she held a SSHRC Insight Development Grant from 2014 to 2016 and is currently a Senior Fellow at the Center for Advanced Study in the Visual Arts in Washington DC. Dr. Walter Davis, who studies Sino-Japanese relations in the early twentieth century, has curated exhibitions and produced book essays; he is publishing his first book with Brill. Dr. Joan Greer publishes scholarly articles on constructions of artistic identity and the relations between artistic and religious discourses in late nineteenth- and early twentieth-century European art and design, with a focus on Holland and Belgium; she held a SSHRC Standard Research Grant from 2006 to 2010. Dr. Steven Harris is an expert in surrealism, avant-garde movements and post-war European art, having published a book on Surrealist art and thought in the 1930s with Cambridge in 2004; he too held a SSHRC Standard Research Grant from 2006 to 2010. Dr. Natalie Loveless is an artist and scholar who works on feminist art and gender, performance, art as social practice, as well as psychoanalytic and literary theory. She held a SSHRC Insight Connection Grant in 2016 and a SSHRC Insight Development Grant from 2014 to 2016; her first book, on research-creation in the North American university, has been submitted for publication. Dr. Lianne McTavish has produced refereed articles on critical museum theory, nineteenth-century Canadian museums, and visuality, in addition to her 2005 monograph on the visual culture of early modern childbirth, her 2013 book on the modern museum in Canada, and 2015 book on feminist body building; she has received three SSHRC Standard Research Grants, the most recent of which is supporting research for a book on non-professional museums in Alberta.

All faculty are evaluated annually by the Chair of their department and by a committee of their peers. The University of Alberta provides ample support through workshops and internal funding opportunities for faculty preparing external grant applications.

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

Not applicable.

#### **6.4 Physical and Technical Infrastructure**

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

**Instructions:** Normally not required unless the proposed program places substantial new demands on infrastructure.

This program makes no new demands on infrastructure.

### **6.5 Information Services**

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

**Instructions:** Normally not required unless the proposed program places substantial new demands on information services.

This program makes no new demands on Information Services. A Library Impact Statement is included with this proposal as Appendix C.

## **SECTION 7: CONSULTATION AND ASSESSMENT**

**Instructions:** Not all of the questions in Section 7 may be relevant to the proposed program. Complete as appropriate, i.e., much of s. 7.1 might be addressed by reference to existing documents, and s. 7.2 should only be completed if it is relevant. With respect to 7.3, report(s) of external independent academic experts are normally expected unless a compelling case is provided.

### **7.1 Program Evaluation**

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

The University of Alberta performs regular periodic review of all its degree programs, and the course-based MA will be evaluated at the same time as the other graduate programs in the Department of Art and Design. The success of the program will be evaluated based on admission and acceptance numbers, graduation rates, alumni employment, and external assessment by professionals in the field. The current cycle of review is every 5 to 7 years.

## **7.2 Consultation / Accreditation or Regulatory Approval**

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

The following independent academic experts beyond the University of Alberta's Faculty of Arts have consulted with us, provided feedback, and expressed support for this proposal:

Dr. Kathryn Shailer, Acting Research Officer and Special Advisor for Graduate Studies and Internationalization, Alberta College of Art and Design  
Dr. Kenneth Allen, Associate Professor of Art History, University of Lethbridge  
Dr Anne Dymond, Associate Professor, Art History and Museum Studies, University of Lethbridge  
Dr. Allan Gilliland, Dean, Faculty of Fine Arts, MacEwan University  
Dean Smale, Coordinator of Visual Communications, Medicine Hat College  
Jason Frizzell, Dean, School of Creative Arts, Red Deer College  
Dr. Jia Wang, Acting Director, China Institute, University of Alberta  
Dr. Randolph Wimmer, Interim Dean, Faculty of Education, University of Alberta

In addition, consultation with other organizations and prospective employers has resulted in letters of support from the following:

Jacek Malec, Executive Director, Harcourt House Artist Run Centre, Edmonton  
Deborah Herringer Kiss, Director, Herringer Kiss Gallery, Calgary  
Heather Hamel, Director, Scott Gallery, Edmonton  
Janine Andrews, Executive Director, University of Alberta Museums, Edmonton  
Chelsea Boida, Public Art Officer, Edmonton Arts Council

These letters are attached as Appendix B.

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

Not applicable.

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

Not applicable.

## **7.3 Reports of Independent Academic Experts**

*CAQC views external peer review, which can be both formative and summative, as foundational to ensuring the quality of academic programs. In order to strengthen the proposal, before the proposal is finalized, the institution should consult with one or more independent academic experts it selects from*

*outside the institution to provide advice regarding all aspects of the program. The report(s) of these external independent academic experts should be provided, along with the institution's response to the report(s). If an institution wishes a program proposal to be exempted from the normal requirement of an assessment by an external expert, it must provide a compelling case as part of its request for a Fully Expedited Review. Short résumés of the academic experts involved and a rationale as to why they were selected should be provided (see CAQC's guidelines with respect to the selection and use of Independent Academic Experts in Appendix I of the CAQC Handbook).*

## **SECTION 8: OTHER**

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

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

No known adverse claims or allegations affect this application.

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

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

### **8.3 Other documentation**

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

The University of Alberta Graduate Program Handbook is available here: <https://www.ualberta.ca/graduate-studies/about/graduate-program-manual>

Information about “Master’s Studies—Course-Based” at the University of Alberta is available here: <https://www.ualberta.ca/graduate-studies/current-students/masters-course-based>

The University of Alberta Calendar is available here: <http://calendar.ualberta.ca/>

## **Appendix A.**

**Part I. Complete list of courses, including credit values, instructional hours and brief (calendar style) courses descriptions.** These courses, with the exception of HADVC 900, are in the 2017-18 University of Alberta Calendar.

HADVC 600 Advanced Theory/ Methods in Art, Design and Visual Culture (offered every fall)  
\*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 503 Advanced Studies in Early Modern Art, Design and Visual Culture  
3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 506 Advanced Studies in Art, Design and Visual Culture in the Early 20<sup>th</sup> Century  
\*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 511 Advanced Special topics in Art, Design and Visual Culture  
\*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 511 Advanced Special topics in Art, Design and Visual Culture  
\*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 511 Advanced Special topics in Art, Design and Visual Culture  
\*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 512 Advanced Studies in Asian Art, Design and Visual Culture  
\*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 512 Advanced in Asian Art, Design and Visual Culture  
\*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 512 Advanced Studies in Asian Art, Design and Visual Culture  
\*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 555 Advanced Studies in in Art, Design and Visual Culture in the Second Half of the 19<sup>th</sup> Century  
\*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 555 Advanced Studies in in Art, Design and Visual Culture in the Second Half of the 19<sup>th</sup> Century  
\*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 556 Advanced Studies in in Art, Design and Visual Culture from the Mid-20<sup>th</sup> Century to the Present  
\*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

**Part 2. New courses, including credit values, instructional hours and brief (calendar style) courses descriptions.**

HADVC 900 Directed Research Project

\*3 (fi 6) (either term, unassigned).

Students enrolled in this capstone for the course-based MA program work independently with a supervisor to develop a research topic of their choosing.

**Part 3. These specific topics have all been offered in 2015-16 and 2016-17. Courses containing content related to indigenous peoples are indicated with +. Syllabi are available upon request.**

+HADVC 600 Advanced Theory/ Methods in Art, Design and Visual Culture (offered every fall)

\*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

This course provides students with an introduction to theories and methodologies employed in the study of art, design, and visual culture. Students examine a wide range of approaches, covering both historical and contemporary materials and debates.

+HADVC 503 Advanced Studies in Early Modern Art, Design and Visual Culture: The Early Modern Body in Europe, 1450–1800

3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

Scholars increasingly examine how early modern bodies were produced in a range of representations, including literary texts, medical engravings, theatrical performances, and portraiture. The study of these bodies has become a distinctive field of inquiry, and this seminar introduces students to its historiography, major debates, and dominant themes, with an emphasis on visual articulations of the body. Students analyze, for example, the gendered rituals of anatomical dissection, the ways in which monstrous bodies communicated conceptions of self, sex, and “race,” and the social construction of disease.

+HADVC 506 Advanced Studies in Art, Design and Visual Culture in the Early 20<sup>th</sup> Century: Murals and Public Art in North America, 1910-1945

\*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

This course examines murals and public art produced in Mexico, the United States, and Canada during the 1920s, 30s and 40s. Readings explore work produced for the Mexican Mural Movement, as well as work produced in the United States and Canada.

HADVC 511 Advanced Special topics in Art, Design and Visual Culture: Feminist Art and the Maternal

\*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

Forty years after the intervention of feminist art, what is the experience of the daughters of that era who have since become mothers? How is that experience expressed in their artwork, and how does this artwork relate to the work being done in the 70s? This course draws upon a variety of academic disciplines, including feminist theory, art history, and psychoanalysis, to study the maternal in the context of feminism today. Reading of theoretical texts are interwoven with analysis of historical and contemporary art practice.

+HADVC 511 Advanced Special topics in Art, Design and Visual Culture: The History of Museums

\*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

Museums are no longer considered “neutral” spaces that simply preserve valuable objects for the education and enjoyment of the public. Questions have been raised about the social function of museums: Do these institutions reinforce class distinctions? Do organized exhibition spaces guide the visitor through a narrative of national identity? Whose (hi)story is told in museums and who gets to tell it? Who benefits, financially or otherwise, from museum exhibits? Students will analyze different approaches to these questions by reading historical and theoretical texts about the earliest cabinets of curiosities, the “universal survey museum” of the nineteenth century, and contemporary organizations. Case studies are based on museums and display areas in Alberta, mostly local ones, with a few corresponding readings on these organizations.

HADVC 511 Advanced Special topics in Art, Design and Visual Culture: *A*esthetics and Materiality

\*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

In this course, we investigate the renewed interest in aesthetics in recent years, in conjunction with an investigation of those practices in the visual arts that foreground their materials. The focus of the course is on the aesthetic thought of Jacques Rancière, Peter Osborne and others in its relation to artistic practice, but students first consider the modern history of aesthetics more generally, before turning to contemporary aesthetics and to examples of artistic practice —and the thinking about it by artists, critics and— from the 1930s to the present.

HADVC 512 Advanced Studies in Asian Art, Design and Visual Culture: Orthodoxy and Eccentricity in Chinese Painting of the 17th and 18th Centuries

\*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

This seminar examines two of the most important artistic movements of China's Qing dynasty (1644-1911): the Orthodox School and the Yangzhou Eccentrics. In the 17th and 18th centuries, highly placed scholar officials and painters at the Manchu court in Beijing espoused the creative theories of Dong Qichang (1555-1636) and established an extremely conservative mode of painting that would dominate Chinese criticism and artistic practice for centuries. However, in China's leading eighteenth-century commercial centre, the southern city of Yangzhou, amateur and professional masters operated in a dramatically different environment, responding to novel social and economic developments with innovations what would challenge the strictures of orthodox painting and, in the modern era, contribute to its demise. Seminar sessions include firsthand viewings of works in the university's Mactaggart Art Collection.

HADVC 512 Advanced in Asian Art, Design and Visual Culture: China's Design Revolution

\*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

This course raises the question: when will China stop manufacturing and start designing? After briefly exploring the historical development of the modern factory system through the lens of education, socio-economic development, lifestyle, the environment, and politics, students will study the dynamic new generations of designers emerging in China since the end of the Cultural Revolution in the late 1970s. Design will be examined in a broad compass: from fashion, cars, toys and tea cups, to graphic design, design of mega events (the 2008 Beijing Olympics, the

2010 Shanghai World Expo), and urban design and architecture. Students are not expected to have any prior experience in Chinese Studies.

**HADVC 512 Advanced Studies in Asian Art, Design and Visual Culture: Traditionalist Modernities of China and Japan**

**\*3 (fi 6) (either term, 0-3s-0).** Prerequisite: consent of Department.

This seminar considers traditionalism in the art, design, and visual cultures of China and Japan in the late-19th and early-20th centuries. We will examine how and why, as industrialization, commercialization, colonialism, and nationalism profoundly reshaped East Asia, artists, designers, intellectuals, art-world organizers, businesspeople, and consumers related the visual, material, and social realities of their modern era to ones of the past. By what means and to what ends did they preserve, advance, and invent traditions? Focusing on painting and calligraphy but also taking into account such modes of expression as architecture and fashion, we will investigate the articulation and practice of traditionalist art and design within such modern, transnational contexts as artistic societies, exhibitions, department stores, publishing ventures, and museums. Seminar sessions will include discussions of readings, student reports, and viewings of primary objects and texts in the Mactaggart Art Collection and University of Alberta Libraries.

**HADVC 555 Advanced Studies in in Art, Design and Visual Culture in the Second Half of the 19<sup>th</sup> Century: Visualizing “Nature”**

**\*3 (fi 6) (either term, 0-3s-0).** Prerequisite: consent of Department.

In this course students examine how “nature” was theorized and represented in the visual and applied arts from 1848-1914. On the one hand, this includes investigating Realist, Impressionist and Symbolist works focusing, in particular on landscape, botanical and zoological subject matter. On the other, it includes nature motifs in Arts and Crafts and Art Nouveau design. How such representations relate to early environmental and scientific discourses are considered. Theories of the Anthropocene, Animal Studies and Environmental History also inform student enquiries.

**HADVC 555 Advanced Studies in in Art, Design and Visual Culture in the Second Half of the 19<sup>th</sup> Century: Religion and Art (1848 – 1914)**

**\*3 (fi 6) (either term, 0-3s-0).** Prerequisite: consent of Department.

This seminar examines religion and art in the second half of the nineteenth and early twentieth century, focusing on Realist and Symbolist artistic production (primarily painting, sculpture, photography and the graphic arts) in Europe and North America.

**+HADVC 556 Advanced Studies in in Art, Design and Visual Culture from the Mid-20<sup>th</sup> Century to the Present: Ephemerality and Sustainability in Contemporary Art**

**\*3 (fi 6) (either term, 0-3s-0).** Prerequisite: consent of Department.

James Lovelock, known for having co-created the Gaia hypothesis with Lynn Margulis, was recently quoted as saying that “saving the planet is a foolish, romantic extravagance.” This course will examine how perspectives such as Lovelock's reorient artistic production in the 21st century, with particular attention to debate surrounding the so-called ‘anthropocene.’ The anthropocene, as a political term, has increasingly found itself at the center of contemporary discourse in the arts, with numerous books, exhibitions, articles and journals devoted to it.

Readings will examine contemporary debates surrounding the anthropogenic climate change and examine the impact of such debates on art practice and scholarship. Students are expected to engage with the course “research-creationally,” bringing scholarly attention to arts practice and artistic attention to academic scholarship.

HADVC 900 Directed Research Project

\*3 (f1 6) (either term, unassigned).

Students enrolled in this capstone course work independently with a supervisor to develop a research topic of their choosing.

February 21, 2017

Dr. M. Elizabeth Boone  
 Professor and Graduate Advisor  
 History of Art, Design and Visual Culture  
[betsy.boone@ualberta.ca](mailto:betsy.boone@ualberta.ca)

and  
 Dr. Lianne McTavish  
 Associate Chair (Graduate Studies)  
 Department of Art and Design  
[lmctavis@ualberta.ca](mailto:lmctavis@ualberta.ca)

Re: Letter of Support for Proposed Course-based MA in the History of Art, Design and Visual Culture (HADVC)

To Whom It May Concern:

I'm writing on behalf of the Alberta College of Art + Design to express our full support for the University of Alberta's proposed course-based MA in the History of Art, Design and Visual Culture. The program as described fills a long overdue need for a flexible Master's program that complements a studio-based degree (MFA, MDes) with greater depth of understanding historical contexts, visual analysis, and research methods, as well as enhanced development of the clear expression of ideas in written and oral formats. This program fills a particular niche for students who have no desire to proceed to a PhD program, as well as teachers and practitioners who would benefit from these skill sets – a niche that no other university in the prairie provinces currently caters to. The pairing of this program with an MFA or MDes should be particularly attractive to those seeking careers in the post-secondary sector.

