Open Agenda  
February 10, 2020  
3:00 – 6:00 p.m.  
9-201 City Centre Campus

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Action</th>
<th>Attachment</th>
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</thead>
<tbody>
<tr>
<td><strong>Call to Order</strong></td>
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<tr>
<td><strong>1.0 Approval of Agenda and Consent Items</strong></td>
<td>Decision</td>
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<tr>
<td>1.1 Approval of Draft Minutes of the GFC Open Meeting held on November 25, 2019</td>
<td></td>
<td>Attach 1</td>
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<tr>
<td>1.2 Curriculum Updates for Bachelor of Early Childhood Curriculum Studies (BECCS)</td>
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<td>Attach 2</td>
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<tr>
<td>1.3 Load Change for ELCC</td>
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<td>Attach 3</td>
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<tr>
<td>1.4 Admission Criteria – Faculty of Nursing – Effective Fall 2021</td>
<td></td>
<td>Attach 4</td>
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<tr>
<td>1.4.1 Occupational Health Nursing</td>
<td></td>
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<td>1.4.2 Perioperative Nursing for Registered Nurses</td>
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<td>1.4.3 Gerontology</td>
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<td>1.4.4 Hospice Palliative Care</td>
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<tr>
<td>1.5 PSLA Changes Update Report as of January 15, 2020 – Office of the General Council</td>
<td></td>
<td>Attach 5</td>
</tr>
<tr>
<td>1.6 Minutes of the GFC Executive Committee Meeting held on November 14, 2019 and December 9, 2019</td>
<td></td>
<td>Attach 6</td>
</tr>
<tr>
<td><strong>2.0 Conflict of Interest Declaration</strong></td>
<td>Information</td>
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<tr>
<td><strong>3.0 Acting President’s Report (John McGrath)</strong></td>
<td>Information</td>
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<td><strong>4.0 Report of the Provost and Vice-President, Academic (Craig Monk)</strong></td>
<td>Information</td>
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<td><strong>5.0 Executive Committee Report</strong></td>
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<tr>
<td>5.1 Bachelor of Communication Studies Action Plan (Allan Gilliland)</td>
<td>Decision</td>
<td>Attach 7</td>
</tr>
<tr>
<td>5.2 Comprehensive Evaluation Self-Study Report for CAQC (David McLaughlin)</td>
<td>Information</td>
<td>Attach 8</td>
</tr>
<tr>
<td><strong>6.0 Faculty of Nursing Department Structure (Fred McGinn)</strong></td>
<td>Decision</td>
<td>Attach 9</td>
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<td><strong>7.0 Delegation of Curricular Approval (David McLaughlin)</strong></td>
<td>Decision</td>
<td>Attach 10</td>
</tr>
<tr>
<td><strong>8.0 GFC Elections (Bronwyn Snejfella)</strong></td>
<td>Decision</td>
<td>Attach 11</td>
</tr>
<tr>
<td><strong>9.0 GFC Standing Committees Update (Bronwyn Snejfella)</strong></td>
<td>Discussion</td>
<td>Attach 12</td>
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<td><strong>10.0 Policy Rescission – Study Abroad (Craig Kuziemsky)</strong></td>
<td>Decision</td>
<td>Attach 13</td>
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<td><strong>11.0 Student Code of Conduct Policy Consultation (Lynn Wells)</strong></td>
<td>Discussion</td>
<td>Attach 14</td>
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<tr>
<td><strong>12.0 Next Meeting – April 6, 2020</strong></td>
<td>Announcement</td>
<td></td>
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</tbody>
</table>

Adjournment
Please advise in advance if you are unable to attend by contacting the GFC staff at gfc@macewan.ca.

Note: The meeting package is not an official record until approved by the General Faculties Council (GFC). All final decisions are recorded in the approved minutes of GFC and can be accessed online at https://www.macewan.ca/wcm/ExecutiveandGovernance/GeneralFacultiesCouncil/Meetings/index.htm
Call to Order

The meeting was called to order at 3:06 p.m. Craig Monk, Chair, General Faculties Council, made the Treaty Land Acknowledgement. He introduced Dr. Francis Whiskeyjack, Elder, kihêw waciston, and requested a blessing for the meeting. Dr. Whiskeyjack performed a prayer.

1.0 Approval of Agenda and Consent Items

GFC-01-11-25-2019
Mover/Seconder: F. McGinn/T. Hatt

BE IT RESOLVED THAT
“The General Faculties Council approves the November 25, 2019 open meeting agenda and consent items as amended.

The consent items included the following:

- Approval of draft Minutes of the GFC Meeting held on October 28, 2019
- Approval of Program of Study Updates: Faculty of Arts and Science, Effective Fall 2020
- Approval of Program of Study Changes: Faculty of Health and Community Studies, Effective Fall 2020

REGrets:
K. Krell, A. Latham, R. Osadchuk

Guests:
Francis Whiskeyjack, Elder, kihêw waciston

Resources:
Bronwyn Snefjella, Tatiana Hagerty, Stacey Martin
• Approval of Faculty of Health and Community Studies Curriculum Changes – effective Fall 2020
  o Police and Investigations
  o Bachelor of Child and Youth Care
  o Bachelor of Early Childhood Curriculum Studies
  o Therapist Assistant
  o Emergency Communication and Response
• Approval of Master Course Syllabi Changes: Faculty of Health and Community Studies, Effective Fall 2020
• Approval of Program of Study No Change: Faculty of Health and Community Studies, Effective Fall 2020
• Approval of Faculty of Nursing Program Regulation – Basic Life Support Requirements
• Approval of Program of Study Changes: Faculty of Nursing – Bachelor of Psychiatric Nursing
• Approval of Curriculum Changes: Faculty of Nursing – Bachelor of Psychiatric Nursing
• Approval of Program of Study Changes: School of Business, Effective Fall 2020
• Approval of Master Course Syllabi Changes: School of Business, Effective Fall 2020
• Approval of Program of Study Changes: School of Business, Effective Fall 2020
• Approval of Digital Experience Design Minor for Bachelor of Commerce, Effective Fall 2020
• Minutes of the GFC Executive Committee Meetings held on November 5, 2019.”

Carried

Item 1.13 Transfer of the Office Assistant Certificate Program from the School of Business to the School of Continuing Education was pulled from the consent agenda. This item was placed on the agenda as item 5.0 and items were re-numbered accordingly.

2.0 Conflict of Interest Declaration
No conflicts were declared.

3.0 Acting President’s Report
John McGrath, Acting President, provided an update on the ongoing work to balance MacEwan University’s budget considering the recent provincial budget. The following items were outlined:
• Acting President attended a meeting with Alberta Premier, Minister of Advanced Education, and Presidents of Alberta Post-Secondary Institutions.
• PSI system budgets and future policy changes were discussed at the meeting, including the following items:
  o Alignment of expenditures with PSIs in other jurisdictions
  o 20 percent reduction to the CAG over four years with five percent reductions each year
  o Changes to tuition and mandatory fee regulations
  o Implementation of new performance measures that would inform funding:
    ▪ Enrollment, financial targets for expenditure reductions, cost per FLE, completion and retention rates, and quantifiable labour market impacts, such as employment in the field, and income data
• The Minister is creating a new master plan strategy for PSIs that will be ready in late 2020 with a focus on Red Tape reduction and coordinated solutions
• The following actions were discussed and endorsed by the Board of Governors regarding balancing the 2019/20 Budget:
Selling investment to cover deficit
- Vacancy elimination and hiring constraints
- Reduction of non-salary discretionary costs (travel, consulting, hosting, social events, etc.)
- Voluntary Separation Incentive Program initiated at the end of 2018/19
- Change in Infrastructure Maintenance Program expenditures
- Limit expenditures to essential needs only
- Complete functional reviews to find efficiencies in operating models
- Increase tuition and fees for 2020/21
- Establish a Transformation Fund

4.0 Report of the Provost and Vice-President, Academic

Dr. Craig Monk, Provost and Vice-President, Academic, reported on the following:

- Support for academic senior administrators’ role in academic governance
  - GFC members can help promote positive relationships in governance, relationship within the GFC, Faculty and School Councils, and departments
- Convocation: faculty attendance at November convocation was low. Could GFC consider whether November ceremony is the prelude to June, or does it follow from it? (i.e. calendar vs. academic year?) Impacts award recipients, for example.
- Finding efficiencies in academic program delivery:
  - Ensure there are no inefficiencies
  - Determine whether enrollment could grow without adding to costs, or whether costs could be reduced by limiting enrolment modestly
- Strategic Enrollment Management Committee was established as a standing committee of the Provost’s Group to streamline efficiencies in academic delivery
- Deans have started conversations on efficiencies with Department Chairs and Faculty/ School Councils
- Any program changes would be handled by academic governance

The Provost took questions from the floor.

5.0 Transfer of the Office Assistant Certificate Program from the School of Business to the School of Continuing Education – Information

W. Costen, Dean, School of Business, spoke to the transfer of the Office Assistant Program from the School of Business to the School of Continuing Education (SCE), highlighting the following items:

- The administrative nature of this decision
- No faculty members or students would be affected
- It is a transfer with no impact

H. McRae, Dean, SCE, supplemented, adding the following:

- Discussion between the two Schools had taken place over the past three years, and SCE has worked with Business to learn about the program, including courses, specializations, practicum requirements, enrolment patterns, admission criteria, and budget implications
- SCE will provide academic leadership to the program by expanding the second level of the program and increasing revenue
Both Deans took questions from the floor.

6.0 Executive Committee Report

6.1 Bachelor of Arts Program Review Action Plan

The briefing note with supporting materials was circulated as part of the meeting package prior to the meeting. Additional materials on the Action Plan were placed on Google Drive and shared with the GFC members before the meeting.

C. Monk informed GFC members that the GFC Executive Committee reviewed both the Bachelor of Arts Program Review Action Plan and the Baccalaureate Program Review Action Plan – Bachelor of Child and Youth Care at their meeting on November 5, 2019. He invited E. Lorkovic, Interim Dean, Faculty of Arts and Science, and J. Stepnisky, Chair, BA Self-Study Review Committee, to summarize the work of the review of the Bachelor of Arts program and answer questions from the floor.

GFC-02-11-25-2019
Mover/Seconder: E. Lorkovic/K. Harcombe

BE IT RESOLVED THAT
“The General Faculties Council approves the Bachelor of Arts Program Review Action Plan as presented.”

Carried

6.2 Baccalaureate Program Review Action Plan – Bachelor of Child and Youth Care

The briefing note with supporting materials was circulated as part of the meeting package prior to the meeting. Additional materials on the Action Plan were placed on Google Drive and shared with the GFC Committee members before the meeting. F. McGinn spoke about the Action Plan.

GFC-03-11-25-2019
Mover/Seconder: F. McGinn/L. Gelmini

BE IT RESOLVED THAT
“The General Faculties Council approves the Baccalaureate Program Review Action Plan for the Bachelor of Child and Youth Care as presented.”

Carried

7.0 Committee Reports

7.1 Program and Curriculum Committee

The briefing notes on the issues were circulated as part of the meeting package prior to the meeting. T. Hatt, Chair, Program and Curriculum Committee, spoke about the review and the recommendations of the Committee regarding the terminations of the programs and proposed new programs.
7.1.1 Recommendation to Terminate the Post-Basic Nursing Practice with Specializations in Gerontology, Hospice Palliative Care, and Postgraduate Nursing Practice, Effective July 1, 2020

GFC-04-11-25-2019
Mover/Seconder: T. Hatt/F. McGinn

BE IT RESOLVED THAT
“The General Faculties Council approves and recommends to the Board of Governors the termination of the Post-Basic Nursing Practice with specializations in Gerontology, Hospice Palliative Care, and Postgraduate Nursing Practice, effective July 1, 2020.”

Carried

7.1.2 Recommendation to Approve the Proposed Programs, Effective July 1, 2020

a) Gerontology

GFC-05-11-25-2019
Mover/Seconder: T. Hatt/H. McRae

BE IT RESOLVED THAT
“The General Faculties Council approves the proposed Gerontology program, effective July 1, 2020.”

Carried

b) Hospice Palliative Care

GFC-06-11-25-2019
Mover/Seconder: T. Hatt/K. Miller

BE IT RESOLVED THAT
“The General Faculties Council approves the proposed Hospice Palliative Care program, effective July 1, 2020.”

Carried

7.1.3 Recommendation to Terminate the Post-Basic Certificate with Specializations in Cardiac Nursing and Wound Management, Effective July 1, 2020

GFC-07-11-25-2019
Mover/Seconder: T. Hatt/J. Loh

BE IT RESOLVED THAT
“The General Faculties Council approves and recommends to the Board of Governors the termination of Post-Basic Certificate with specializations in Cardiac Nursing and Wound Management, effective July 1, 2020.”

Carried
7.1.4 Recommendation to Approve the Proposed Programs, Effective July 1, 2020

a) Cardiac Care Management

GFC-08-11-25-2019  
Mover/Seconder: T. Hatt/K. Miller

BE IT RESOLVED THAT
“The General Faculties Council approves the proposed Cardiac Care Management program, effective July 1, 2020.”

Carried

b) Wound Management

GFC-09-11-25-2019  
Mover/Seconder: T. Hatt/E. Muralidharan

BE IT RESOLVED THAT
“The General Faculties Council approves the proposed Wound Management program, effective July 1, 2020.”

Carried

7.1.5 Suspension of Design Studies (three-year Diploma), effective July 1, 2020

T. Hatt, Chair, Program and Curriculum Committee, spoke about the reasons for the proposed termination:

- New Bachelor of Design program was in place as of Fall 2019
- New two-year diploma gave students in the degree program the ability to exit after the first two years or 60 credits, effective July 1, 2020
- It was recommended to suspend the three-year Design Studies diploma

Dr. A. Gilliland, Dean, Faculty of Fine Arts and Communications, supplemented.