From a purely practical point of view, it makes complete sense for the University of Alberta's History of Art, Design and Visual Culture division (Department of Art and Design) to offer this course-based program in tandem with its thesis-based MA and thesis-based PhD programs. No new courses are required and I'm prepared to believe the existing faculty complement can manage the few (2-5) additional students each year. The benefits of adding this program clearly outweigh any additional costs.

We would be happy to bring this program, once approved, to the attention of our MFA graduates and faculty.

Sincerely,

Kathryn Shailer, PhD  
 Acting Chief Research Officer and  
 Special Advisor for Graduate Studies and Internationalization

February 13, 2017

CHINA INSTITUTE

Dr. Steven Harris  
Acting Chair, Department of Art and Design  
Faculty of Arts

203 TELUS Centre, 87 Ave & 111 St  
Edmonton, Alberta, Canada T6G 2R1  
Tel: 780.492.1263  
Fax: 780.492.8200  
[china@ualberta.ca](mailto:china@ualberta.ca)  
[www.china.ualberta.ca](http://www.china.ualberta.ca)

Dear Dr. Steven Harris,

I would like to express my strong support for the course-based MA program proposed by the Department of Art and Design.

As I understand, the existing graduate degree programs (MA and PhD) are thesis-based and designed to prepare students with a career in the academia. While research-oriented programs are important to teaching and learning at the University of Alberta, there is also tremendous value in offering the option of an advanced degree to students, professionals in arts and community members who plan to pursue a different career path.

Some international students, especially those from a culture and language environment distinctively different from Canada, may find a course-based program help them build confidence and knowledge more quickly and efficiently. This could lead them to better assess if further pursuit of an academic career is desirable. The program itself could also serve an excellent bridge for those who decide to enroll in doctoral programs.

The creative industries are bourgeoning in many large emerging economies such as China. There are a growing demand for professionals in arts with advanced knowledge and experience of the global art industry. The proposed MA program will likely help equip candidates with useful tools to advance their future in a senior position in government agencies (i.e. cultural and arts management and exchange), museums, galleries and educational institutions.

Building on the existing strengths of the department in teaching and research, I believe this new and unique graduate learning opportunity will have broader appeal to potential Canadian and international students and help raise the profile of the department among a wider arts and education community.

Sincerely,



Jia Wang  
Acting Director, China Institute



845 Education Centre South  
Edmonton, Alberta, Canada T6G 2G5  
Tel: 780.492.3751  
[www.education.ualberta.ca](http://www.education.ualberta.ca)

February 14, 2017

Dr. Steven Harris, Acting Chair  
Department of Art and Design  
3-110 Fine Arts Building  
University of Alberta  
Edmonton, Alberta, T6G 2C9

Dear Dr. Harris,

Re: Course-based MA in the History of Art, Design and Visual Culture

Please accept this letter as indication of my full support for Dr. Elizabeth Boone's proposal to add a course based MA to the Department of Art and Design. As the current Dean of Education, I am particularly interested in this initiative from both a higher education and teacher education perspective.

Because this degree will offer options to participate either part time or full time (during a sabbatical or professional development leave for example) it will be advantageous for educators who regularly take, and look for, accessible and flexible graduate programs for reasons of personal and professional development, salary increases, and to meet changing government standards. As the proposal indicates, this degree will be especially suitable for secondary art teachers, researchers in libraries or archives as well as educators in post secondary settings.

Additionally the Pro-Seminar series of workshops which will be offered as an ancillary to the regular course work will be advantageous to teachers and school leaders as it prepares them with more serviceable aspects of the field such as grant writing, research ethics, pedagogical theories and practical methods of course preparation and delivery.

As further evidence of the Faculty's commitment to this initiative, I have shared with Dr. Boone a few courses from the Faculty of Education that might be advantageous teaching streams in curriculum pedagogy. These could be offered as possible course options for the six credits that are permissible outside of the History of Art, Design and Visual Culture. Examples are EDSE 501 (Theory Youth Culture Curriculum and Teacher Education) as well as EDSE 612 (Arts Based Research). On behalf of the Faculty of Education, I look forward to a possible collaboration with the Department of Art and Design and wish to once again express my sincerest support for Dr. Boone's proposal.

Sincerely,



Dr. Randolph Wimmer, Interim Dean



10215-112 Street NW  
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February 16, 2017

Dr. Steven Harris  
Acting Chair  
Department of Art and Design  
University of Alberta  
3-98 Fine Arts Building  
Edmonton, AB, T6G 2C9

Re: Letter of support for a proposed Course-based Master of Art Degree in the History of Art, Design and Visual Culture (HADVC) Program at the University of Alberta

Dear Dr. Harris,

I am writing on behalf of the management of Harcourt House Artist Run Centre to provide my support for a proposed Course-based Master of Art Degree in the History of Art, Design and Visual Culture (HADVC) Program as outlined and prepared by Dr. Elizabeth Boone, Professor and Graduate Advisor, History of Art, Design and Visual Culture and Dr. Lianne McTavish, Associate Chair (Graduate Studies), Department of Art and Design.

This proposed project will be a purposely established companion academic program to two existing graduate degrees at the University of Alberta: the thesis-based MA and the thesis-based PhD, and attractive to those who are not interested in pursuing an academic/research career. It will offer flexible degree options and will be primarily aimed at students, visual artists, members of the cultural communities, art educators, and cultural animators who may wish to upgrade their professional knowledge of the field, and who are particularly interested in pursuing careers in the management of arts/cultural organizations, public art galleries, artist-run-centres, museum institutions, and historic sites.

This program is in high demand. Several inquiries about and recommendations for such a degree received from students, regular posting of job openings in cultural sector requiring this type of degree, and the success of such degree programs at the academic institutions in other parts of Canada provide tangible evidence supporting its establishment and implementation.

Please note there are no comparable programs offering such a degree by the academic institutions in the Prairie Provinces of Alberta, Saskatchewan and Manitoba. A few universities in Ontario (University of Western Ontario, Carlton University) have initiated such degrees with great success. A similar program is currently being offered at the University of New Brunswick. The scarcity of options in the Prairie region will make this particular program at the University of Alberta especially attractive to those seeking to continue their education and improve their professional skills for a highly competitive job market in arts/culture/heritage sectors.

I strongly believe this program will immensely benefit arts and cultural sector in Alberta and across Canada. As such, I am writing to extend my full support for a Course-based M.A. in the History of Art, Design and Visual Culture Program and I sincerely hope that this proposal receives your favourable review and acceptance.

Sincerely Yours,

Jacek Malec  
Executive Director

JM:jm

**Dr Steven Harris**  
**Acting Chair, Department of Art and Design**  
**University of Alberta**  
**3-98 Fine Arts Building**  
**Edmonton, AB T6G 2C9**

**RE: Course-based MA in the History of Art, Design and Visual Culture**

Dear Steven Harris,

I am writing in support of a new course-based MA in the History of Art, Design and Visual Culture at the University of Alberta. M. Elizabeth (Betsy) Boone emailed me the summary of proposal for this new course and I think it's fantastic and much needed!

I feel like the Canadian arts community loses a lot of art historians to other countries where Masters degrees in art history are offered and while we many will still want to study abroad, it is wonderful for those you can not to have an option here in Alberta. My only regret is that I won't be able to take advantage of this program myself. I certainly would have when I was younger.

I wish you the best of luck with this new program and hope that you will keep me up to date with your progress in getting it started!

Best regards,

**Deborah Herringer Kiss**  
**Director, Herringer Kiss Gallery**



Faculty of Fine Arts

Department of Art

4401 University Drive  
Lethbridge, Alberta, Canada  
T1K 3M4

Phone 403.394.3997  
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[www.uleth.ca/finearts](http://www.uleth.ca/finearts)

January 30, 2017

Dr. Steven Harris, Acting Chair  
Department of Art and Design  
University of Alberta  
3098 Fine Arts Building  
Edmonton, AB T6G 2C9

Dear Dr. Steven Harris,

As an Associate Professor of Art History at the University of Lethbridge, I am writing a letter of support for the Department of Art and Design's excellent new proposal for a course-based MA in the History of Art, Design and Visual Culture division. The proposed MA appears to be a fine complement to the thesis-based MA already in place.

The courses that would be available to students (in terms of current offerings) are wide-ranging, with an interesting temporal and geographic reach that address the evolving demographics of Alberta. The two additional courses that may be taken outside of HADVC cover a useful number of area studies appropriate to the students' interests and frames of reference. It is suggested that there are additional possibilities for outside courses, and I would hope that philosophy would be one of those areas due to the close relationship between aesthetics and art analysis.

I was interested to see that the capstone element of the course-based MA is very similar to the course-based MA that I took myself at York University. Although I did go on to pursue a research-based PhD at the University of Toronto, I found the research paper option to be more suitable than an MA thesis and defence. It allowed more freedom to pursue my own research inclinations at the time than would have the stricter protocols of the thesis and defence option.

The proposed learning outcomes for the course-based MA are substantial and essential for a full engagement with art history and visual culture. I could not agree more with these aims and the resulting benefits for students.

Section 5 of Learning Outcomes, concerning the practical professional skills developed in the Pro-Seminar, is particularly valuable given the nature of this program and the students to whom it is directed. Making this program more accessible and practical (with its part-time study option) to community members who may wish to upgrade their skills and knowledge is very useful. It

would allow students to continue with their professional lives outside of the university, while at the same time furthering their studies. This provides greater services and access to the community and potentially brings students into the University of Alberta who might not otherwise attend.

The course-based MA program appears to be well conceived for current secondary school art teachers who may wish to upgrade their skills. The furthering of their studies could in turn assist in raising the standards of art education in the Alberta school system. The same is true of those individuals already working in cultural institutions who wish to continue their art-related education.

With the current challenging economic conditions in Alberta, it is important to note that this program can be assimilated into already existing courses using current faculty. The number of students anticipated to take such a degree is reasonable and appears to be in line with the regional market for employment afterward.

It is valuable for the various art departments in Alberta to have good options for our students who wish to engage in graduate study in their home province and region. The proposed development of this course-based MA program in the University of Alberta's History of Art, Design and Visual Culture division is therefore an important development, not only for Edmonton, but also for the province and region.

Sincerely,



Kenneth R. Allan

Associate Professor of Art History

Department of Art  
Faculty of Fine Arts  
University of Lethbridge  
4401 University Drive  
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January 30, 2017

Re: HADVC's Proposed MA

Professor Steven Harris, Ph.D.,  
Acting Chair, Department of Art and Design  
University of Alberta

Dear Professor Harris,

I am writing in support of the proposed course-based MA in the History of Art, Design and Visual Culture at the University of Alberta. As an Associate Professor of Art History and Museum Studies at the University of Lethbridge, I am well aware of the strong interest from diverse students to continue studies in the province.

The proposed program of study will answer a provincial need. It will provide opportunities for a select number of applicants who are not currently being served by existing programs in the province, which cater to those planning to pursue a doctorate. This course-based MA degree will allow students who do necessarily want to pursue a PhD the opportunity to enrich their studies. I believe the part-time component of the program will be particularly valuable to those who already work in related fields and want to deepen their knowledge.

The course work and capstone project will allow students a rigorous engagement in advanced art historical studies. It also provides an excellent balance of breadth and depth. I wholeheartedly support the development of this new program.

If I can do anything to further support the program, please don't hesitate to get in touch with me.

Sincerely,

*Anne Dymond*

Anne Dymond, Ph.D.,  
Associate Professor, Art History and Museum Studies  
University of Lethbridge, Lethbridge AB  
T1K 3M4  
[anne.dymond@uleth.ca](mailto:anne.dymond@uleth.ca)  
403 380 1853

January 31, 2017

This letter is written in support of The University of Alberta's Department of Art and Design's proposal for an MA in the History of Art, Design and Visual Culture.

Their proposal for a one-year degree is well thought out and addresses the needs of community members, teachers and students. The option to complete the degree in either one year, or part-time over many years will make it appealing to those already working in the industry that are seeking to expand their credentials. The in-depth course list is well thought out and will attract students from a variety of backgrounds. I especially like the idea for a capstone course, which will give students the opportunity to engage in a substantial research project. The fact that the research topic can be in an area of their interest will make it all the more meaningful.

I have spoken to the Design and Fine Art faculty here at MacEwan University and they enthusiastically endorse this proposal. They are especially happy to see another opportunity in Edmonton for our students to pursue graduate school.

The Department of Art and Design looks perfectly positioned to offer this new MA. They clearly have the depth of faculty, resources and facilities to achieve their goals, and the fact that it will require no new resources or fees, makes it all the more appealing.

I wholeheartedly support this proposal and wish the faculty all the best as they move forward. If you require any other information, please do not hesitate to contact me.

Sincerely,



Allan Gilliland, PhD  
Dean & Professor, Faculty of Fine Arts and Communications  
MacEwan University  
10045-156 street  
Edmonton, Alberta T5P 2P7  
C: 780-299-1348  
gillilanda@macewan.ca



February 15, 2017

Dr. Steven Harris  
Acting Chair  
Department of Art and Design

Dear Dr. Harris,

I am writing a letter of support for the proposed course-based MA in the History of Art, Design and Visual Culture as proposed by Dr. Betsy Boone. I have reviewed the summary of the proposal and have also had the opportunity to discuss this proposal with Dr. Boone to address some of the questions I had and to discuss opportunities for collaboration.

Dr. Boone had indicated that the proposed course list would include content that addresses issues in Canadian history and art, and topics that relate to our indigenous communities which I feel is critical. I was also interested to learn of the Professional Development requirement of the Faculty of Graduate Studies whereby students can participate in a series of workshops to learn additional skills. My unit is also developing skills-based training related to university museum collections which could provide those students in this program who are interested in art museum careers with that specific context.

I believe that there would be other opportunities to collaborate with Art and Design and the students that this program would attract to provide hands-on training, and work directly with the University of Alberta Art Collection, and our team of museum professionals.

I wish you all the best with this proposal and look forward to working with you and Dr. Boone.

Sincerely,

A handwritten signature in blue ink, appearing to read "Janine Andrews".

Janine Andrews, Executive Director  
University of Alberta Museums/Museums and Collections Services

cc: Dr. Betsy Boone, Professor, Department of Art and Design



#### Museums and Collections Services

Ring House 1 • University of Alberta • Edmonton, Alberta, Canada T6G 2E1  
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17 February 2017

VIA EMAIL<[BETSY.BOONE@UALBERTA.CA](mailto:BETSY.BOONE@UALBERTA.CA)>  
<[LMCTAVISH@UALBERTA.CA](mailto:LMCTAVISH@UALBERTA.CA)>

M. Elizabeth Boone, PhD  
Professor and Graduate Advisor,  
History of Art Design and Visual Culture

Lianne McTavish, PhD  
Associate Chair (Graduate Studies), Department of Art and Design  
University of Alberta

Dear Drs. Boone and McTavish

I am pleased to write this letter of support for the proposed MA in History of Art, Design, and Visual Culture (HADVC) at the University of Alberta. Given the increasing importance for institutions to provide relevant, flexible degree offerings, this course-based MA will be a welcome addition to your graduate offerings.

I am particularly excited about the rigorousness of the program in that students will work diligently to complete the capstone project over the course of one semester and the entire degree within one year (full time).