GFC-10-11-25-2019  
Mover/Seconder: T. Hatt/A. Gilliland

BE IT RESOLVED THAT
“The General Faculties Council approves the Design Studies Diploma Suspension Proposal, effective July 1, 2020.”

Carried

8.0 MacEwan University Annual Report

The briefing note, the draft Report, and Advanced Education 2018/19 Annual Report Guidelines were circulated as part of the meeting package prior to the meeting. D. McLaughlin and M. Leathem spoke about the report and asked the assembly for the feedback. They took questions from the floor. K. Howard, Executive Director, MacEwan International, and R. Ellis, CFO and Associate VP, Finance, answered some subject-specific questions.
BE IT RESOLVED THAT
“The General Faculties Council recommends submission of the 2018/19 Annual Report to the Strategy and Stakeholder Relations Board Committee for endorsement and recommends approval to the Board of Governors.”

_Carried_

C. Monk stepped down as the Chair. D. Kato assumed the position of the Chair.

9.0 GFC Membership

C. Monk spoke about the work that was done by the GFC Executive Committee on the GFC membership and the recommendation that the Executive Committee made to GFC for their consideration. He took questions from the floor.

BE IT RESOLVED THAT
“The General Faculties Council approves the following additional membership, effective September 1, 2020:

- Associate Vice Presidents within Academic Affairs, currently amounting to two (2) additional members;
- Two (2) additional student representatives, selected by the Students’ Association of MacEwan University;
- Librarian(s) determined in alignment with the process to reapporportion faculty member positions of GFC;
- One (1) representative of counsellors, learning specialists, and any other faculty members who do not have a faculty, school, or the library as their home unit;
- One (1) alumni representative; and,
- One (1) additional faculty member from each faculty, school, and the library, currently amounting to seven (7) additional members.”

_Carried_

C. Monk resumed the position of the Chair.

BE IT RESOLVED THAT
“Any person holding an academic staff appointment, including members seconded out of scope, may nominate and seek election to a seat on the General Faculties Council, unless they hold ex-officio membership or a separate appointment under PSLA S.23 (d).”

_Carried_

C. Monk resumed the position of the Chair.
10.0 Next Meeting
   • February 10, 2020, 3:00 – 6:00 p.m.

The Chair thanked K. Hood who was stepping down from GFC for his contribution to the Council.

Adjournment
The open session was adjourned at 5:15 p.m.

Reference Items
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<tr>
<th>Submission to</th>
<th>General Faculties Council</th>
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<tbody>
<tr>
<td>Meeting Date</td>
<td>Submitted by</td>
</tr>
<tr>
<td>2020-02-10</td>
<td>Faculty of Health and Community Studies Council</td>
</tr>
<tr>
<td>Agenda Item</td>
<td>Program and Curriculum updates</td>
</tr>
</tbody>
</table>
| Resource Staff        | • Jeff Moggach, Associate Professor & Chair, Faculty of Health and Community Studies Curriculum Committee  
|                       | • Dr. Fred McGinn, Dean, Faculty of Health and Community Studies  
|                       | • Cassie Prochnau, Associate Dean, Faculty of Health and Community Studies  
|                       | • Sharon Hobden, Associate Dean, Faculty of Health and Community Studies  
|                       | • Faculty of Health and Community Studies Curriculum Committee |
| Action Requested      | For Approval              |
| Recommendation/Motion | The General Faculties Council approve the new curriculum effective Fall 2021. |
| Context and Background| • As part of regular curricular review and renewal processes, Departments within the Faculty of Health and Community Studies update, deactivate, and propose new courses. These actions ensure that the curriculum is current and that the updates or new course(s) have been documented.  
|                       | • Revised, deactivated, and newly developed courses impact student and faculty in the Faculty of Health and Community Studies as well as students and programs in other Faculties/Schools in the University. |
| Summary               | The Faculty of Health and Community Studies Curriculum Committee is presenting, for approval, 8 new courses. All have an effective date of Fall 2021. |
| Implications          | Course revisions and developments are necessary for ongoing curriculum renewal for the Faculty of Health and Community Studies. |
| Review History        | • As required, Faculty of Health and Community Studies Committees and Councils including various Department Curriculum Committees, Department Councils, Faculty of Health and Community Studies Program and Curriculum Committee and Faculty of Health and Community Studies Faculty Council reviewed and approved.  
|                       | • Advanced Education approval was received August 16th, 2019 to move the Early Learning and Child Care Diploma to the Bachelor of Early Childhood Curriculum Studies Program. This course development is required to implement year four of the degree.  
|                       | • University-wide Consultation conducted by IAP.  
|                       | • Program of Study approval at November 25, 2019 General Faculties Council. **Motion: GFC-01-11-25-2019** |
| Next Steps            | The Office of the University Registrar will be notified of approvals. |
| Policy                | Course Approval and Changes  
|                       | Course Approval and Changes Procedure |
| FOIP                  | This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for Public distribution. |
Attachment(s)

1. 2020-02-10b FHCS Curriculum Updates.xlsx
<table>
<thead>
<tr>
<th>Faculty</th>
<th>New/Revised/Deactivated</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Description of changes/rationale</th>
<th>Effective Academic Year</th>
<th>Consultation Completion Date</th>
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<tbody>
<tr>
<td>HCA</td>
<td>NEW</td>
<td>ECCS 401</td>
<td>Theories of Curriculum in Early Childhood</td>
<td>To align with the new BECCS degree.</td>
<td>Fall 2021</td>
<td>11-Oct</td>
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<tr>
<td>HCA</td>
<td>NEW</td>
<td>ECCS 402</td>
<td>Leadership through Pedagogical Documentation</td>
<td>To align with the new BECCS degree.</td>
<td>Fall 2021</td>
<td>11-Oct</td>
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<tr>
<td>HCA</td>
<td>NEW</td>
<td>ECCS 410</td>
<td>Understanding Research in Early Childhood</td>
<td>To align with the new BECCS degree.</td>
<td>Fall 2021</td>
<td>11-Oct</td>
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<td>HCA</td>
<td>NEW</td>
<td>ECCS 415</td>
<td>Pedagogical Leadership</td>
<td>To align with the new BECCS degree.</td>
<td>Fall 2021</td>
<td>11-Oct</td>
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<tr>
<td>HCA</td>
<td>NEW</td>
<td>ECCS 425</td>
<td>Advanced Practice in Early Learning and Indigenous Families</td>
<td>To align with the new BECCS degree.</td>
<td>Fall 2021</td>
<td>11-Oct</td>
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<tr>
<td>HCA</td>
<td>NEW</td>
<td>ECCS 440</td>
<td>Professional Practice: Ethics, Caring and Social Activism</td>
<td>To align with the new BECCS degree.</td>
<td>Fall 2021</td>
<td>11-Oct</td>
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<tr>
<td>HCA</td>
<td>NEW</td>
<td>ECCS 450</td>
<td>Capstone Course in Research and Practice</td>
<td>To align with the new BECCS degree.</td>
<td>Fall 2021</td>
<td>11-Oct</td>
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<tr>
<td>HCA</td>
<td>NEW</td>
<td>ECCS 455</td>
<td>Senior Internship in Research, Policy, and Practice</td>
<td>To align with the new BECCS degree.</td>
<td>Fall 2021</td>
<td>11-Oct</td>
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### Briefing Note

**Submission to** General Faculties Council  
**Meeting Date** 2020-02-10  
**Submitted by** Faculty of Health and Community Studies Faculty Council

#### Agenda Item

**Early Learning and Child Care Load Change**

**Resource Staff**

- Jeff Moggach, Associate Professor & Chair, Faculty of Health and Community Studies Curriculum Committee
- Dr. Fred McGinn, Dean Faculty of Health and Community Studies
- Cassie Prochnau, Associate Dean, Faculty of Health and Community Studies
- Sharon Hobden, Associate Dean, Faculty of Health and Community Studies
- Tricia Lirette, Chair, Department of Human Services
- Linda Janz, Academic Program Review Coordinator, IAP

**Action Requested** For Approval

**Recommendation/Motion**

That the General Faculties Council approve the credit load changes to the Early Learning and Child Care Diploma exit in the Bachelor of Early Childhood Curriculum Studies effective Fall 2021.

**Context and Background**

- The load change will align the current Early Learning and Child Care (ELCC) Diploma with the first two years of the Bachelor Early Childhood Curriculum Studies (BECCS). These changes are necessary for several reasons: to update the existing curriculum to incorporate and align emerging approaches to early learning; to continue to maintain Alberta Children’s Services Certifications requirements; and to rationalize the curriculum across four years to ensure depth and breadth to meet baccalaureate degree requirements.
- The result will be an increase of credits from 63 to 64 over the two years.

**Summary**

The Faculty of Health and Community Studies Curriculum Committee is presenting for approval the Early Learning Child Care Diploma Exit Load Change effective Fall 2021.

**Implications**

The load change will align the Early Learning and Child Care (ELCC) diploma with the first two years of the Bachelor Early Childhood Curriculum Studies (BECCS).

**Review History**

As required, Faculty of Health and Community Studies Committees and Councils, including various Department Curriculum Committees, Department Councils, Faculty of Health and Community Studies Program and Curriculum Committee and Faculty of Health and Community Studies Faculty Council.

- The Office of the University Registrar was consulted.
- University-wide Consultation conducted by IAP.
- Approved by FHCS Curriculum Committee motion# FCHSCC-02-01-14-2020.
- Approved by FHCS Faculty Council motion # FHCSFC-01-01-29-2020.

**Next Steps**

The Office of the University Registrar will be notified of approvals.

**Policy**

N/A
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<th>FOIP</th>
<th>This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for <strong>Public</strong> distribution.</th>
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<tbody>
<tr>
<td>Attachment(s)</td>
<td>1. Early Learning and Child Care Load Change</td>
</tr>
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</table>
Proposal Template: Load Change

This template is for the presentation of proposals for changes in specialization load characteristics, including Program Length, Terms, Instructional Credits/Hours and Practicum Credits/Hours.

For degree programs, substantive changes to curriculum resulting in load changes may require referral to the Campus Alberta Quality Council.

Basic Information

<table>
<thead>
<tr>
<th>Institution</th>
<th>Grant MacEwan University</th>
</tr>
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<tbody>
<tr>
<td>Program/specialization title</td>
<td>Early Learning and Child Care</td>
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<tr>
<td>Credential awarded</td>
<td>Diploma</td>
</tr>
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<td>Proposed Implementation Date</td>
<td>July 1, 2021</td>
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1. Specify the change(s) to load characteristics being proposed. In cases where load changes reflect changes to existing curriculum, please attach revised course lists including calendar-level information (course titles, descriptions, weights).

The load change will align the Early Learning and Child Care (ELCC) diploma with the first two years of MacEwan’s recently approved Bachelor of Early Childhood Curriculum Studies (BECCS). The load for the existing ELCC diploma is 63 credits; whereas the load for the diploma exit in the BECCS degree will increase to 64. The break down for instructional vs practicum credit loads are shown in the table below.

<table>
<thead>
<tr>
<th></th>
<th>Existing Load for ELCC</th>
<th>Load for Diploma Exit, BECCS degree</th>
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<tbody>
<tr>
<td></td>
<td>Instructional</td>
<td>Practicum/Seminar</td>
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<td>Year 1 - Fall</td>
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<td>Year 1 - Winter</td>
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<td>Y2 - Winter</td>
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<td>TOTAL CREDITS</td>
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</tbody>
</table>
For additional details on the proposed changes, please see the Appendices A to D. The proposed new Program of Study for the ELCC diploma exit from the BECCS degree is attached in Appendix A. A comparison of the existing ELCC diploma to the proposed diploma exit from the BECCS degree is provided in Appendix B. Updated Diploma Level Learning outcomes are attached in Appendix C. Calendar descriptions of the diploma exit from the BECCS degree courses are available in Appendix D.

2. Describe the institution’s approval process for the proposed change(s).

The internal review and approval process for the development of this proposal was completed in accordance with MacEwan University Policy for Program Approvals and Changes.

<table>
<thead>
<tr>
<th>Internal Review Structure</th>
<th>Date of Review</th>
<th>Motion</th>
<th>Recommendation / Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Community Studies Curriculum Committee</td>
<td>January 14, 2020</td>
<td>FHCSCC-02-01-14-2020</td>
<td>Recommendation to Health and Community Studies Faculty Council</td>
</tr>
<tr>
<td>Health &amp; Community Studies Faculty Council</td>
<td>January 29, 2020</td>
<td>FHCSCFC-01-01-29-2020</td>
<td>Recommendation to GFC</td>
</tr>
<tr>
<td>General Faculties Council</td>
<td></td>
<td></td>
<td>Approval</td>
</tr>
</tbody>
</table>

3. Provide a rationale for the proposed change(s). (Factors may include but need not be limited to changes in the relevant body of knowledge and/or technology, changes in regulatory and/or professional standards, feedback from students or employers, or alignment with similar/related programs at other institutions.)

The load change will align the ELCC diploma exit with the first two years of MacEwan’s recently approved BECCS degree which will be implemented for Fall 2020. In developing the curriculum for the degree, changes to the existing diploma courses were proposed and subsequently need to be made as a result of the approval of the BECCS degree. These changes are necessary for a number of reasons: to update the existing curriculum to incorporate and align emerging approaches to early learning; to continue to maintain Alberta Children’s Services Certification requirements (Appendix E), to meet the needs of the early childhood field; to rationalize the curriculum across four years to ensure depth and breadth and meet baccalaureate degree requirements; and, to provide a balance of
junior and senior courses as well as discipline specific and required courses outside the discipline.