Education is about creating opportunities and I can envision a degree program such as this providing excellent opportunities for recent BA graduates, holders of other graduate degrees, community members, and teachers.

Best wishes with this program!

If I can provide clarification or additional information regarding the foregoing, please contact me.

All best

Dean Smale, MFA  
Coordinator/ Instructor, Visual Communications  
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Clint Lawrence, MA  
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February 13, 2017

Dr. Steven Harris  
Acting Chair  
Department of Art and Design  
University of Alberta

Letter of Support for Course-Based MA in the History of Art, Design and Visual Culture

Dear Dr. Harris

Please accept this letter of support for adding a course-based MA in the History of Art, Design and Visual Culture to your current roster of graduate level programs. Adding this specific degree seems to be a logical addition to the existing menu of course-based MA degrees.

Overall I believe this is a program that increases the number of pathways and opportunities for students studying art and art history to achieve a graduate level credential. The multiple pathways into the degree and broad audience are a particularly unique strength of the proposal. I believe individuals who currently hold studio-based MFA may see this as a means of gaining a competitive advantage for highly sought after faculty positions. Furthermore, the ability to complete the credential through part-time studies is respectful of individuals who are seeking advancement but cannot commit to a full-time program. Finally, the small size of the anticipated cohort and the ability to deliver the program within existing resources and expertise makes the proposal a fairly easy sell.

Red Deer College supports the proposed degree and views it as a viable option for our students in both BFA and BA University Transfer streams.

Thank you for the opportunity to provide this letter of support. Please do not hesitate to contact me directly if you require further commentary or clarification.



Jason Frizzell  
Dean  
School of Creative Arts

February 15, 2017

Dr. Steven Harris  
Acting Chair  
Department of Art and Design  
University of Alberta  
Edmonton, AB

Re: Letter of support for a proposed course-based MA in the History of Art, Design and Visual Culture.

Dear Dr. Harris:

After carefully reading the summary proposal forwarded by Dr. M. Elizabeth Boone, I am pleased to write a letter of support for a proposed, course-based MA in the History of Art, Design and Visual Culture.

In December 2012, I purchased Scott Gallery and made the transition from a 14-year employment with the Art Gallery of Alberta (AGA) as the manager of AGA Art Rental and Sales. My professional life as a manager and now as a gallerist within the art market, offers a perspective from one of the boundaries between a visual arts community and the general public. To that end, I am interested in an educational program that through its mandate and proposed, flexible timeframe encourages access by the broader community.

I believe that a thriving visual culture within a local context (and beyond) includes active and vital educational institutions; publicly funded galleries and artist-run centres; and, commercial galleries that believe in and reflect the cultural production of that community. The flexible degree option (with a differential from an academic, thesis-based MA) is reasonable. Community members such as commercial gallery directors, cultural workers in the private and public galleries, teachers, etc. who are already committed to long-range projects, could more easily access further learning through such a program.

I would like to draw a parallel *in effect* to the general trend in interdisciplinary studies; specifically those projects that include visual artists within a research group of other academics. It is the knowledge-sharing between different participants across specializations that I feel is the important action. I recognize that the course-based MA in question, would draw a student body from within the visual arts, but the action is still a lateral one outside the closed loop of the academic track. The learning outcomes as listed in the summary and the FGSR Ethics Professional Development requirement are achievable goals and applicable to the work-life of community members.

Many professionals within the visual arts do strive to persuade their publics to engage more complexly with the cultural production of their communities. I have worked to improve my understanding of art in general and I have observed its effects on the general audience when I have the knowledge and confidence to both show and explain. Having an institution like the University of Alberta consider such a flexible program of study as a course-based MA in Art History, Design and Visual Culture is a necessary and worthy development.

Sincerely,

Heather Hamel  
Director  
Scott Gallery  
10411-124 Street NW  
Edmonton, AB  
T5N 3Z5



## Letter of Support Course Based MA

February 24, 2016

**Dr Steven Harris**  
**Department of Art and Design**  
**University of Alberta**  
**3-98 Fine Arts Building**  
**Edmonton, AB T6G 2C9**

**Dear Dr Steven Harris,**

It was brought to my attention by Betsy Boone that there are plans to add a course-based MA to the graduate offerings in the History of Art, Design and Visual Culture at the University of Alberta. This sounds like a useful and intriguing way to diversify the offerings of your department.

As a past student of your department, and your classes, I have an appreciation for the rigors of art history research and writing. However, those rigors are not necessarily how I engage in art, or envision my future developments in art. Indeed, I had never considered a thesis-based MA or PHD, because I do not think of myself as an academic. As a public art project manager who desires professional development, I seek to upgrade my knowledge of contemporary art and its place in (art) history. This course based MA sounds like a manageable way to do so while I retain my current employment.

If this course-based MA in the HADVC progresses from a plan into an offering, please send me more information. I would seriously consider enrolling, especially if studio courses are included in the eligible courses.

Sincerely,

A handwritten signature in black ink, appearing to read "Chelsea Boida".

**Chelsea Boida**  
**Public Art Officer**

p: 780.424.2787 ext [229]  
e: cboida@edmontonarts.ca  
10440-108 Avenue  
Edmonton, AB CA T5H 3Z9  
**publicart.edmontonarts.ca**

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

Please contact your subject librarian to solicit feedback on your program proposal and request a Library Impact Statement.

**Library Contact:**

Name: K-Lee Fraser	Date: 20/09/2017
Library Unit: Humanities and Social Science/ Law	Email: fraser4@ualberta.ca

**Program Proposal Contact:**

Name: Dr. Elizabeth (Betsy) Boone	Dept./School: Art and Design
Faculty: Faculty of Arts	E-mail: betsy.boone@ualberta.ca

**Proposed Program Changes:**

Course-based Master of Arts in the History of Art, Design and Visual Culture (HADVC)

Library Service or Resource	Description of Library Impact
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)	<p>Instruction related to the course-based Master of Arts (MA) in the History of Art, Design and Visual Culture (HADVC) will be useful for graduate students in the program. Information literacy instruction may include tours of the physical and virtual library, advanced information search/retrieval, and citation management.</p> <p>The Libraries offer a range of <u>drop in research workshops</u> throughout the academic year to assist students with their research needs. In addition, <u>online instructional guides</u> and <u>tutorials</u> are accessible via the Libraries' web site to support the research process. Course/assignment specific instruction may also be useful. Please contact the appropriate <u>subject librarian</u> to discuss.</p>
Reference assistance (e.g., ongoing one-on-one help)	<p>The Art &amp; Design Librarian is available for one-to-one consultations for specialized assistance.</p> <p>General reference assistance is available at all University of Alberta Libraries service desks. <u>Ask us services</u> are also available via chat, email and phone.</p>

Collections – reserves, print, electronic [note any impacts on simultaneous users, licensing considerations etc.]	<p>As the proposed program makes use of regularly offered courses, students and faculty will continue to use library resources already provided within the collection. It is particularly important for professionals and part-time students to utilize the Libraries' expansive electronic resources and services in place to support their academic endeavours.</p> <p>The Libraries' current subscriptions to print and electronic journals and books should adequately support this program. Any items that are not available and/or accessible through the Libraries can be requested through <u>Interlibrary Loan</u>.</p> <p>Journals and electronic resources with particular relevance to this program include:</p> <ul style="list-style-type: none"> <li>• ARTstor</li> <li>• Art Index Retrospective</li> <li>• Oxford Art Online</li> </ul> <p>Submit <u>course reading list and reserve requests online</u>. The Libraries will respond within 5 business days with persistent links to online resources on your reading list. Print items will be referred to our Reserve staff and processed within 10 days.</p>
Collaboration with other UAL library units, if interdisciplinary program (consult with the other UAL units affected and include their comments with yours)	N/A
Physical facilities (e.g., sufficient room for group work; in-library work, etc.)	Physical facilities are in place to support student research needs. There are bookable group <u>study spaces</u> , as well as collaborative and individual study spaces in all library locations across.
Other (specify)	

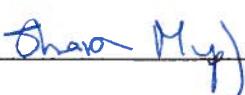
- Proposal has an impact on the Libraries and can be supported.  
 Proposal can be supported with additional resources; see attached details.  
 Proposal has no impact on the Libraries.

Unit Head Signature:



Date: Sept. 25/17

Associate University Librarian Signature:



Date: Sept. 25/17

**FACULTY OF ARTS**  
**CALENDAR CHANGE REQUEST FORM**

<b>Department:</b>	<b>Art &amp; Design</b>	<b>DEADLINE</b>
<b>Implementation:</b>	<input checked="" type="checkbox"/> NORMAL <input type="checkbox"/> EARLY (Note: new course offerings only)	
<b>Type of Change:</b>	<input checked="" type="checkbox"/> Program Regulation <input type="checkbox"/> New Course <input type="checkbox"/> Course Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Editorial	March 1* April 15* April 15

\*Documentation is required to verify that other units in the Faculty of Arts (or other Faculties) offering similar courses have no objection to the proposed new course or course change, and to avoid challenges.

Applicable:     Yes     No

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) <i>(Use strike out and highlight for all deletions)</i>	Calendar Section Number (§) <i>(Underline and highlight all additions)</i>
<p><b>Graduate Programs</b></p> <p><b>Art and Design [Graduate]</b></p> <p><b>General Information</b></p> <hr/> <p>The Department of Art and Design offers graduate programs leading to the Doctor of Philosophy in the History of Art, Design and Visual Culture and a Master of Fine Arts and Master of Design degrees in a wide range of studio disciplines. The Department also offers graduate programs leading to the Master of Arts degree in history of art, design, and visual culture.</p> <p>Programs leading to the MDes degree provide advanced studies in visual communication design or industrial design. Programs leading to the MFA degree are designed to provide advanced studies in painting, sculpture, printmaking, or drawing/intermedia.</p> <p>Programs leading to the MA and PhD degrees in the history of art, design, and visual culture provide for advanced study and research.</p>	<p><b>Graduate Programs</b></p> <p><b>Art and Design [Graduate]</b></p> <p><b>General Information</b></p> <hr/> <p>The Department of Art and Design offers graduate programs leading to the Doctor of Philosophy in the History of Art, Design and Visual Culture and a Master of Fine Arts and Master of Design degrees in a wide range of studio disciplines. The Department also offers graduate programs leading to the Master of Arts degree in history of art, design, and visual culture.</p> <p>Programs leading to the MDes degree provide advanced studies in visual communication design or industrial design. Programs leading to the MFA degree are designed to provide advanced studies in painting, sculpture, printmaking, or drawing/intermedia.</p> <p>Programs leading to the MA and PhD degrees in the history of art, design, and visual culture provide for advanced study and research. <b>The MA can be either course-based or thesis-based.</b></p>

[...]

## The Degree of MA in the History of Art, Design, and Visual Culture (Art and Design) [Graduate] Program Requirements

**Applicants** who are accepted will normally require two academic years **in residence** to complete their program of studies. Exceptions to this regulation will require the consent of the Department and the Faculty of Graduate Studies and Research.

**Candidates who, in the view of the Department, need to make up prerequisite courses will normally have to make up the deficiencies prior to acceptance into the graduate program.**

**The graduate program consists of two phases:**

### **Phase I (first year)**

**In the first year of the program students will normally be required to take:**

1. ★18 approved
2. of these ★18 approved, ★12 must be taken from History of Art, Design, and Visual Culture offerings at the 500- and 600-levels
3. up to ★6 of the ★18 required to be taken may, subject to the approval of the thesis or

[...]

## The Degree of MA in the History of Art, Design, and Visual Culture (Art and Design) [Graduate] Program Requirements

**Students** who are accepted **into the thesis-based MA program** will normally require two academic years **of full-time enrollment** to complete their program of studies. Exceptions to this regulation will require the consent of the Department and the Faculty of Graduate Studies and Research.

**Students in the course-based MA will normally require either one academic year in full-time enrollment or two to four years in part-time enrollment.**

**Students must declare whether they intend to follow the thesis-based or course-based program at the beginning of their graduate studies. Anyone wishing to change their program must obtain the approval of the HADVC Graduate Advisor.**

### **Thesis-based MA:**

**In addition to satisfying the general requirements of the Faculty of Graduate Studies and Research, students in the thesis-based MA program must complete the following:**

1. ★18 approved
2. of these ★18 approved, ★12 must be taken from History of Art, Design, and Visual Culture offerings at the 500- and 600-levels
3. up to ★6 of the ★18 required to be taken may, subject to the approval of the thesis or

graduate advisor, be taken outside the Department.

Students will be required to pass a translation test in a language other than English, or a language reading course or approved equivalent with a minimum grade of C+ before proceeding to thesis.

## **Phase II (second year)**

~~Admission to Phase II is contingent upon the satisfactory completion of all the requirements in Phase I. Course work from Phase I may not be repeated.~~

~~Phase II~~ consists of the preparation, presentation and defence of a master's thesis on a topic approved by the Department.

graduate advisor, be taken outside the Department.

**4.** Students will be required to pass a translation test in a language other than English, or a language reading course or approved equivalent with a minimum grade of C+ before proceeding to thesis.

The second year consists of the preparation, presentation and oral defense of a master's thesis on a topic approved by the department.

### **Course-based MA:**

In addition to satisfying the general requirements of the Faculty of Graduate Studies and Research, students in the course-based MA program must complete the following:

1. ★24 approved by the graduate advisor
2. HADVC 900 (★3), as part of the ★24, in which students will write a research paper on a topic of their choosing
3. of these ★24 approved, ★18 must be taken from History of Art, Design, and Visual Culture offerings at the 500- and 600-levels
4. up to ★6 of the ★24 required to be taken may, subject to the approval of the HADVC graduate advisor, be taken outside HADVC.

## Length of Program

Applicants who are accepted will normally require two years to complete their program of studies. Candidates who, in the view of the Department, need to make up prerequisite courses will normally spend a longer period of time to complete their graduate program.

The Degree of PhD in the History of Art, Design, and Visual Culture

[...]

## Length of Program

The time required to complete the MA will vary; however, a minimum of 12 months is normally required. Candidates who, in the view of the Department, need to make up prerequisite courses will normally spend a longer period of time to complete their graduate program.

The Degree of PhD in the History of Art, Design, and Visual Culture

[...]

## Justification:

(Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation. i.e. ANTHR 101, WRITE 298 etc.

**Note 2:** In the interests of maintaining sustainable teaching, deleted course information must also be identified whenever new courses are introduced.

After extensive external consultation with arts organizations and educational institutions in Alberta, the Department has decided to add a course-based MA option to its graduate programming. A thorough review of comparative course-based MA programs was conducted, and this program compares in rigour and scope with others already in place in the Faculty of Arts. The only new course to be created is HADVC 900 for the capstone.

Submitted by:  Associate Professor and Department Chair (Acting), Steven Harris	Signature of Department Chair or Designee	Date:  February 28, 2017	FACULTY USE ONLY  Approval Process      Date <input type="checkbox"/> Academic Affairs _____ <input type="checkbox"/> Executive Committee _____ <input type="checkbox"/> Faculty Council _____ <input type="checkbox"/> ASC _____ <input type="checkbox"/> GFC Circulation _____ <input type="checkbox"/> Other _____
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SUMBIT completed, signed forms by hardcopy to  
Jan Zielinski ([6-33 Humanities](#)) **and**

SUMBIT Word version to Jan and Robin Cowan by email ([jan.zielinski@ualberta.ca](mailto:jan.zielinski@ualberta.ca), [robin.cowan@ualberta.ca](mailto:robin.cowan@ualberta.ca))

**FACULTY OF ARTS**  
**CALENDAR CHANGE REQUEST FORM**

<b>Department:</b>	<b>Art &amp; Design</b>	<b>DEADLINE</b>
<b>Implementation:</b>	<input checked="" type="checkbox"/> NORMAL <input type="checkbox"/> EARLY (Note: new course offerings only)	October 15 *
<b>Type of Change:</b>	<input type="checkbox"/> Program Regulation <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Editorial	March 1* April 15* April 15

\*Documentation is required to verify that other units in the Faculty of Arts (or other Faculties) offering similar courses have no objection to the proposed new course or course change, and to avoid challenges.