Specific changes include: the addition of a course that focuses on Indigenous peoples to address the Truth and Reconciliation (TRC) Calls to Action, expand choice and flexibility for students to permit any 3 credits of University Level English, and the introduction of an Interdisciplinary course. Based on institutional advice, and our desire to more fully explore the relevant body of knowledge in these courses, four – 2 credit courses in the current diploma (ECDV 115, ECDV 210, ECDV 230 and ECDV 250) will be transitioned to 3 credit courses. With these changes, some shifting of current course content has occurred. New course subject prefixes (ECCS) have been updated for year one and two courses.

4. Describe anticipated impacts on students and plans to ameliorate any such impacts.

There will be some impacts on current diploma students who began their diploma in Fall 2019. These students will finish the existing diploma curriculum by Spring 2021. Once they complete the current diploma, they may apply to continue in the degree program for Fall 2021.

A small number of current diploma students may be unable to complete during this timeframe due to modifications required. In those cases, students will be supported to complete their diploma credential through course substitutions and course equivalencies in a timely manner. This information will be provided to students by the MacEwan Office of the University Registrar. Program level advising will be made available to support individual students faced with this situation.

Overall, the changes to the diploma to align with the BECCS degree will be positive in that it allows students who complete the new diploma and move into the degree without requiring bridging courses. It also offers choice and flexibility to students who want to take the diploma exit route, but who may choose later to return to finish their degree.

5. Where appropriate, provide evidence of consultation with external stakeholders (e.g. employers, professional/regulatory organizations) and describe any anticipated impacts on those stakeholders.

As part of the BECCS development, as noted in Section 3.4.2 of Part A of the degree proposal, consultation has occurred with:

- MacEwan Early Learning and Child Care Diploma Students
- Early Learning and Child Care Faculty Members
- MacEwan Early Learning and Child Care Lab School (ELM)
- Alberta Early Learning and Child Care Leaders Caucus
- Alberta Early Learning Provincial Coordinators Group
- Employers
As noted above, the load change to align the diploma exit with the degree will allow students to meet the requirements of provincial certification (Appendix E).

In addition, the Dean of Faculty of Health and Community Studies consulted with the following Alberta Post-Secondary Institutions:

- **Mount Royal University**, Faculty of Health, Community and Education
- **Lakeland College**, Department of Human Services, Early Learning and Child Care
- **Red Deer College**, School of Education, Early Learning and Child Care

The full BECCS degree proposal including the changes to the diploma, was reviewed by two external academic reviewers. As well, the Post-Secondary Programs branch of Advanced Education conducted a system coordination review. The feedback on the proposed changes was overwhelmingly positive and supportive.

6. Discuss any anticipated impacts of the proposed change(s) on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, classroom and lab space).

   Section 4 - Financial Viability and Sustainability of the BECCS proposal considered the changes required to align the diploma exit with the first two years of the degree. The BECCS degree builds on the existing ELCC diploma, and the existing budget and resources for the diploma exit were included in the degree budget.

   The thorough assessment of implications for degree implementation included the course development requirements and changes to support the load change resulting from alignment of the diploma exit with the first two years of the BECCS.

   There are no anticipated impacts on institutional operations and resources beyond those already identified for full degree implementation.

   **Appendices (attached)**
   - Appendix A- Proposed Program of Study
   - Appendix B-Proposed Load Change
   - Appendix C-Program Learning Outcomes
   - Appendix D-Proposed Course Descriptions
   - Appendix E- Alberta Child Care Certification Requirements
# Appendix A: Proposed Program of Study

## Year 1

<table>
<thead>
<tr>
<th>Fall – Term 1</th>
<th>Winter – Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECCS 101 (3 credits)</td>
<td>ECCS 155 (3 credits)</td>
</tr>
<tr>
<td>Healthy Environments for Early Childhood</td>
<td>Languages of Play: Play and Playfulness</td>
</tr>
<tr>
<td>ECCS 102 (3 credits)</td>
<td>ECCS 160 (3 credits)</td>
</tr>
<tr>
<td>Languages of Expression: Well-Being</td>
<td>Child Development II: The Growth and Development of Young Children</td>
</tr>
<tr>
<td>(Equivalent to/can be substituted with PSYC 223)</td>
<td>(Equivalent to/can be substituted with PSYC 223)</td>
</tr>
<tr>
<td>ECCS 110 (3 credits)</td>
<td>ECCS 180 (3 credits)</td>
</tr>
<tr>
<td>Child Development I: Current and Emerging Theories</td>
<td>Family-Centered Practice</td>
</tr>
<tr>
<td>ECCS 115 (3 credits)</td>
<td>University English (3 credits)</td>
</tr>
<tr>
<td>Communicating within a Practice of Relationships</td>
<td>(e.g. ENGL 102 - Analysis and Argument)</td>
</tr>
<tr>
<td>ECCS 120/125 (4 credits)</td>
<td>ECCS 170/175 (4 credits)</td>
</tr>
<tr>
<td>Field Placement &amp; Integration Seminar I: Well-Being</td>
<td>Field Placement &amp; Integration Seminar II: Play and Playfulness</td>
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</table>

## Year 2

32 credits

## Total

64 credits
<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall – Term 3</th>
<th>Winter – Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>INTD 105 (3 credits) Interpersonal Skills Development</td>
<td>ECCS 202 (3 credits) Expressions of Citizenship: Curriculum for Diversity and Social Responsibility</td>
</tr>
<tr>
<td></td>
<td>ECCS 201 (3 credits) Languages of Exploration: Curriculum for Communication and Literacies</td>
<td>ECCS 250 (3 credits) Foundations of Early Childhood</td>
</tr>
<tr>
<td></td>
<td>ECCS 260 (3 credits) Family and Community Issues</td>
<td>ECCS 255 (3 credits) Inclusive Environments and Practice in Early Childhood</td>
</tr>
<tr>
<td></td>
<td>(Equivalent to/can be substituted with SOCI 271)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECCS 265 (3 credits) Supporting Social and Emotional Well-being within a Practice of Relationships</td>
<td>ANTH 250 (3 credits) Introduction to Canadian Indigenous Peoples</td>
</tr>
<tr>
<td></td>
<td>ECCS 220/225 (4 credits) Field Placement &amp; Integration Seminar III: Communication and Literacies</td>
<td>ECCS 270/275 (4 credits) Field Placement &amp; Integration Seminar IV: Diversity and Social Responsibility</td>
</tr>
</tbody>
</table>
# Appendix B: Proposed Load Change