Applicable:     Yes     No

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) <i>(Use strike out and highlight for all deletions)</i>	Calendar Section Number (§) <i>(Underline and highlight all additions)</i>
<b>NEW COURSE</b>	<p><b>HADVC 900 – Directed Research Project</b>            ★ 3 (fi 6) (either term, 3-0-0) Students enrolled in this capstone for the course-based MA program work independently with a supervisor to develop a research topic of their choosing.</p>

**Justification:**

(Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation. i.e. ANTHR 101, WRITE 298 etc.

**Note 2:** In the interests of maintaining sustainable teaching, deleted course information must also be identified whenever new courses are introduced.

This class is needed for the new course-based MA program.

Submitted by: Associate Professor and Department Chair (Acting), Steven Harris	Signature of Department Chair or Designee	Date: February 28, 2017	<b>FACULTY USE ONLY</b> Approval Process      Date <input checked="" type="checkbox"/> Academic Affairs _____ <input checked="" type="checkbox"/> Executive Committee _____ <input checked="" type="checkbox"/> Faculty Council _____ ASC _____ GFC Circulation _____ Other _____
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SUMBIT completed, signed forms by hardcopy to Jan Zielinski ([6-33](#) Humanities) **and** SUMBIT Word version to Jan and Robin Cowan by email ([jan.zielinski@ualberta.ca](mailto:jan.zielinski@ualberta.ca), [robin.cowan@ualberta.ca](mailto:robin.cowan@ualberta.ca))

Item No. 5

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

**Agenda Title:** **Proposal from the Faculty of Graduate Studies & Research for a new combined MSc in Physical Therapy/PhD in Rehabilitation Science (MScPT/PhD) program, Department of Physical Therapy and the Faculty of Rehabilitation Medicine.**

**Motion:** THAT the GFC Academic Planning Committee approve, with delegated authority, a new combined MSc in Physical Therapy/PhD in Rehabilitation Science (MScPT/PhD) in the Department of Physical Therapy, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Rehabilitation Medicine, and as set forth in Attachment 1.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Heather Zwicker, Dean and Vice Provost, Faculty of Graduate Studies and Research Bob Haennel, Dean, Rehabilitation Medicine
Presenter	Trish Manns, Associate Dean, Graduate Studies, Rehabilitation Medicine Deborah Burshtyn, Vice Dean, Faculty of Graduate Studies and Research

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The combined MScPT/PhD program brings together two programs to achieve efficiencies that help exceptional students seamlessly complete combined clinical and research studies. Two options for flow of the program are proposed – start in the PhD or start in the MScPT.
The Impact of the Proposal is	The physical therapy profession continues to lack PhD trained clinician-scientists to carry out clinically relevant research to advance the profession. Such individuals are essential for the profession to explore new and effective interventions for our clients, and maintain the quality of training for new clinicians at the universities. The implementation of the MScPT Entry-level Program in 2003 has further diminished the number of physical therapists entering research, partly because of the very long time frame of education (i.e., 4 years of undergraduate studies, 2.5 years PT professional training, 4-5 years of PhD training). We will address this issue by implementing an MScPT/PhD combined training program, in an effort to make it more attractive for highly promising individuals partly by reducing the total number of years required for such a qualification.
Replaces/Revises (eg, policies, resolutions)	n/a
Timeline/Implementation Date	Effective immediately upon final approval
Estimated Cost and funding source	There are no resource implications of this program because both programs already exist and are resourced. Students in the program will be assessed doctoral program fees for the entire program.
Next Steps (ie.: Communications Plan, Implementation plans)	
Supplementary Notes and context	We expect to enroll a maximum of 2 new students each year. Students in the combined program will be included in the regular MScPT cohort – there will not be additional spots held for combined students. Students in

Item No. 5

	the program will be assessed PhD program fees, which is the same as the fees students enrolled in the MScSLP/PhD program are assessed. Students enrolled in the combined MScPT/PhD program will not have the option of transferring to the MScPT program or the PhD Rehabilitation Sciences program.
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**Engagement and Routing** (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)	<p><i>Those who have been informed:</i></p> <ul style="list-style-type: none"> <li>Physiotherapy Accreditation Canada (they do not accredit this program but we have informed them for information).</li> </ul>
<For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> >	<p><i>Those who have been consulted:</i></p> <ul style="list-style-type: none"> <li>Faculty within Physical Therapy and Rehabilitation Medicine at the University of Alberta</li> <li>Graduate students within physical therapy at the University of Alberta</li> <li>Faculty of Graduate Studies and Research (FGSR): Deborah Burshtyn, Vice Dean and Janice Hurlburt Graduate Governance and Policy Coordinator</li> <li>Vice - Provost (Programs) Tammy Hopper and Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) Kate Peters</li> <li>Office of the Registrar (Tom Hidson) on fees</li> <li>Karen Pollock and Tammy Hopper (Communications Sciences and Disorders), for information about their combined program</li> <li>Tom Overend (School of PT, Western Ontario)</li> <li>Michael Hunt, Graduate Program Head, Physical Therapy, UBC</li> <li>Laura Brunton (a graduate of the combined program at Western)</li> </ul> <p><i>Those who are actively participating:</i></p> <ul style="list-style-type: none"> <li>Jayne Yang, Chair, Physical Therapy</li> <li>Mark Hall, Associate Chair, Physical Therapy</li> <li>Trish Manns, Associate Dean, Graduate Studies, Rehabilitation Medicine</li> </ul>
Approval Route (Governance) (including meeting dates)	GFC ASC Subcommittee on Standards – October 5, 2017 GFC Academic Standards Committee – October 19, 2017 GFC Academic Planning Committee – November 8, 2017
Final Approver	GFC Academic Standards Committee (Admission/Transfer and Academic Standing) GFC Academic Planning Committee

**Alignment/Compliance**

Alignment with Guiding Documents	<p>Institutional Strategic Plan - <i>For the Public Good EXCEL</i></p> <p>GOAL: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>OBJECTIVE 11: Advance the University of Alberta's reputation for research excellence by pursuing fundamental and original questions and ideas, pushing the frontiers of knowledge, inspiring creative experimentation, driving innovation, and advancing society.</p> <p>OBJECTIVE 14: Inspire, model, and support excellence in teaching and</p>
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## Item No. 5

	<p>learning. i) Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.</p> <p><b>ENGAGE</b></p> <p>GOAL: Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.</p> <p>OBJECTIVE 17: Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration. i) Identify and remove systemic barriers to interdisciplinary, and where necessary, expand or create policies, resources, infrastructure, and strategies to encourage and reward academic and administrative partnerships and collaborations.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p><b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (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).</p> <p><b>2. PSLA:</b> 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><b>3. PSLA:</b> The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p><b>4. PSLA:</b> 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)).</p> <p><b>5. UAPPOL Admissions Policy:</b> “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. These 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 University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition</p>

	<p>of the University Calendar.</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>6. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):</b> 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)</p> <p><b>7. GFC Academic Planning Committee (APC) Terms of Reference (Mandate/Establishment/Termination of Academic Programs):</b></p> <p>"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.</p> <p>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.)</p>
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## Attachments (1)

1. UoA Internal Program Approval Template (page(s) 1 - 12)

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

## University of Alberta Internal Program Approval Template

This template is used for the vetting and approval of proposals to create or modify programs when such proposals do not require approval by the Minister of Innovation and Advanced Education. Proposals using this template should be accompanied by appropriate supporting documentation including draft calendar changes, letters of support, etc.

Proposals requiring Ministerial approval should be presented on the appropriate government template. Faculties and Departments pursuing program proposals are encouraged to consult with the Portfolio Initiatives Manager in the Office of the Provost and Vice-President (Academic) ([peters3@ualberta.ca](mailto:peters3@ualberta.ca)) on the appropriate template and process. Graduate proposers should also consult with the Dean of Graduate Studies ([fgsrgov@ualberta.ca](mailto:fgsrgov@ualberta.ca) ).

This Template is used for the following:

- Graduate specialization title changes (e.g. History to Historical Studies).
- Creation of a new graduate specialization (e.g. MSc in the Department of Swedish Fisheries to MSc in the Department of Swedish Fisheries with Specialization in Trout Fishing) – requires the enrolment appendix.
- Combined Degree Proposal
- Suspension/Termination of a graduate specialization.
- The addition of an Honours/Specialization stream to an existing undergraduate program.

### Basic Information

1. Title of the Program: Master of Science (MSc) in Physical Therapy/Doctor of Philosophy (PhD) in Rehabilitation Science combined degree program (Short Title: MScPT/PhD combined degree program).
  2. Proposed effective date: Fall 2017 (or as soon as possible)
  3. Length of the program (years): 5
  4. Faculty and Academic Unit: Faculty of Rehabilitation Medicine, Department of Physical Therapy
  5. Collaborating partners at other institutions (if any): Not applicable
  6. Contact person, with telephone number and e-mail address:
    - a. PT Chair – Jaynie Yang PhD – [jayne.yang@ualberta.ca](mailto:jayne.yang@ualberta.ca)
    - b. Associate Dean, Graduate Programs – Trish Manns PhD – [trish.manns@ualberta.ca](mailto:trish.manns@ualberta.ca)
  7. Statement indicating completion of departmental and/or Faculty approval processes.
    - a. Department of Physical Therapy – approved June 15, 2016
    - b. Faculty of Rehabilitation Medicine (FRM) – approved May 30, 2017
    - c. FGSR Council – approved Sept 13, 2017
    - d. Academic Planning Committee (APC)
    - e. Alberta Innovation and Advanced Education – for notification
  8. Attach proposed Calendar program and/or course changes.
- See Appendices
9. Attach letter of support from the Dean of the Faculty (for graduate specialization proposals).

## Program Impact and Rationale

### 10. What is the rationale for the program proposal?

The physical therapy profession continues to lack PhD trained clinician-scientists to carry out clinically relevant research to advance the profession. Such individuals are essential for the profession to explore new and effective interventions for our clients, and maintain the quality of training for new clinicians at the universities. The implementation of the MScPT Entry-level Program in 2003 has further diminished the number of physical therapists entering research, partly because of the very long time frame of education (i.e., 4 years of undergraduate studies, 2.5 years PT professional training, 4-5 years of PhD training). We will address this issue by implementing an MScPT/PhD combined training program, in an effort to make it more attractive for highly promising individuals partly by reducing the total number of years required for such a qualification. There are currently 2 other similar programs in the country – Western University (Ontario) and University of British Columbia – both reporting excellent application rates, suggesting considerable interest from the students.

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

We expect to enroll a maximum of 2 new students each year. Students in the combined program will be included in the regular MScPT cohort – there will not be additional spots held for combined students. There will be no impact on other units. There is sufficient capacity amongst faculty members in physical therapy to supervise the students in the combined program (i.e., for their research work).

### 12. 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.

The addition of a program in Alberta will not have an impact on the other existing combined degree programs in Canada. A combined program will be an option for students in Alberta who wish to combine a clinical and a research degree.

There are two existing MScPT/PhD programs currently in Canada – one at Western University and the other at UBC. Another, at McMaster University, is slated to accept its first students in Fall 2017 (<http://srs-mcmaster.ca/news/new-dual-option-opt-phd-program/>). We have communicated with both existing programs to learn about their experiences. The program at Western University is longstanding – they have 27 students either in progress or complete and applications each year have ranged from 4-11. UBC offers a newer combined program and have seen applications range from 0-5 in their first three years. We have also discussed the program with one of the graduates of the Western program and have learned more about the successes and challenges of a combined program. One of the primary recommendations was to ensure that PhD supervisors of students in the combined program be well aware of the demands of both programs to ensure student success.

### 13. Are there any resource implications (budget, information technology (IT), library (Library Impact Statement), laboratory, space, student services, administrative services (eg, FGSR, Registrar's Office, or IST), 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 are no resource implications of this program because both programs already exist and are resourced. Students in the program will be assessed doctoral program fees for the entire program. Non-instructional fees are assessed at the rates in effect at the time, as approved by the Board of Governors. Students enrolled in the combined MScPT/PhD program will not have the option of transferring to the MScPT program or the PhD Rehabilitation Sciences program.

## Appendix – Sample Enrolment Table

Proposed Enrolment	2016-17	2017-18	2018-19	2019-20	2020-21	Annual Ongoing
• Total Full-Time head count	2	4	6	8	10	
• Full-Time Year 1	2	2	2	2	2	2
• Full-Time Year 2		2	2	2	2	2
• Full-Time Year 3			2	2	2	2
• Full-Time Year 4				2	2	2
• Full-Time Year 5					2	2
• 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						
• Anticipated Number of Graduates						2/yr starting 2021

The combined MScPT/PhD program brings together two programs to achieve efficiencies that help exceptional students seamlessly complete combined clinical and research studies. Each year, two seats will be held for student admissions into the combined MScPT/PhD program. If fewer than 2 suitable candidates are available, the position may be taken by an MScPT student (enrolled in the first year of their clinical program). The program is expected to take between 5-6 years to complete.

#### Requirements for acceptance into program

- In order to be accepted in the combined MScPT/PhD program, students must meet the admission requirements (GPA, interview, prerequisites) of both programs. The GPA requirements of the MScPT are usually about 3.5.
- Students must identify a faculty member who is willing to supervise their program, prior to their admission (or early in the first year of the MScPT).

#### Flow of Program

Two options for flow of the program are proposed – start in the PhD or start in the MScPT (see Table 1). This is similar to the approach taken by the program at UBC, where both options exist (see <http://physicaltherapy.med.ubc.ca/programs/>). By contrast, Western University offers one option – to start in the PhD. (see <http://uwo.ca/fhs/hrs/programs/combined.html>). The advantage and disadvantages of each route is as follows, . Starting in the PhD (i.e., PhD Start in Table) allows the student to do the foundational research work prior to starting in the clinical program, which tends to have more rigid timetabling. The flow of the research studies, however, is interrupted by the clinical program. This could work if the thesis was planned as a series of independent studies, which are not time sensitive. Starting the clinical program first (i.e., MScPT Start in Table) runs the risk that a student might abandon the PhD portion of the program once the clinical portion is completed. The advantage of this sequence, however, is that it allows the student to develop their clinical research questions more effectively so that as they plan their research work. Subsequently, there is greater understanding of clinical practice and potentially relevant research questions that impact clients. With the proposed program at the University of Alberta, flexibility will be allowed and considered on a case-by-case basis. Timing of the candidacy will be built into the program, so that it occurs at the logical time for the particular program rather than the current regulations of the PhD program, which is no later than the 3<sup>rd</sup> year of the PhD program. It is possible that the student will need an additional ½ to 1 year to complete the requirements for both programs (up to 6 years). See also detailed flow of program below. Space will be reserved in the MScPT program for students in the combined program irrespective of the student's starting stream i.e. PhD or MScPT. The MScPT program will ensure adequate access to clinical placements for students who begin with the PhD. The facilities in Edmonton and our satellite sites have the capacity for a small number (i.e., 2) of students in addition to our full enrolment and will accommodate those in the combined program.

Time	PhD first	MScPT first
Year 1	PhD course work/research	MScPT
Year 2	PhD research	MScPT
Year 3	MSc PT	PhD course work/research
Year 4	MScPT	PhD research
Year 5	PhD research/MSc clinical	PhD research/MSc clinical
Year 6 (if needed)	PhD Research/Clinical placement	PhD Research/clinical placement

Table 1. Outline of Flow of Combined Degree

### Course Work

- Students will complete all academic and clinical requirements of both programs, with efficiencies proposed to integrate common content from each program (see below). Required courses in the PhD Rehabilitation Medicine program are listed in the calendar and include 18 credit units (Rehab 600, 601, 603 at least one advanced statistics course, and 6 credit unit electives). Required courses in the MScPT (96 credit units) are as listed in the calendar.
- Proposed efficiencies for students in the combined MScPT/PhD program
  - THESIS 900 fulfils the research requirement including that contained in PTHER 900 (a course based, group work activity related to evidence based decision making that includes both a written paper and individual oral exam)
  - REHAB 603 (entitled Seminars in Rehabilitation Science) is a course that addresses foundational skills of researchers including library and data management skills, practice of presentation skills (oral, poster, written, powerpoint or other), writing (for awards, research proposals), and introduces concepts around knowledge translation. These concepts are addressed in the first two evidence based practice courses in the MScPT program (PTHER 572 and 573 – Basic and Applied Concepts in Evidence Based Practice), and the three professional issues courses in the MScPT program (PTHER 524, 525, 526). For these reasons, we propose that MScPT/PhD students be exempt from taking Rehab 603.
  - PTHER 574 is the third in the Evidence Based practice series and covers advanced concepts in Evidence based practice including measurement of clinical effectiveness such as program evaluation and quality improvement. For MScPT/PhD students for whom these research areas are especially pertinent, we propose that they be able to use this course to fulfil one of the elective requirements of the Rehab Science portion of the combined program. For the remaining students, we propose that they be exempt from taking PTHER 574 and use the elective requirement in the Rehab Science program to take a course directly applicable to their research project. This flexible approach allows the student to take courses that are most applicable to their individualized research program, while achieving efficiencies in time for program completion.
  - One of the 6 week clinical placements in the clinical program can be research based, provided other clinical education requirements are met.
  - Students in the MScPT program must complete three credits of elective course work. For the students combined MScPT/PhD program we propose that the 3 credits of

## **Appendices related to Question 8 – Internal Program Proposal Template MScPT PhD combined degree**

elective course work be dedicated to research activities related to the student's doctoral research project (i.e., they would take a research elective, which is an elective that is also open to student who are not in the combined program).

### **Residency**

The seats for the MScPT/PhD program are located in Edmonton. This allows maximal contact with researchers and fellow graduate students (both clinical and research).

### **Detailed Flow of Program (Note: individual variability is expected)**

Appendices related to Question 8 – Internal Program Proposal Template MScPT PhD combined degree

<b>Stream</b>	<b>PhD Start</b>	<b>MScPT Start</b>
<b>Year 1</b> Fall	Rehab 600, 601, Stats	Anatomy (August) Block 1 course work
Winter	PTHER 572, research elective	Block 2 course work
Spring/Summer	PTHER 573 (option to take here or next summer), Thesis/Project work	Block 3 placement and coursework, 3* research elective/independent study
<b>Year 2</b> Fall	PTHER 899/900 (in lieu of thesis if required), elective if needed, Thesis	Block 4 course work
Winter	Candidacy	Block 5 content minus Pther 574 EBP III unless elective
Spring/Summer	Candidacy/Thesis till August  PTHER 516 (Anatomy)	PTHER 521 (Research placement) Block 5 coursework PTHER 899/900 individual in lieu of thesis Thesis
<b>Year 3</b> Fall	Block 1 course work	Rehab 600, 601, Stats
Winter	Block 2 Coursework (minus 572), research work in lieu of 572	1 methodological/stats courses, elective course work
Spring Summer	Block 3 course work (minus 573, if taken above) Placement, 3 * research elective/independent study	Thesis/Project work
<b>Year 4</b> Fall	Block 4 course work	PTHER 900 ( completed through thesis work), Thesis
Winter	Block 5 content including Pther 574 EBP III if used as elective	Candidacy ( this is in Year 4 which would require an exception to the timetable for candidacy mandated by FGSR)
Spring Summer	PTHER 521 (Research placement) Block 5 coursework minus Pther 900 Thesis	Candidacy/Thesis
<b>Year 5</b> Fall	Thesis	Thesis
Winter	Thesis	Thesis
Spring/Summer	Defense	Defense
<b>Year 6</b> Fall	Placements – Pther 522/523 PTHER 901 OSCE PROGRAM COMPLETION	Placements – Pther 522/523 PTHER 901 OSCE PROGRAM COMPLETION

Sept 19, 2017

2017-2018 University of Alberta Calendar Graduate Program Changes: proposed MScPT/PhD combined program in Physical Therapy and the Faculty of Rehabilitation Medicine

Current	Proposed
Physical Therapy  NEW	<p><u>The MScPT/PhD Combined Program</u></p> <p>The Department of Physical Therapy and the Faculty of Rehabilitation Medicine offer a program of combined study which permits highly qualified students to earn both the MSc in Physical Therapy and the PhD in Rehabilitation Sciences after five years of fulltime study.</p> <p>Prospective students will apply to the MScPT/PhD combined program and must meet the entrance requirements of both programs. Students have the option of starting in the clinical MScPT program or in the PhD program and the possible flow of the program is described on the Rehabilitation Medicine website.</p> <p>Applications will be reviewed by both the MScPT Admissions committee and the Rehabilitation Science PhD Program Committee. Admission will be recommended only for those students judged to have the ability and motivation to handle the significant demands of the combined program. At the time of application, students should have an identified area of research study and a PhD supervisor who has agreed to supervise their program. In addition to new applicants, students already admitted to the MScPT or PhD program are eligible to apply for the combined program in the first year of study.</p> <p><u>Entrance Requirements</u></p> <p>Applicants to the combined MScPT/PhD program must meet the entrance requirements of both the MScPT program and the PhD in Rehabilitation Science program (see University Calendar). They must have</p>

completed a four-year honours baccalaureate degree or a master's degree in a related field from a recognized academic institution. Interested students must have completed the required prerequisite courses for the MScPT program and show evidence of research potential as demonstrated by scholarly work. In addition, they must meet the GPA and English language proficiency requirements of each program.

#### Program Requirements

Students in the combined program complete all academic and clinical requirements of both programs, with efficiencies proposed to integrate common content from each program. The Program requirements for the MScPT and the PhD in Rehabilitation Science can be found in the University Calendar. The PhD thesis will fulfill the research capping requirement (PTHER 900) for the MScPT. Content in the MScPT professional issues and evidence based practice courses fulfil the requirement for REHAB 603. Pther 574, an advanced evidence based practice course may be used as an PhD elective by combined students if the content (program evaluation) is pertinent to their research area – otherwise combined students will be exempt from taking Pther 574. The sequence of coursework and other requirements will be determined by the candidate's PhD supervisory committee in consultation with the Graduate Program Coordinator and Academic Coordinator of Clinical Education in the Department of Physical Therapy.

Students enrolled in the combined MScPT/PhD program will not have the option of transferring to the MScPT program or the PhD Rehabilitation Sciences program.

#### Length of Program

A minimum of five calendar years will normally be required to complete the combined MScPT/PhD program. The time

	required to complete the program may vary for individual candidates but cannot exceed the statutory limits of the Faculty of Graduate Studies and Research.
Rehabilitation Science  NEW	<p><u><a href="#">The MScPT/PhD Combined Program</a></u></p> <p>The Faculty of Rehabilitation Medicine and the Department of Physical Therapy offer a program of combined study which permits highly qualified students to earn both the MSc in Physical Therapy and the PhD in Rehabilitation Sciences after five years of full-time study.</p> <p>Refer to the Physical Therapy section of the calendar for details of the combined program.</p>

**New Academic Program Library Impact Statement**  
**Proposal for MScPT/PhD Combined Degree program**

The Associate Dean for Graduate Studies and Research, Faculty of Rehabilitation Medicine, Dr Tammy Hopper, and the Chair of the Department of Physical Therapy, Dr Jaynie Yang, plan to offer a combined degrees program (MScPT and PhD) in Physical Therapy, with a proposed effective date of Winter 2017.

The combined MScPT/PhD program brings together the course, clinical and thesis components of two programs and proposes efficiencies to help exceptional students complete combined clinical and research studies. Each year, two seats will be held for student admissions into the combined MScPT-PhD program. If fewer than 2 suitable candidates are available, the position may be taken by an MScPT student (enrolled in the first year of their clinical program). Students in the combined program will be included in the regular MScPT cohort – there will not be additional spots held for combined students. The program is expected to take between 5-6 years to complete. There are currently 2 other similar programs in the country – Western University (Ontario) and University of British Columbia – both reporting excellent application rates, suggesting considerable interest from the students.

There are no new courses in this program. The JW Scott Health Sciences Library currently holds sufficient monographs, journals, and databases to support the existing courses.

The documentation supplied indicates that two students will be admitted in the first year and two per year thereafter. In each year of the program, one consultation request with a librarian can be expected from each student to assist with their research. As new students enrol each year, the total number of consultation hours will accumulate, at a cost of \$100.00 per hour of consultation.

Academic year 2017-2018:	2 hours	\$ 200
Academic year 2018-2019:	4 hours	\$ 400
Academic year 2019-2020:	6 hours	\$ 600
Academic year 2020-2021	8 hours	\$ 800
Academic year 2021-2022(and thereafter)	10 hours	\$1000

As the program is not adding any additional students (students are part of the regular MScPT cohort), there will be no additional fee occurred for the Library's electronic resources incurs.

There will be no impact on Library space or equipment.

New Academic Program Library Impact Statement Certification

Submitted to the Academic Development Committee

The Library has examined the proposal for the MScPT/PhD combined degrees program in the Faculty of Rehabilitation Medicine. We anticipate that the new program will incur some additional costs for Library staffing.

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.

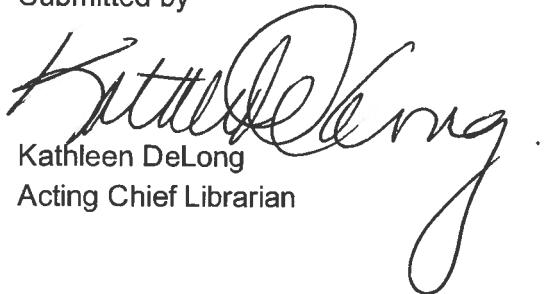
We support the changes proposed by the Faculty and look forward to working with the faculty members and students.

Executive summary of costs:

Total costs	Start up	Ongoing (anticipated annual maintenance)
1. Capital budget	\$ ---	\$ --
2. Operating/staffing budget	\$ 200	\$1000 after 5 years (librarian consultation time)

Total costs : Summary      \$ 200      \$1000 after 5 years

Submitted by



Kathleen DeLong  
Acting Chief Librarian



Marlene Dorgan

Marlene Dorgan  
Head, John W. Scott Health Sciences Library

12 Sept 2016

Item No. 7

**OUTLINE OF ISSUE**  
**Advice, Discussion, Information Item**

Agenda Title: **2016-17 Mandatory Non-Instructional Fees (MNIFs) Annual Report**

**Item**

Proposed by	Provost and Vice-President (Academic)
Presenter	Steve Dew, Provost and Vice-President (Academic)

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the item is (please be specific)	<p>To share with the Academic Planning Committee the 2016-17 Report to Students on Mandatory Non-Instructional Fees (MNIFs).</p> <p>This is the first report that has been produced under the new MNIF oversight and accountability structure. The format of the report was developed in consultation with undergraduate and graduate students and affected units through the Joint MNIF Oversight Committee, which includes representatives from the Students' Union, the Graduate Students' Association and the units that receive MNIF.</p> <p>At the October 30th meeting of the Joint Oversight Committee, the membership formally accepted the 2016-17 report.</p>
Timeline/Implementation Date	2016-17 Annual Report
Supplementary Notes and context	

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

Participation: (parties who have seen the proposal and in what capacity)  <For further information see the link posted on the <a href="#">Governance Toolkit section</a> <a href="#">Student Participation Protocol</a> >	<u>Those who have been informed:</u> •
	<u>Those who have been consulted:</u> •
	<u>Those who are actively participating:</u> • Joint U of A-Student MNIF Oversight Committee, with representation from the Students' Union, the Graduate Students' Association, the Dean of Students, the Faculty of Graduate Studies and Research, the Office of the Registrar, Athletics and Campus Recreation, Finance and Administration, and the Office of the Provost and Vice-President (Academic).

**Alignment/Compliance**

Alignment with Guiding Documents	<p>For the Public Good:  <b>Goal: Sustain</b>            Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p><b>Objective 21</b>            Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable</p>
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**Item No. 7**

	<p>students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p><b>Objective 22</b> Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals.</p>
<p><b>Compliance with Legislation, Policy and/or Procedure</b> <b>Relevant to the Proposal</b> (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>Academic Planning Committee Terms of Reference:</p> <p>The Academic Planning Committee (APC) is GFC's senior committee dealing with academic, financial and planning issues. As such, it is not only responsible to GFC (or the Board) for the specific matters itemized below, but may also ask to consider or recommend to GFC on any academic issue, including 1) those issues under the purview of other GFC committees, 2) any academic issue related to restructuring, 3) any research-related issue, or 4) issues linked to academic service units where those issues have a significant academic impact. In like manner, the President, Provost and Vice-President (Academic) or other Vice-Presidents may refer any matter to APC for consideration or recommendation to GFC. APC is also responsible to GFC for promoting an optimal learning environment for students and excellence in teaching, research, and graduate studies.</p> <p>[...]</p> <p>4. Budget Matters</p> <p>[...]</p> <p>To seek the recommendation of GFC regarding any new fee that will be levied upon a substantial group of students, prior to the recommendation by APC of any such fees to the Board of Governors. (A substantial group of students is defined as any one (or all) of the following three classes of students: (a) undergraduate students, (b) doctoral level students, and/or (c) graduate students pursuing studies other than those at doctoral level.)</p>

Attachments (each to be numbered 1 - <>)

1. 2016-17 Mandatory Non-Instructional Fees (MNIFs) Annual Report

Prepared by: Kathleen Brough, Senior Administrative Officer, Office of the Provost and Vice-President (Academic)



UNIVERSITY OF  
**ALBERTA**

# **Mandatory Non-Instructional Fees**

**2016-17 Annual Report**

## **Background**

In partnership with the Students' Union and the Graduate Students' Association, the University approved a new Mandatory Non-Instructional Fee (MNIF) structure, as well as terms of reference for an MNIF Oversight Committee, in February 2016. This 2016-17 MNIF report is the first annual report under the new MNIF structure.

## **Purpose of Report**

The University agreed to provide to representatives of the Students' Union and Graduate Students' Association an annual report on the total revenues generated through MNIFs and the related expenses. The units that provide the student services supported by MNIFs have prepared the following services summaries. The financial charts prepared by each unit outline the total expenditures for the particular service, other (external) revenues received by the unit for this service, the amount of MNIF revenue allocated to this service and the net difference. A negative number indicates that the service requires support from University operating funds.

## **Type of Mandatory Non-Instructional Fees**

The University has three mandatory non-instructional fees (MNIFs): the Athletics and Recreation fee, the Student Health & Wellness Fee and the Student Academic Support Fee. Appendix 1 in the Terms of Reference lists the student services supported by these fees.

## **Additional Comments**

The University is a highly complex and decentralized organization with budget responsibility delegated to the unit level. Therefore, once a unit receives revenue for its operating budget, that unit has the capacity to allocate those resources in a manner that is within their overall budget and in response to unit objectives and the priorities of the University.

The University receives two primary sources of revenue to support its operating budget: the Campus Alberta grant and tuition & fees. It is from these sources that the remaining funding is allocated for the student services not fully funded by other revenues and MNIFs.