<table>
<thead>
<tr>
<th>Courses in existing program (NAME)</th>
<th>Credit</th>
<th>Type of change (if any)</th>
<th>Courses in new program (NAME)</th>
<th>Credit</th>
<th>Comment (e.g., indicate if new course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECDV 101 – Healthy Environments for Early Learning</td>
<td>3</td>
<td>Title</td>
<td>ECCS 101 – Healthy Environments for Early Childhood</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECDV 102 – Curriculum I: Creative Expression in Learning</td>
<td>3</td>
<td>Title Content</td>
<td>ECCS 102 – Languages of Expression: Well-being</td>
<td>3</td>
<td>Course content revised to flow with new curriculum courses</td>
</tr>
<tr>
<td>ECDV 110 – Child Development I</td>
<td>3</td>
<td>Title Content</td>
<td>ECCS 110 – Child Development I: Current and Emerging Theories</td>
<td>3</td>
<td>Course content revised to include Infant / Toddler and OSCC content from ECDV 280 and OSCC 200</td>
</tr>
<tr>
<td>ECDV 115 – Communications I</td>
<td>2</td>
<td>Title Content</td>
<td>ECCS 115 – Communicating within a Practice of Relationships</td>
<td>3</td>
<td>Course content revised to avoid duplication with INTD 105</td>
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<tr>
<td>ECDV 120/125 – Integration Seminar I and Field Placement I</td>
<td>4</td>
<td>Title</td>
<td>ECCS 120/125 – Integration Seminar I and Field Placement I: Well-being</td>
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<td>Title to reflect focus of field placement</td>
</tr>
<tr>
<td>ECDV 155 – Curriculum II: Learning Through Play</td>
<td>3</td>
<td>Title</td>
<td>ECCS 155 – Languages of Play: Play and Playfulness</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECDV 160 – Child Development II</td>
<td>3</td>
<td>Title Content</td>
<td>ECCS 160 – Child Development II: The Growth and Development of Young Children</td>
<td>3</td>
<td>Course content revised to include Infant / Toddler and OSCC content from ECDV 280 and OSCC 200</td>
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<tr>
<td>ECDV 165 – Communications II: A Constructivist Approach to Child Guidance</td>
<td>3</td>
<td>Title Number Moved to Yr. 2</td>
<td>See ECDV 265 below</td>
<td>3</td>
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</tr>
<tr>
<td>ECDV 170/175 Field Placement II and Integration Seminar II</td>
<td>4</td>
<td>Title</td>
<td>ECCS 170/175 Field Placement II and Integration Seminar II: Play and Playfulness</td>
<td>4</td>
<td>Title to reflect focus of field placement</td>
</tr>
<tr>
<td>Courses in existing program (NAME)</td>
<td>Credit</td>
<td>Type of change (if any)</td>
<td>Courses in new program (NAME)</td>
<td>Credit</td>
<td>Comment (e.g., indicate if new course)</td>
</tr>
<tr>
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<td>--------------------------------</td>
<td>--------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>ECDV 210 – Family Centred Practice</td>
<td>2</td>
<td></td>
<td>ECCS 180 – Family Centered Practice</td>
<td>3</td>
<td>Renumbered to reflect 1st year/yr. level course</td>
</tr>
<tr>
<td>ENGL 111 - Communications</td>
<td>3</td>
<td>Course Change</td>
<td>3 credits University English</td>
<td>3</td>
<td>New to program University-level English required for degree program</td>
</tr>
<tr>
<td>Courses in existing program (NAME)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECDV 201 – Curriculum III: Planning for Early Learning and Care</td>
<td>3</td>
<td>Title Content</td>
<td>ECCS 201 – Languages of Exploration: Curriculum for Communication and Literacies</td>
<td>3</td>
<td>Content refined to flow with new curriculum courses</td>
</tr>
<tr>
<td>ECDV 230 – Communications III: Working in Professional Teams</td>
<td>2</td>
<td>Title Number Moved to YR 3</td>
<td></td>
<td></td>
<td>See ECCS 380 below</td>
</tr>
<tr>
<td>ECDV 260 – Family and Community Issues</td>
<td>3</td>
<td>No Change</td>
<td>ECCS 260 – Family and Community Issues</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECDV 280 – Infant and Toddler Care and Development</td>
<td>3</td>
<td>Removed from program</td>
<td></td>
<td></td>
<td>Course content incorporated into ECDV 110 and 160 (see above) and ECDV 202 (see below)</td>
</tr>
<tr>
<td>ECDV 220/225 – Integration Seminar III and Field Placement III</td>
<td>4</td>
<td>Title</td>
<td>ECCS 220/225 – Integration Seminar III and Field Placement III: Communication and Literacies</td>
<td>4</td>
<td>Title to reflect focus of Field Placement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ECCS 265 - Supporting Social and Emotional Well-Being within a Practice of Relationships</td>
<td>3</td>
<td>Formerly ECDV 165 - renumbered and renamed to reflect more senior content of the course</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>INTD 105 – Interpersonal Communications</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECDV 250 – Foundations of Early Childhood</td>
<td>2</td>
<td>No Change</td>
<td>ECCS 250 – Foundations of Early Childhood</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECDV 255 – Child Development III</td>
<td>3</td>
<td>Title</td>
<td>ECCS 255 – Inclusive Environments and Practice in Early Childhood</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECDV 285 – Curriculum IV: Theories of Early Learning</td>
<td>3</td>
<td>Title Number Moved to YR 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECCS 202</td>
<td>Expressions of Citizenship: Curriculum for Diversity and Social Responsibility</td>
<td>New courseo Course content to include Infant/Toddler and OSCC content from ECDV 280 and OSCC 200</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OOSC 200</td>
<td>School-Age Care and Development</td>
<td>Removed from program. Course content incorporated into ECDV 110, 160 and 202 (see above)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECDV 270/275</td>
<td>Field Placement IV/Integration Seminar IV</td>
<td>Title to reflect focus of field placement.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix C: Program Learning Outcomes

Diploma Level Outcomes
The diploma exit student will:

1. Apply specialized early childhood knowledge and understanding of specific age groups (toddlers, preschoolers, school age) to engage in a learning relationship with children and families.

2. Engage in reflective practice and consider professional and ethical practice through understandings of societal images of children and application of practice based knowledge.

3. Apply successful communication strategies to support children, families and professional peers in early learning and child care settings.

4. Understand and appreciate the child as a member of a complex and diverse family system.

5. Value and facilitate play in early learning and care settings.

6. Apply curriculum planning strategies to provoke and enhance learning through play.


8. Value, respect and engage with children in the role of early learning and child care educator to support their care, play, development and learning.

9. Plan for and intentionally provide an environment that supports children’s care, play, development and learning.

10. Demonstrate understanding of child care policy, regulations and legislation.

11. Practice the role of advocate for young children.

12. Access available technology and resources to support the role of the professional across the continuum of early learning services.