	Total Expenditures	Other Revenues	MNIF Revenue	Net Difference
<b><i>Fiscal 2016-17</i></b>				
<b>A. Athletics and Recreation Fee</b>				
Athletics	9,348,699	4,240,430	3,226,739	-1,881,530
Campus & Community Recreation	10,140,629	6,852,968	2,294,063	-993,598
Development & Alumni Affairs	239,532		99,855	-139,677
<b>Total</b>	<b>19,728,860</b>	<b>11,093,398</b>	<b>5,620,657</b>	<b>-3,014,805</b>

**A. Athletics and Recreation Fee**

Services	Services Summary and Responsibilities
Athletics	<p>Unit Metrics:</p> <p>Student athlete recruitment, retention and support. Results from competitions. Revenue generated to support the programs. Alumni support and engagement metrics.</p>
	<p>Services Descriptions:</p> <p>Operate 24 Golden Bears and Pandas varsity teams that compete annually for national championships.</p>
	<p>Other Revenues:</p> <p>Athletics spends over \$9 million dollars to operate the 24 teams. The Athletics and Recreation Fee pays \$3.2 million. Expenditures include staff, travel, equipment, administration, and athlete health services.</p>
	<p>Unit Metrics:</p> <p>Number of visits to facilities annually; Number of unique program participants; Number of students participating in program areas; Caliber of facilities as rated by users; Caliber of service and facilities as rated by event organizers; revenue generated to support the program; student employee retention; student and full-time staff training opportunities.</p>

	<p>Services Descriptions:</p> <p>Vision – Inspiring and empowering exceptional life experiences through recreation, sport and wellness.</p> <p>Mission – Facilitate and deliver leading-edge programs, events, services and facilities for our communities.</p> <p>The role of Campus &amp; Community Recreation is to support our communities (students, staff, Faculty and community members) to explore and enhance their physical, mental, emotional and spiritual well-being through physical and social activity. We strongly believe in the power of recreational activities to support these needs.</p> <p>Campus &amp; Community Recreation offers programs and facilities aimed to meet the needs and interests of the broad range of communities that we serve. From group exercise to individualized personal training; from healthy living activities to physical assessments preparing for specific work environments; from recreational sports to elite sport training; and a range of ethnic and cultural dance, Campus &amp; Community Recreation has the breadth and depth of activities to enhance the experiences of students, staff and community members alike.</p> <p>In short, services provided by Campus &amp; Community Recreation include:</p> <ul style="list-style-type: none"><li>● Operate and maintain sport specific facilities.<ul style="list-style-type: none"><li>● Swimming pools</li><li>● Tennis Centre</li><li>● Curling Rink</li><li>● Track &amp; Field facilities</li><li>● Climbing Centre</li><li>● Fitness Centre</li><li>● Arena</li><li>● Gymnasiums</li><li>● Studios</li><li>● Artificial and natural grass fields</li><li>● Seasonally inflated Dome</li><li>● Universiade Pavilion</li><li>● Locker rooms and towel service</li></ul></li></ul>
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		<ul style="list-style-type: none"> <li>● Recreational programs and activities aimed to develop a sense of community through exceptional experiences.           <ul style="list-style-type: none"> <li>● Intramurals</li> <li>● Group and individual fitness programs and services</li> <li>● Dance</li> <li>● Club Sports</li> <li>● Aquatics</li> <li>● Climbing</li> <li>● Martial Arts</li> <li>● Curling</li> <li>● Tennis</li> <li>● Residence Programs</li> <li>● Outdoor Programs</li> <li>● LiveWell</li> </ul> </li> <li>● Support student involvement and leadership opportunities through student led clubs and committees and provide student employment opportunities for over 250 students annually.</li> </ul>
		<p>Other Revenues:</p> <p>Total annual budget for Campus &amp; Community Recreation is \$10 million. Athletic and Recreation Fee is \$3 million. Additional sources of revenue include memberships, facility rentals, program registrations, small goods and services sales and University funding. Expenses include administrative and program staff, contract instructors, facility equipment, facility operations and capital equipment purchase in sport specific areas including (but not limited to) items such as treadmills, ellipticals, weight equipment, sport flooring, basketballs, volleyballs, turf repair and maintenance</p>
<b>Development &amp; Alumni Affairs</b>		The funding for advancement provides support for the professional services required to generate the revenues required for scholarships, non-conference travel, capital equipment.

**Total Expenditures      Other Revenues      MNIF Revenue      Net Difference**
***Fiscal 2016-17***
**B. Student Health & Wellness Fee**

Community Social Work Team	202,031	103,432	75,923	(22,676)
Counselling and Clinical Services (CCS)	1,565,815	100,015	1,128,693	(337,107)
GOA Addiction & Mental Health Grant	1,000,000	1,000,000		-
Healthy Campus Unit	344,748		265,463	(79,285)
Risk Management Mental Health Program	285,628		219,939	(65,689)
Sexual Assault Centre (SAC)	475,321	154,102	247,344	(73,875)
University Health Centre (UHC)	3,715,746	1,913,207	1,387,989	(414,550)
University Pharmacy	3,259,732	2,745,868	395,685	(118,179)

**C. Student Academic Support Fee**

Aboriginal Student Services Centre	579,056	18,735	650,223	89,902
Augustana Student Services	496,799	25	576,479	79,705
Career Centre	2,330,922	643,949	1,957,642	270,669
Green & Gold	114,874	-	133,305	18,431
Math & Science Centre (MASC)	316,432	320,489	(4,708)	(651)
Ombuds Service	481,208	14,517	541,570	74,879
Student Accessibility Centre	2,303,414	366,611	2,247,556	310,753
Student Conduct and Accountability	297,053	3,000	341,233	47,180
Student Success Centre	898,810	205,093	805,022	111,305
Student Union Funding	315,400		315,400	-
Transition Year Program (TYP - ASSC)	201,863	79,375	142,141	19,653
Undergraduate Research Initiatives (URI)	586,284	28,247	647,572	89,535

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19,771,136	7,696,665	12,074,471	-
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**B. Student Health & Wellness Fee**

Services	Services Summary and Responsibilities
Community Social Work Team (CSWT)	<p><b>Unit Metrics:</b>  Metrics are performed for the following: client consultation, client profile (Undergrad, grad, support staff, acad, family, other, international, indigenous), Safehouse Intake/support, workshop attendance , <i>Days of Action</i> events, Unitea Pop-Up Peer events, Other Awareness events, graduate student workshops/international student workshops/Augustana workshops/CSJ workshops, practicum student numbers and practicum hours, Unitea volunteer numbers and volunteer hours, ACCESS Open Minds Youth Council numbers and volunteer hours and narrative feedback.</p>
	<p><b>Services Descriptions:</b> Supporting students in establishing connections with each other and the campus community through programs and training opportunities. The CSWT facilitates presentations, training sessions, and community events to bring students together, build community, decrease loneliness and build capacity that will assist during their time on campus and afterwards. CSWT offers program such as:</p> <ul style="list-style-type: none"> <li>- Question, Persuade, Refer (QPR) Suicide Prevention Training (This is a certified suicide prevention training program that provides community education and engagement in addressing, to recognize and support people who may have thoughts of suicide).</li> <li>- Unitea (opportunities for conversations to happen, and connect over a cup of tea or coffee)</li> <li>- Community Helpers Program (Free staff and student training program providing basic tools to help community members in distress and to support your peer's mental health and wellbeing)</li> </ul>
	<p><b>Other Revenues:</b></p> <ul style="list-style-type: none"> <li>- Grants from Government of Alberta</li> </ul>
Counselling and Clinical Services (CCS)	<p><b>Unit Metrics:</b>  Metrics are performed for the following: direct treatment, group therapy and drop-in workshop, Initial consultation / bridging support session, outreach consultations/ collaborations/ and education, client/patient profile data (Undergrad, grad, support staff, academic staff, family, other, international,</p>

	<p>indigenous), educational workshop, and narrative feedback</p> <p><b>Services Description:</b> Provides free, confidential counselling, psychological treatment, and psychiatric services for students. Offer individual and relationship counselling, as well as therapy groups for common psychological issues and problems such as: depression, generalized anxiety, social anxiety and disordered eating. There are drop-in workshops for students and staff to help with the following: anxiety and depression, mindfulness, mood management, healthy relationships, building resilience. We provide service navigation and referrals to other mental health supports on and off campus. Lastly, CCS offers consultation services to students, faculty, and staff regarding mental health and wellness.</p> <p><b>Other Revenues:</b> Not Applicable</p>
	<p><b>Unit Metrics:</b> Metrics are performed for the following: direct treatment, client consultation, group therapy and drop-in workshop statistics, initial consultation / bridging support session statistics, outreach consultations/ collaborations/ and education, client/patient profile data (Undergrad, grad, support staff, academic staff, family, other, international, indigenous), educational workshop, Safehouse Intake/support, Workshop attendance, <i>Days of Action</i> events, Unitea Pop-Up Peer events, other Awareness events, graduate student workshops/international student workshops/Augustana workshops/CSJ workshops, practicum student numbers and hours, Unitea volunteer numbers and volunteer hours, ACCESS Open Minds Youth Council numbers and volunteer hours, grant &amp; recognition initiative metrics and narrative feedback</p>
GOA Addiction & Mental Health Grant	<p><b>Services Description:</b> The Grant was used for needs across the following four specific initiatives:</p> <ul style="list-style-type: none"> <li>-Expansion of Clinical Services (Counselling and Clinical Services Satellite Clinician Program)</li> <li>-Expansion of Early Intervention Programming (Community Social Work Team Community Resiliency Programming)</li> <li>-Communications and Assessment (Knowledge translation, information / program access, awareness building, and environmental scanning)</li> <li>-Community Health &amp; Wellness Capacity Development (Wellness Grants, Wellness Champions)</li> </ul> <p>Initiatives are administered by psychologists, counselling intake nurse, and social workers. These initiatives and resources represent a significant investment in the University's overall mental health infrastructure, it ensures that mental health needs of our campus community are being appropriately treated and addressed.</p>

		<b>Other Revenues:</b> Not Applicable
Healthy Campus Unit		<p><b>Unit Metrics:</b>  Metrics are performed for the following: awareness building event statistics (e.g. grant-related capacity building, Wellness Champions, Student Health 101 Readership, etc.), specific Initiative (e.g. Unwind Your Mind, UYM Lending kits, etc.), Skill Building Session (e.g. Conferences, health promotion presentations, dinner &amp; dialogues, etc.), grant &amp; recognition initiative metrics, outreach, HCU volunteers &amp; interns and volunteer hours, FT practicum students and practicum hours, Nursing student practicums and practicum hours, CSL students, and narrative feedback</p>
		<p><b>Services Descriptions:</b> Supporting health promotion, education, and student health research at the U of A, and developing opportunities for student involvement. Major initiatives include:</p> <ul style="list-style-type: none"> <li>- Unwind Your Mind (transforming library space to make it easier for students to be well physically, socially and emotionally)</li> <li>- Wellness Champions (To celebrate the efforts of students, staff, faculty and student groups, whose activities and initiatives are contributing towards a culture of wellness)</li> <li>- Wellness Grants (Grant funding to support development of new student wellness initiatives at the University)</li> </ul>
		<b>Other Revenues:</b> Not Applicable
Risk Management Mental Health Program		<p><b>Unit Metrics:</b>  Metrics are performed for the following: Student Events Risk Management procedures and process, awareness and outreach campaigns, posters, referral cards, brochures, student and staff feedback, and requests and demand for awareness information</p>
		<p><b>Services Description:</b> Supporting student in conjunction to the GOA Addiction &amp; Mental Health Grant. Additional resources are paid by Dean of Students for awareness campaigns, communication and outreach initiatives related to mental health, suicide prevention, and student affairs within the University and the greater community.</p>
		<b>Other Revenues:</b> Not Applicable

	<p><b>Unit Metrics:</b></p> <p>Metrics are performed for the following: survivor consultations / support , client profile (Undergrad, grad, unidentified students, support staff, academic staff, other, family members, international, indigenous), awareness Week event (e.g. workshops, tables, collaborations, etc.), graduate student workshops/international student workshops/Augustana workshops/CSJ workshops, volunteers and volunteer hours and narrative feedback</p> <p><b>Services Description:</b> Free drop-in, telephone, or email support for survivors of sexual assault or abuse, sexual harassment, stalking, or relationship violence regardless of gender, orientation, ethnicity, ability, spirituality;</p> <ul style="list-style-type: none"> <li>-Psychotherapy appointments with psychologist for either short- or long-term counselling and treatment regarding sexual assault or sexual abuse (whether the experience happened recently or long ago) available after an Intake appointment with a staff member;</li> <li>-Support and information for partners, friends, family, and concerned individuals who are supporting a survivor of sexual assault;</li> <li>-Advocating for deferrals, extensions, and other academic accommodations to help support students who are struggling after an experience of sexual violence;</li> <li>-Accompaniment for individuals who choose to seek medical attention or report their experience;</li> <li>-Referrals to on- and off-campus resources;</li> <li>-Resource area for information on sexual assault and related topics;</li> <li>-Interactive 50- and 80-minute Education Presentations on sexual assault and consent.</li> </ul> <p><b>Other Revenues:</b> Grants from the Government of Alberta</p>
University Health Centre (UHC)	<p><b>Unit Metrics:</b></p> <p>Metrics are performed for the following: clinic appointment, new patients, patient injection, faculty immunization, Top Five Presenting Conditions, client/patient profile (Undergrad, grad, unidentified students, support staff, academic staff, other, family members, international), seasonal Influenza, sexuality Workshop and tabling, nursing Student Practicums and practicum hour, and narrative feedback</p> <p><b>Service Descriptions:</b> We are a Primary Care Medical Clinic with Family Physicians and Nurses that provide health services to the university community. Most of our services operate on a drop-in basis and are available to all staff members, students, and spouses and children of students.</p>

	<p><b>Our services include:</b></p> <ul style="list-style-type: none"> <li>● Medical services similar to any medical clinic.</li> <li>● Sexual health services</li> <li>● Health Faculty Immunizations</li> <li>● Obstetrics and Gynecology</li> <li>● Podiatry</li> <li>● Travel Consultation and Immunizations</li> <li>● Nutrition Consultations</li> </ul>
	<p><b>Other Revenues:</b></p> <ul style="list-style-type: none"> <li>● Edmonton Zone Medical Staff Association Grant for Quality Improvement Project</li> <li>● Government of Alberta - Real-Time Data Acquisition Agreement (PHIX)</li> </ul>
University Pharmacy	<p><b>Unit Metrics:</b></p> <p>Metrics are performed for the following: patient injection, filled prescription, travel consultation, initial access prescribing, other Clinical services, top three therapeutic categories, client/patient profiles (Undergrad, grad, unidentified students, support staff, academic staff, other, family members, international, indigenous), Naloxone kit training, seasonal influenza clinic orientation, and narrative feedback.</p>
	<p><b>Services Descriptions:</b> The University Health Centre Pharmacy is a full service community pharmacy offering a complete selection of prescription and over-the-counter medications, health and wellness products, and comprehensive assistance with medication reviews, pharmacist prescribing, renewal and transferring of prescriptions, immunizations, travel consultations, and tobacco cessation products and services.</p>
	<p><b>Other Revenues:</b></p> <ul style="list-style-type: none"> <li>● Over the counter purchases</li> <li>● Prescription purchases paid by insurance or directly from student, staff and external users.</li> </ul>