(Adapted from draft by Dr. Sherrill Brown using notes from faculty meeting August 31, 2009. Reviewed by faculty May 6, 2010. Revised by degree development team March 9, 2018.)
## Appendix D: Proposed Course Descriptions

Note: Subject codes have been changed to align with new BECCS degree courses

### Proposed Course Descriptions

<table>
<thead>
<tr>
<th>COURSE</th>
<th>HRS</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 250 – Introduction to Canadian Indigenous Peoples</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>This course introduces Canadian Indigenous Peoples from an anthropological perspective. The course surveys the study of Canadian indigenous cultures through the use of selective ethnographies. Topics covered may include oral traditions, culture areas, politics, economics, family, kinship, religion, and conflict between cultures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECCS 101 – Healthy Environments for Early Childhood</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>In this introductory course, students explore the components of quality early childhood settings. Attention is paid to relevant legislation, regulation, standards and appropriate practices in environments for young children. Selected types of programs for early learning and care are examined. The role of the early childhood educator in creating responsive environments for children and their families is discussed. Students reflect on the personal attributes of the early childhood professional.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECCS 102 – Languages of Expression: Well-Being</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>10 LAB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In this curriculum course, students explore creativity in early childhood. They select, plan and implement creative experiences to support the development of literacy, art, music and dramatic play. Planning for children’s playing with art and sensory materials and the role of the educator as a co-learner are introduced. Resources and diverse materials used to support the languages of expression in early childhood settings are examined.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ECCS 110</td>
<td>Child Development I: Current and Emerging Theories</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>This course provides students with a basic understanding of the growth and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>development of children with particular attention paid to the preschool</td>
<td></td>
</tr>
<tr>
<td></td>
<td>years. The focus is on developing a sensitivity to children and the world</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in which they live, based on historical and current perspectives and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>emerging child development theory for understanding the study of children.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The impact of diversity, culture and lifestyle on child rearing and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>identity formation is discussed. Students use techniques for observing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>children's behaviours and documenting developmental outcomes.</td>
<td></td>
</tr>
<tr>
<td>ECCS 115</td>
<td>Communicating within a Practice of Relationships</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>This communications course introduces a theoretical base to support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>students' personal and professional development. Focus is on identity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>formation as influenced by socialization processes and the socio-cultural</td>
<td></td>
</tr>
<tr>
<td></td>
<td>context of children, families and educators. An introduction to team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>processes with a view to developing communication skills for nurturing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>positive interactions with colleagues is considered. The image of the child</td>
<td></td>
</tr>
<tr>
<td></td>
<td>is examined and emphasis is placed on developing safe, supportive verbal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and emotional environments for positive interactions with children and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>families – the basis of reciprocal and responsive relationships.</td>
<td></td>
</tr>
<tr>
<td>ECCS 120</td>
<td>Field Placement I: Well-Being</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>This is the first of four field placement courses designed to support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the student's progressive development of applied skills in practice. Field</td>
<td></td>
</tr>
<tr>
<td></td>
<td>placement provides students with the opportunity to blend theory from</td>
<td></td>
</tr>
<tr>
<td></td>
<td>classes with practice in early childhood settings. Students are mentored</td>
<td></td>
</tr>
<tr>
<td></td>
<td>by a university field placement coordinator. Students are assessed in the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>following categories: professional suitability, participation and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>performance, and play and curriculum experiences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The focus of this first field placement is children’s well-being, one of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the four holistic play based goals as described in Alberta’s Early</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning and Care framework. Students will develop beginning skills in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>planning and begin to demonstrate professional attitudes by being</td>
<td></td>
</tr>
<tr>
<td></td>
<td>responsible, cooperative, and thoughtful.</td>
<td></td>
</tr>
</tbody>
</table>

*Corequisite: ECCS 125*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECCS 125</td>
<td>Seminar I: Well-Being</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>This course provides an opportunity to reflect on professional practice with peers under the guidance of an instructor. Field placement issues are discussed and class learning in Term I is integrated with practical field experiences. Seminar focuses on recognized early learning and care practice across a broad range of early childhood programs. Seminar discussions and assignments provides an opportunity to discuss issues and explore topics in early learning and care.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Corequisite:</strong> ECCS 120</td>
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</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECCS 155</td>
<td>Languages of Play: Play and Playfulness</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>In this curriculum course, students explore the nature and development of play in the lives of children. Students learn how to research, organize and prepare meaningful and aesthetic play experiences and play spaces to enhance care, learning and development for children. Through active exploration, students gain a personal appreciation of the value and functions of play, an understanding of the importance of organization and presentation of materials for play, and their role as educators.</td>
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<td></td>
<td><strong>Prerequisites:</strong> ECCS 102</td>
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECCS 160</td>
<td>Child Development II: The Growth and Development of You…</td>
<td>45</td>
<td>3</td>
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<tr>
<td></td>
<td>Building upon ECDV 110, this course provides students with a basic understanding of the growth and development of children with particular attention paid to the preschool years. The focus is on recognizing typical milestones across all developmental domains and building on theories of child development presented in ECDV 110. Observation techniques used to document children’s development are discussed and to make recommendations for play and curriculum planning. Students discuss how diversity and cultural values impact child rearing practices.</td>
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<td></td>
<td><strong>Prerequisites:</strong> ECCS 110</td>
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</tbody>
</table>
ECCS 170 – Field Placement II: Play and Playfulness  
This is the second of four field placement courses designed to support the student’s progressive development of applied skills in practice. Field placement provides the student with the opportunity to blend theory from classes with practice in early childhood settings. The student is mentored by a university field placement coordinator. Students are assessed in the following categories: professional suitability, participation and performance, and play and curriculum experiences.

The focus of this second field placement is Play and Playfulness one of the four holistic play based goals as described in Alberta’s Early Learning and Care framework. Students will plan safe and interest-based play experiences for individual children and groups of children while continuing to develop skills for observing children and a sensitive approach for supporting families.

*Prerequisites:* ECCS 125

*Corequisite:* ECCS 175

<table>
<thead>
<tr>
<th>ECCS 175 – Seminar II: Play and Playfulness</th>
<th>15</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>This course provides an opportunity to reflect on professional practice with peers under the guidance of an instructor. Field placement issues are discussed and class learning in Term II is integrated with practical field experiences. Seminar focuses on recognized early learning and care practices across a broad range of early childhood programs. Seminar discussions and assignments provide an opportunity to discuss issues and explore topics in early learning and care.</td>
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*Prerequisites:* ECCS 120