**C. Student Academic Support Fee**

Services	Services Summary and Responsibilities
Aboriginal Student Services Centre	<p><b>Unit Metrics:</b></p> <p>Metrics are performed for the following: tutoring, writing mentors and academic support provided, outreach events within Campus and in external communities, recruitment events, student in designated student housing, population of Indigenous students on campus, students who apply for scholarships and financial aids, referral of students to other MNIF supported services, students and communities feedback, and students feedback and demand for Cultural events, Elder's Visits, Round Dance, TAWOW, Orientation, Bridges.</p>
	<p><b>Services Description:</b> Providing programs and services to First Nations, Métis and Inuit students within an environment that encourages full access, participation, and success. ASSC provides community outreach through ceremonies and gatherings such as the annual Round Dance. Furthermore, ASSC provides Writing Mentors, tutors, resources for Orientation, and various funding and scholarships for Aboriginal Students. As part of community outreach, ASSC aims to increase awareness through community meals, community relations and elder services. Students from various backgrounds and faculties can gather to build connections and offer opportunities to enable student, staff and faculty participation in reconciliation.</p>
	<p><b>Other Revenues:</b> Not Applicable</p>
Augustana Student Services	<p><b>Unit Metrics:</b></p> <p>Metrics are performed for the following: career counselling,, events (such as Orientation, Career Fairs, Round Dance), specialists from North Campus, workshop, aboriginal student advisor, student accessibility use, and staff and student feedback</p>
	<p><b>Services Description:</b> Support and access to student services is offered through cross campus collaboration and shared services with central programs, while also offering Augustana based resources for career guidance, student affairs and Aboriginal services.</p>

	<b>Other Revenues:</b> Not Applicable
Career Centre	<p><b>Unit Metrics:</b></p> <p>Metrics are performed for the following: usage of services by students, alumni and others (for example, student/alumni individual appointments (e.g. career advising, resume reviews, mock interviews), students/alumni who apply to and participate in career mentoring programs and Job Shadow Week, professionals who participate in career mentoring programs and Job Shadow Week as mentors/hosts, students/alumni registered in T2C, students who attend workshops/presentations, students/alumni who attend Speaker Series panels, guest speakers who participate in Speaker Series panels, high school students who participate in Summer Career Camp, employers registered at networking/recruitment events (e.g. career fairs, employer information sessions), students/alumni who attend networking/recruitment , students/alumni who participate in work experience/internship programs, organizations that participate in work experience/internship programs), Job postings information (e.g. number, type, industry, profession), On-Campus Recruitment connections made (new and existing employer contacts), student profile data (e.g. undergraduate/graduate students, program of study, international/domestic students) and feedback from students, alumni, employers and others (e.g. program/event evaluation forms, surveys, student reflections)</p>
	<p><b>Services Description:</b> Empowering students to develop the skills, knowledge, experiences, and connections to confidently manage their career. Various programs are offered such as career mentoring, career fairs, internship and work experience programs, interview coaching, resume reviews, Summer Career Camp, Transition to Career (T2C), Shell Enhanced Learning Fund, Sustainability Scholars and various workshops and presentations.</p>
	<p><b>Other Revenues:</b></p> <ul style="list-style-type: none"> <li>● Fees for service to employers (e.g. job postings, career fair registrations)</li> <li>● Fees for service to students (e.g. individual appointments, T2C registration)</li> <li>● Sponsorships</li> <li>● Grants</li> <li>● Partnership agreements to run programs (e.g. Arts Work Experience Program, ALES Internship Program)</li> </ul>

	<p><b>Unit Metrics:</b></p> <p>Metrics are performed for the following: number of applications, number of students funded, amount of funding dispersed, reflections provided by funded students, and student profile data (e.g. undergraduate/graduate students, program of study, international/domestic students)</p>
Green & Gold	<p><b>Services Description:</b> This program provides funding to undergraduate and graduate students to participate in high impact professional development activities that will help them:</p> <ul style="list-style-type: none"> <li>- Expand and develop leadership and employability skills.</li> <li>- Explore future career opportunities.</li> <li>- Learn about professional practices in different cultures and contexts.</li> <li>- Establish networks vital to professional practice and advancement.</li> <li>- Reflect critically on their career interests and aspirations.</li> </ul>
	<p><b>Other Revenues:</b></p> <ul style="list-style-type: none"> <li>● Annual Fund Donations</li> </ul>
Math & Science Centre (MASC)	<p><b>Unit Metrics:</b></p> <p>Metrics are performed for the following: number and types of courses, workshops seminars offered, number and type of students who attend courses, seminars and workshop and student, and key user feedback</p>
	<p><b>Services Description:</b> Providing course-specific academic support in mathematics, statistics, and engineering. MASC offers Mathematics Preparation Workshops, Math 114/115 prep session and seminars, weekly seminars, midterm and final reviews.</p>
Ombuds Service	<p><b>Other Revenues:</b></p> <ul style="list-style-type: none"> <li>● Course and seminar fees</li> </ul>
	<p><b>Unit Metrics:</b></p> <p><b>Demographics</b> such as domestic/international/permanent resident; undergraduate/graduate/post-</p>

	<p>doctoral/medical resident; academic offense/non-academic offense/conflict/discrimination and harassment.</p> <p><b>Service to University</b> such as committees; policy/procedure revisions at the faculty and university levels; training sessions; orientations; investigative meetings; appeal hearings; mediations; restorative practices; systemic inquiries, and institutional recommendations in annual report; intern training, evaluation and mentoring to contribute to student leadership and development.</p> <p><b>Professional Development and Contribution to Growth of Ombuds in Higher Education</b> such as training and certification of full-time ombuds (academic training; ombuds-specific training and certification); contributions to the ombuds profession nationally and internationally (service on sub-committees, committees, conference presentations, editorial boards, articles in peer-reviewed professional journals).</p>
	<p><b>Services Description:</b> Advocates for systemic fairness, ombuds focus on client empowerment (ethics of care and rights). Our services include support for informal and formal resolution processes in academic appeals, professor/supervisor conflict; Code of Student Behaviour matters, professional misconduct, bullying, discrimination and harassment, intellectual property disputes, residence conflicts, and fee/fine petitions. We serve applicants, undergraduate and graduate students, postdoctoral fellows, and medical residents. We advise faculty and administrative staff. Our workshops address student rights, appeal processes, effective communication, conflict resolution, restorative practices, academic integrity, research ethics, and digital citizenship.</p>
	<p><b>Other Revenues:</b> Ticket sales from Student Advisor's Conference</p>
Student Accessibility Services	<p><b>Unit Metrics:</b> Metrics are performed for the following: unique student registered with Disability/Accessibility Services with a diagnosed disability, students by Primary Disability, additional disabilities, total Number of Disabilities, Exam Accommodations and students accessing specific services (assistive services and advising services)</p> <p><b>Services Description:</b> Connecting students with documented disabilities to the resources and supports needed to achieve full potential. SAS provides services such as:</p>

	<ul style="list-style-type: none"> <li>- Exam accommodations to provide extended time, use of computer or adaptive technology, alternate formats of print material, etc.</li> <li>- Learning effective services by providing adaptive technology and assistive devices to meet academic needs</li> <li>- Communication support such as sign language interpreting services or real time transcribing.</li> <li>- Course related services such as course load adjustment, ergonomic support, note taking services, tutoring.</li> </ul>
	<b>Other Revenues:</b> International Differential Fees
Student Conduct and Accountability	<p><b>Unit Metrics:</b> Metrics are performed for the following: disposition of decisions of the discipline officer, academic and non-academic cases in specific faculties , cases by type and gender, cases by international students, cases by year of study, charges considered under the Code of Student Behavior, charges related to alcohol, drugs and mental health and student, faculty, and staff feedback</p>
	<p><b>Services Description:</b> Upholding safety and integrity at the University of Alberta, the SCA consists of the two University Discipline Officers, who make decisions under the Code of Student Behaviour for academic and non-academic misconduct. They provide due process for those under allegation as well as fairness for complainants under the Code. In addition to decision-making, the SCA is instrumental in policy review and development, restorative justice training for residence life staff, and exploring other opportunities for the use of restorative justice at the University of Alberta.</p>
	<b>Other Revenues:</b> Not Applicable
Student Success Centre (SSC)	<p><b>Unit Metrics:</b> Metrics are performed for the following: Individual appointment/consultation statistics in each service area (learning, writing, communication), general workshop statistics in each service area (learning, writing, communication), online course, student/client profiles (citizenship status/domestic v. international, undergraduate v. graduate, etc.), Fresh Start Program, academic Copy Editing service statistics, agreements for services , inquiry statistics (walk ins, telephone, email, etc.), website statistics,</p>

	<p>information event/tabling, General service use evaluations, Academic Copy Editing evaluations, general workshop evaluations, agreement for services evaluations (where available), and narrative feedback</p>
	<p><b>Services Description:</b></p> <ul style="list-style-type: none"> <li>● Providing professional support to help students strengthen their academic skills to achieve their academic goals, the SSC offers group workshops, individual appointments, and online courses in the areas of learning, writing, and communication strategies throughout the year.</li> <li>● SSC operates the Fresh Start Program (in coordination with Open Studies/Office of the Registrar) which assists undergraduate students required to withdraw from their faculties to re-establish satisfactory standing and gain admission/readmission to a University faculty.</li> <li>● SSC operates the Academic Copy Editing Service which provides professional copy editing for graduate students and post-graduates, instructors, and professors for theses/dissertations, capstone projects, and documents for publication or career purposes.</li> <li>● SSC also develops customized programming for campus and community groups. For example, SSC runs the Football Study Hall program (for Golden Bears Football) from September to April, offers customized workshops for various groups, contributes subject-matter expertise to program curricula, and facilitates individual appointments for specific learner cohorts such as medical residents.</li> <li>● SSC services are available to students of all backgrounds, in all programs of study, at all levels of achievement, and on all campuses, as well as to learners in the broader community.</li> </ul>
	<p><b>Other Revenues:</b> International Differential fees</p>
Student Union Funding	<p><b>Unit Metrics:</b> Annual Report provided to Dean of Students outlining the impact and metrics of funding</p>
	<p><b>Services Description:</b> Dean of Student provides funding to Student's Union to facilitate the following on their behalf:</p> <ul style="list-style-type: none"> <li>- Academic Guidance Center (Funding provided for peer academic guidance and referral services through InfoLink locations)</li> <li>- Orientation (Funding for annual orientation program)</li> <li>- Student Engagement (Registration and review of student groups, Computer Database Reporting,</li> </ul>

	<p>Student Group Training such as alcohol awareness seminars)</p> <p><b>Other Revenues:</b> Not Applicable</p>
Transition Year Program (TYP)	<p><b>Unit Metrics:</b></p> <p>Metrics are performed for the following: number of applicants to TYP, number of successful graduates of the program, recruitment visits and events, students with successful placement after TYP and partnerships with communities and external users</p>
	<p><b>Services Description:</b> The Transition Year Program (TYP) is a University access program for Aboriginal students who may not be prepared to enter a faculty through the regular admissions route.</p>
	<p><b>Other Revenues:</b></p> <p>TYP Program Fee</p>
Undergraduate Research Initiatives (URI)	<p><b>Unit Metrics:</b></p> <p>Metrics are performed for the following: funding applications, students and others funded, amount of funding dispersed, event/program participation (e.g. number, attendance), abstracts and presenters for Festival of Undergraduate Research and Creative Activities (FURCA), submissions for Spectrum (online journal), individual student appointment, sStatistics on outreach/promotions, student profile data (e.g. program of study, year of study, international/domestic students), and student feedback (e.g. program evaluations, project reports)</p>
	<p><b>Services Description:</b> Facilitating opportunities, funding and raising awareness of undergraduate student research, to create a culture in which every undergraduate student have the opportunity to engage in research and creative activities.</p>
	<p><b>Other Revenues:</b></p> <ul style="list-style-type: none"> <li>● Annual Fund donations</li> </ul>

	<ul style="list-style-type: none"><li>● Individual donations</li><li>● Sponsorships</li><li>● SSHRC funding from VPR</li><li>● Campus as Living Lab funding from Office of Sustainability</li><li>● Funding from Kule Institute for Advanced Studies</li><li>● Funding from Alberta Innovates</li></ul>
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	<b>Total Expenditures</b>	<b>Other Revenues</b>	<b>MNIF Revenue</b>	<b>Net Difference</b>
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***Fiscal 2016-17*****C. Student Academic Support Fee**

FGSR Professional Development & Out Reach	349,378	0	273,114	-76,264
FGSR Program Services	284,669	0	227,595	-57,074
FGSR Awards and Funding Services	532,348	0	409,671	-122,677
IST Service and Infrastructure (IST & AIS)	6,073,510	846,987	3,350,719	-1,875,804
RO Records, Registration and Convocation Services	2,723,285	59,630	1,402,558	-1,261,096
RO Student Financial Support Services	1,043,704	0	549,567	-494,137
RO Student Service Centre and Advisory Services	2,065,623	51,924	1,060,322	-953,378
F/S Student Fees Administrative Services	922,072	0	365,154	-556,918
UAI Education Abroad	665,190	0	469,738	-195,452
Institutional Accounts *	0	0	2,592,688	<u>2,592,688</u>
<b>Total</b>	<b>14,659,779</b>	<b>958,541</b>	<b>10,701,126</b>	<b>-3,000,112</b>

\* Revenue collected prior to Fall Term 2017 implementation (e.g. CoSSS, Registration & Transcript, Student Services Fee)

**C. Student Academic Support Fee**

Services	Services Summary and Responsibilities
FGSR Professional Development & Out Reach	<p><b>Unit Metrics:</b>            Professional development is the active acquisition of skills, knowledge, and mindset to fully realize one's strengths and potential in all environments. It sets up individuals for success in achieving their goals while giving them the ability to meet, exceed and adapt to personal, career, and societal responsibilities within the context of a changing world. FGSR organizes a broad range of activities to help graduate students reach their professional development goals: in 2016-17, 5000 graduate students participated in the Graduate Teaching and Learning Program; 2,600 graduate students attended PD activities; and the 3 Minute Thesis (3MT) competition finals reached a live audience of 170 audiences and 2,000 on-line viewers. The Community Volunteer program led 58 activities (of which 52 are annual events); helped 470 graduate student volunteers to reach over 18,000 community members through their research and community engagements; and connected graduate students to an estimated 10,000 – 15,000 community volunteer hours.</p> <p><b>Services Descriptions:</b>            The Professional Development and Community Volunteer unit is responsible for developing and promoting professional development opportunities for graduate students, through which it builds relationships with communities both on and off campus. The unit develops projects that connect graduate students to professional development opportunities, and seeks out opportunities to profile graduate students who are participating in PD within the community. This unit also provides ethics and integrity training opportunities to assist students in meeting their academic requirements.</p> <p><b>Other Revenues:</b> Not applicable</p>
FGSR Program Services	<p><b>Unit Metrics:</b>            The Program Services unit manages 7,300+ graduate students in 500+ graduate programs and 251 official specializations including PhDs, thesis-based or course-based Master's degrees, and a growing number of graduate certificates and diplomas. Staff members attend 40+ departmental orientations and greet over 75% newly admitted graduate students each year. Staff members assist students to navigate their programs from their first day until their convocation, including managing over 1000 thesis defense and convocation applications every year.</p>

		<p><b>Services Descriptions:</b>  Program Services liaises with students, graduate departments, faculties and administrative units on campus. It maintains all graduate student records including final oral examination committees, thesis approval and convocation activities. This unit is responsible for monitoring student performance/progress in programs as specified by FGSR goals and deadlines. The team provides management and oversight of the adjudication and recommendation process for student cases, and advises on policy and procedure for student records to departments and students in person, on the phone, and by e-mail.</p>
		<p><b>Other Revenues:</b> Not applicable</p>
FGSR Awards and Funding Services		<p><b>Unit Metrics:</b>  The Awards unit administers over 2600 graduate awards annually, totaling about \$26.4 million; manages over 4,000 award nominations and over 2,500 recipients; and supports departments and graduate students developing awards applications and administering awards in person, on the phone, and by e-mail. The unit regularly develops and delivers awards workshops to assist students in developing effective and successful applications.</p>
FGSR Awards and Funding Services		<p><b>Services Descriptions:</b>  FGSR Awards and Funding Services manages graduate scholarship deadlines and decisions, acts as liaison with students, graduate departments, faculties, administrative units on campus, provincial and federal granting agencies and other public agencies and government bodies. The team is responsible for graduate awards, grants and scholarships from private donors and foundations such as the Killam Trust and Pierre Elliot Trudeau Foundation; provincial funders providing awards including Alberta Innovates Technology Futures, the Queen Elizabeth II Scholarships; and Tri-Council CIHR, NSERC and SSHRC.</p>
FGSR Awards and Funding Services		<p><b>Other Revenues:</b> Not applicable</p>
IST Service and Infrastructure (IST & AIS)		<p><b>Unit Metrics:</b> Supports software application that manages all aspects of student lifecycle for 39,000 students. Supports operation of approximately 5000 wireless access points and 1800 edge networking devices.</p>
IST Service and Infrastructure (IST & AIS)		<p><b>Services Descriptions:</b>  System which supports all aspects of student lifecycle including, but not limited to admissions, advisement, records, course/class/exam management, grading, graduation, scholarships and awards, tuition &amp; fee assessment and payment.  Manages the operations of the University Wireless Service throughout the institution</p>
IST Service and Infrastructure (IST & AIS)		<p><b>Other Revenues:</b>  Project revenue for installation or replacement of edge networking devices owned by other units on campus</p>
RO Records, Registration and Convocation Services		<p><b>Unit Metrics:</b> Maintains 150K undergraduate student records; manages 51K new documents each year; fulfills 59K transcript requests per year; supports course registration systems and processes for approximately 39K students; manages graduation processes and ceremonies for 8.4K students each year;</p>

		<p>completes over 3700 RESP forms, Interest-Free Status forms, and loan application forms; produces tuition and fees assessments for 39K currently enrolled students.</p>
		<p><b>Services Descriptions:</b>            Registration Services includes the processing of registration for current students.            This unit also manages the information and processes that enable the calculation of tuition and fee assessments for students.            The Records services unit is responsible for the maintenance and accuracy of the student academic record.            The unit is also responsible for managing the receipt and processing of various types of documents, including course withdrawals, verification documents, transcripts and other student related records.            Convocation and Ceremonies organizes application for graduation, distribution of regalia and parchments, as well as graduation ceremonies in June and November each year.</p>
		<p><b>Other Revenues:</b> mostly courier fees, parchment reprints and rebates</p>
RO Student Financial Support Services		<p><b>Unit Metrics:</b> Administers over \$28 million in scholarships, awards, bursaries, and emergency loans to undergraduate students each year.</p>
		<p><b>Services Descriptions:</b> This is the non-student facing arm of the Student Financial Support Unit. It manages the administrative, 'behind the scenes' aspect of scholarships, awards, bursaries and emergency student loans to undergraduate students each year</p>
		<p><b>Other Revenues:</b> N/A</p>
RO Student Service Centre and Advisory Services		<p><b>Unit Metrics:</b> Manages 109K inquiries per year (over 34K in-person, 52K via phone, 22K via email). Includes management of UAlberta Ambassador program (approx. 75 student volunteers each year), and the Campus Visit Program (approximately 400 tours provided, hosting over 6700 guests each year).</p>
		<p><b>Services Descriptions:</b> Student Connect is the student facing arm of the RO units that provide direct services to current students.</p> <p>Services are provided in person, over the phone, and via email. Services include: Student Records and Registration, Enrolment verification, Transcripts, Convocation, Forms, Updates, Fee inquiries, and connections and referrals to other units and services on campus.</p> <p>The Centre also offers services related to Student Financial Support, including: Undergraduate Scholarships and Awards, Financial Aid, Government Student Loans, Bursaries and Emergency Funding.</p> <p>The Centre services include the coordination of the Ualberta Ambassador Program, whose members provide first point of contact for walk-in students visiting the Centre.</p>

		<b>Other Revenues:</b> mostly internal support for residence tours and open house
F/S Student Fees Administrative Services		<p><b>Unit Metrics:</b> Based on transaction lines ratio of student fee cashier transactions to total cashier transactions.</p> <p>All staff in this unit are 100% dedicated to servicing students. Based on actual salary and benefit costs.</p>
		<p><b>Services Descriptions:</b> Provides information and processing services for all student payments related to tuition, emergency loans, bursaries, departmental student payments and fines. Online tuition payments made through internet and telephone banking, student loans are also processed by the Cashiers Office. Cheque cashing services are also available to all registered students who do not have a Canadian bank account.</p> <p>Responsible for the collection of tuition and emergency loan payments, posting of student awards and subsequent refunds, manual and electronic approval of student provincial and federal loans, as well as system configuration related to tuition listed in BearTracks. Customer service and advising provided to students regarding tuition charges, collections, enrollment and loan disbursement discrepancies, GTA payroll deductions, GRA remissions, refunds, invoicing, and collections of sponsored students.</p>
		<b>Other Revenues:</b> None
UAI Education Abroad		<p><b>Unit Metrics:</b> 476 students received education abroad awards in 2016-17.</p> <p><b>Services Descriptions:</b> Award values range from \$750 - \$3,750 depending on the length of program abroad.</p> <p><b>Other Revenues:</b> University central funds of \$665,190 formed award pool in 2016-17. Students receive additional funds from external funders, endowments and faculty level awards.</p>

Item No. 9

**OUTLINE OF ISSUE**  
**Information Item**

Agenda Title: **2018-19 Academic Price Index (API) Calculation for Mandatory Non-Instructional Fees**

**Item**

Proposed by	Steve Dew, Provost and Vice-President (Academic) Gitta Kulczycki, Vice-President (Finance and Administration)
Presenter	Steve Dew Provost and Vice-President (Academic) Gitta Kulczycki, Vice-President (Finance and Administration)

**Details**

Responsibility	Steve Dew , Provost and Vice-President (Academic) Gitta Kulczycki, Vice-President (Finance and Administration)
The Purpose of the item is (please be specific)	<p>In February of 2016 the university, Students' Union and Graduate Students' Association jointly agreed to a restructuring of Mandatory Non-Instructional Fees (MNIFs) and a new MNIF Oversight Committee. In March of 2016 the Board of Governors approved the restructuring of the MNIFs.</p> <p>As part of the MNIFs restructuring, the three parties agreed to the use of an Academic Price Index (API) in the calculation of annual increases to the MNIFs. The API was designed to reflect inflation drivers within the university versus the Alberta Consumer Price Index (CPI) that was used in the past.</p> <p>Using the agreed to formula, the 2018-19 API for Mandatory Non-Instructional Fees has been calculated at 3.14 per cent (see attached). Pursuant to the agreement with the student associations, this information is being provided to the Board Finance and Property Committee for information.</p> <p>Although the agreed to process allows MNIFs to increase subject to the API, under current government policy, all tuition and fee increases have been held at 0 per cent for the past three years. Although, the Alberta government committed to releasing the revised tuition fee regulation for 2018-19 fees this fall, at the time of preparing this briefing, the updated regulation was still not available.</p> <p>For 2018-19 MNIFs will increase by the API of 3.14 or be adjusted pursuant to the new tuition fee regulation.</p>
Timeline/Implementation Date	For 2018-19 Tuition and Fees
Supplementary Notes and context	This item is being provided to the GFC Academic Planning Committee (APC) as an Information Item.

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

Participation: (parties who have seen the proposal and in what capacity)  <For further information see the link posted on the <a href="#">Governance Toolkit section</a> <a href="#">Student Participation Protocol</a> >	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> <li>Joint Student/University Oversight Committee on Mandatory Non-Instructional Fees – for information</li> <li>GFC Academic Planning Committee (November 8, 2017) – Information Item</li> </ul>
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> <li></li> </ul>
	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> <li>Joint Student/University Oversight Committee on Mandatory Non-Instructional Fees – for information</li> </ul>

**Alignment/Compliance**

Alignment with Guiding Documents	For the Public Good, Comprehensive Institutional Plan and Budget, Joint Student/University Oversight Committee on Mandatory Non-Instructional Fees – terms of reference
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. The <b>Post-Secondary Learning Act (PSLA)</b> Section 60 states:</p> <p>“60(1) The board of a public post-secondary institution shall            (a) manage and operate the public post-secondary institution in accordance with its mandate[.]”</p> <p>2. The <b>Post-Secondary Learning Act (PSLA)</b> Section 61 states:</p> <p>“61(1) The board of a public post-secondary institution shall set the tuition fees to be paid by students of the public post-secondary institution</p> <p>(2) The tuition fees under subsection (1) for all public post-secondary institutions other than Banff Centre</p> <p>(a) must be set in accordance with the regulations[.] [...]”</p> <p>3. The <b>Post-Secondary Learning Act (PSLA)</b> Section 78 states:</p> <p>“Business plans</p> <p>78(1) Each year a board must prepare and approve a business plan that includes</p> <p>(a) the budget, and</p> <p>(b) any other information required by the Minister.</p> <p>(2) The business plan approved under subsection (1) must be submitted to the Minister on or before the date specified by the</p>

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- Minister.”
4. The ***Public Post-secondary Institutions' Tuition Fee Regulation*** states:
- “3(1) A board shall
- (a) provide to the institution's students' council each year a statement of anticipated tuition fee increases for a 4-year period, and
- (b) establish with the students' council a mechanism for holding consultations to discuss increases in tuition fees and to allow for ongoing input by that council to the budget process relative to the determination of tuition fees.
- 3(2) The consultation mechanism referred to in subsection (1)(b) must, at least,
- (a) include an outline of the process for communications and the holding of consultations, and
- (b) provide for at least 2 meetings per year[.]”
5. The ***Alberta Public Agencies Governance Act*** Section 3 states:
- “3(1) Every public agency must, within 3 months of its establishment or continuation, have a Mandate and Roles Document that is jointly developed by the public agency and its responsible Minister [...][.]”
6. The ***University of Alberta Board of Governors Mandate and Roles Document***, as approved July 17, 2009, states:
- “The Board is accountable for ensuring that the public funds appropriated for the support of institutions are used effectively and appropriately. The Board approves annual operating and capital budgets and regularly review expenditures, investments and borrowings.”
7. The ***University Calendar*** Section 22.2 states:
- “Fee Payment Guide
- The *Post-Secondary Learning Act* of Alberta grants authority to approve tuition and fees for students to the Board of Governors. Fees are approved by the University's Board of Governors and may change without notice. University policy regarding fee regulations, fee rates, and fee deadlines is established by the Board of Governors and is final. Students pay their fees at the rates that are in effect at the time of payment. Fees included in your fee assessment are exempt from the federal Goods and Services Tax (GST). Current fees information is available at [www.registrar.ualberta.ca/fees](http://www.registrar.ualberta.ca/fees).”

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	<p><b>8. GFC Academic Planning Committee Terms of Reference</b></p> <p>“3. Mandate of the Committee The Academic Planning Committee (APC) is GFC's senior committee dealing with academic, financial and planning issues. As such, it is not only responsible to GFC (or the Board) for the specific matters itemized below, but may also ask to consider or recommend to GFC on any academic issue...”</p> <p>“1. Planning and Priorities To recommend to GFC and/or the Board of Governors on planning and priorities with respect to the University's longer term academic, financial, and facilities development. (GFC 29 SEP 2003)”</p> <p>“15. Other a. To recommend to the Board of Governors and/or GFC on any other matter deemed by APC to be within the purview of its general responsibility.”</p> <p><b>9. Board of Governors General Terms of Reference, Section 1 (b):</b> “The Board has delegated to each Committee responsibility and authority to make decisions on behalf of the Board in the Committee's defined area of responsibility except to the extent that such authority has been specifically limited by the Board in the Terms of Reference for the Committee.”</p> <p><b>10. The <i>Board Finance and Property Committee (BFPC) Terms of Reference</i>, Section 3. c., states that the Committee shall “[...] review and recommend to the Board the annual and other budgets and major issues of policy related to budgets[.]”</b></p> <p>Section 3(d) states: “3. Without limiting the generality of the foregoing, the Committee shall: [. . .] d) review and recommend to the Board tuition and other like fees[.]”</p>
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Attachments (each to be numbered 1 - <>)

1. Background information/briefing note (page(s) 1 - 2)  
2018 - 19 Mandatory Non-Instructional Fee Academic Price Index Calculation

Prepared by: Philip Stack, [philip.stack@ualberta.ca](mailto:philip.stack@ualberta.ca)

## 2018 - 19 Mandatory Non-Instructional Fee Academic Price Index Calculation

### **Background**

The Academic Price Index (API) was developed in cooperation between the university, Students' Union and Graduate Students' Association, to determine the annual increase to be applied to Mandatory Non-Instructional Fees (MNIFs). The formula is a three-year weighted calculation based on the university's primary operating budget expenditures of salary, benefits, materials and supplies, utilities and maintenance.

As a human resource driven organization, many of the expenditures associated with providing services supported by MNIFs, are impacted by salary and benefit costs (total compensation). The weighting of the formula was designed to reflect this distribution of expenditures.

Both the academic staff (including administrative professional officers), represented by the Association of Academic staff: University of Alberta (AASUA) and support staff, represented by the Non-Academic Staff Association (NASA), negotiate total compensation with the university through a collective bargaining process. As the MNIF supported services are provided by staff who fall under one of the staff associations, the negotiated changes to total compensation are reflected in the Academic Price Index calculation.

In the absence of a negotiated agreement between the associations and the university, it was agreed with the student associations that an external source would be used to estimate wage increases for the coming year. As the university and associations have not yet negotiated a compensation agreement for 2018-19, the university used the *Government of Alberta's First Quarter Fiscal Update and Economic Statement from August 2017*, to calculate the estimated salary increases for 2018-19.

Increases, in all other non-salary expenditures, are calculated using a forecast of the Alberta Consumer Price Index (CPI).

The following is the API calculation for 2018-19.

MNIF inflation rate 2018-19

	% Actual		Projected Inflation (%)		Weighted (%)	
	Expenditures <sup>1,2</sup>					
Compensation						
Salary <sup>4</sup>	62%	x	3.07%	=	1.92%	
Benefits <sup>5</sup>	14%	x	6.00%	=	0.81%	
<b>Subtotal</b>	<b>76%</b>					<b>2.73%</b>
Non-Compensation						
Materials Supplies	16%	x	1.70%	=	0.27%	
Utilities	4%	x	1.70%	=	0.07%	
Maintenance	4%	x	1.70%	=	0.08%	
<b>Subtotal</b>	<b>24%</b>					<b>0.41%</b>
<b>Total</b>	<b>100%</b>		<b>Weighted inflation rate</b>			<b>3.14%</b>

Notes

- 1 Based on 3-year average of Actual Operating Expenditures, 2014-15 to 2016-17.
- 2 Actual Expenditures excludes Scholarships and Bursaries.
- 3 Cost structure assumes normal operations.
- 4 In the absence of a negotiated settlement, we have used the Government of Alberta's *First Quarter Fiscal Update and Economic Statement* from August 2017, which forecasts 2.0% growth in average weekly earnings in 2018. (Note that in prior years, in the absence of a negotiated settlement, the annual *Wage Forecast for Collective Bargaining* report published by Employment and Social Development Canada was to be used; however, this report is no longer being produced.)

Salary inflation for 2018-19:

2018-19 ATB	2.00%
2018-19 Merit	1.07%
2018-19 Salary inflation	3.07%

- 5 Preliminary.