*Corequisite:* ECCS 170

<table>
<thead>
<tr>
<th>ECCS 180 – Family-Centered Practice</th>
<th>45</th>
<th>3</th>
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<tbody>
<tr>
<td>In this course students learn to understand and support the diverse range of families. Students are encouraged to explore their image of the family based upon their own family experience as a starting point for understanding the diversity of family structure, values, beliefs, lifestyles and needs. Students will also examine the role of the educator in creating a sense of belonging for families through a practice of relationships. This course draws on knowledge and theories of family systems, processes, stages and communication. Students will develop strategies and resources to support a variety of families.</td>
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<td>Course Code</td>
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<tr>
<td>ECCS 201</td>
<td>Languages of Exploration: Curriculum for Communication</td>
<td>45</td>
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<td></td>
<td>This curriculum course introduces the principles of</td>
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<tr>
<td></td>
<td>constructivism, emergent curriculum, holistic</td>
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<tr>
<td></td>
<td>planning, and the co-inquiry process. Students gain</td>
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<td></td>
<td>an understanding of, and practice in using a planning</td>
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<td></td>
<td>cycle for play-based early learning experiences that</td>
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<td></td>
<td>integrate numeracy, science and drama/dance. Students</td>
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<td></td>
<td>are also introduced to pedagogical documentation as a</td>
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<td></td>
<td>way to make children's learning visible.</td>
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<td>Prerequisites: ECCS 155</td>
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<td></td>
<td>New</td>
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<tr>
<td>ECCS 202</td>
<td>Expressions of Citizenship: Curriculum for Diversity</td>
<td>45</td>
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<tr>
<td></td>
<td>and Soc...</td>
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<td></td>
<td>This curriculum course focuses on planning, preparing</td>
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<td></td>
<td>and interacting in early learning environments that</td>
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<tr>
<td></td>
<td>foster citizenship, democratic practice, diversity</td>
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<td></td>
<td>and inclusion in early childhood. Planning</td>
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<td></td>
<td>considerations for infant/toddlers and school-age</td>
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<td></td>
<td>children, using the co-inquiry model, will be</td>
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<td></td>
<td>explored as well as integrating social studies,</td>
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<td></td>
<td>music, and story into early learning curriculum.</td>
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<td></td>
<td>The role of free play, both indoors and outdoors,</td>
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<td>in early learning settings will also be examined.</td>
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<td></td>
<td>Prerequisites: ECCS 202</td>
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<tr>
<td>ECCS 220</td>
<td>Field Placement III: Communication and Literacy</td>
<td>200</td>
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<tr>
<td></td>
<td>This is the third of four field placement courses</td>
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<td></td>
<td>designed to support the student’s progressive</td>
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<td></td>
<td>development of applied skills in practice. Field</td>
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<td>placement provides the student with the opportunity</td>
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<td></td>
<td>to blend theory from classes with practice in early</td>
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<td></td>
<td>childhood settings. The student is mentored by a</td>
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<td>university field placement coordinator. Students are</td>
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<td>assessed in the following categories: professional</td>
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<td></td>
<td>suitability, participation and performance, and play</td>
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<td></td>
<td>and curriculum experiences.</td>
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<td>The focus of the third field placement is</td>
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<td></td>
<td>communication and literacies one of the four holistic</td>
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<td></td>
<td>play based goals as described in Alberta’s Early</td>
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<td>Learning and Care framework. Students will take on</td>
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<td></td>
<td>an increased responsibility for the daily functioning</td>
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<td>of the program Students will also continue to</td>
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<td>develop relationships with families and demonstrate</td>
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<td></td>
<td>effective communication skills and guidance</td>
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<td></td>
<td>strategies with young children.</td>
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<tr>
<td></td>
<td>Prerequisite: ECCS 170</td>
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<td></td>
<td>Corequisite: ECCS 225</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>ECCS 225</td>
<td>Seminar III: Communication and Literacy</td>
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<td></td>
<td>This course provides an opportunity to reflect on</td>
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<td></td>
<td>professional practice with peers under the</td>
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<td>guidance of an instructor. Field placement issues</td>
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<td>are discussed and class learning in Term III is</td>
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<td>integrated with practical field experiences.</td>
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<td>Seminar focuses on recognized early learning and</td>
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<td>care practice across a broad range of early</td>
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<td>childhood programs. Seminar discussions and</td>
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<td>assignments provides an opportunity to discuss</td>
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<td>issues and explore topics in early learning and</td>
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<td>care.</td>
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<td></td>
<td><strong>Prerequisite:</strong> ECCS 175</td>
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<td></td>
<td><strong>Corequisite:</strong> ECCS 220</td>
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<tr>
<td>ECCS 250</td>
<td>Foundations of Early Childhood</td>
<td>45</td>
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<td></td>
<td>Students look at current issues in the field of</td>
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<td>early childhood development from the view of a</td>
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<td>reflective practitioner. The course focuses on</td>
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<td>selected historical philosophers and educators</td>
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<td>who have shaped present early childhood theory,</td>
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<td>practice, materials/equipment, and who raised</td>
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<td>issues still relevant. Contemporary models of</td>
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<td></td>
<td>early childhood programs and the role of research</td>
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<td>are examined. Students consider professional</td>
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<td></td>
<td>ethics and apply it to their practice with</td>
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<td>families and children. Professional resources,</td>
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<td>further education and professional associations</td>
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<td>are presented.</td>
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<td><strong>Prerequisites:</strong> ECCS 160, ECCS 201, ECCS 220,</td>
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<td></td>
<td>ECCS 225, ECCS 260 and ECCS 265</td>
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<td>ECCS 255</td>
<td>Inclusive Environments and Practice in Early</td>
<td>45</td>
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<tr>
<td></td>
<td>Childhood</td>
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<td></td>
<td>This course extends the principles of Child</td>
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<td>Development I and II providing the student with</td>
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<td></td>
<td>opportunities to identify and examine the needs</td>
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<td>of children in relation to inclusive principles</td>
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<td>and practices. Students will examine advocacy in</td>
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<td></td>
<td>the context of identifying and providing</td>
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<td></td>
<td>supports, including IPPs and specialists, to</td>
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<td></td>
<td>children in the early learning environment.</td>
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<td>Students explore a range of early learning</td>
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<td>assessment and screening tools, techniques and</td>
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<td>practices with a focus on learning stories.</td>
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<td></td>
<td><strong>Prerequisites:</strong> ECCS 160</td>
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<tr>
<td>ECCS 260</td>
<td>Family and Community Issues</td>
<td>45</td>
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<tr>
<td></td>
<td>This course looks at the family from a societal</td>
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<td></td>
<td>perspective, with the intention of deepening</td>
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<td>participants' understanding of the families with</td>
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<td>whom they will be working and their awareness of</td>
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<td>issues concerning families. The focus is on the</td>
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<td>ecology of the family with particular emphasis</td>
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<td>on family policy, economic issues and the social</td>
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<td>safety net, power and violence, gender issues,</td>
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<td>children's rights/parent's rights and advocacy.</td>
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<td>Capacity building and strengths based approaches</td>
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<td></td>
<td>are presented as strategies to support families</td>
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<td></td>
<td>and develop resiliency.</td>
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</tbody>
</table>
Prerequisites: ECCS 180

ECCS 265 – Supporting Social and Emotional Well-being within a Practice… 45         3
This communications course supports students' personal and professional development. Recognizing children as citizens and respecting and honouring children’s behaviour as a means of communicating, educators learn principles, skills and strategies to support young children’s social and emotional well-being. There is focus on guiding children’s behaviour in responsive and supportive ways. Knowledge of child development assists students in understanding the importance of fostering a child’s strong sense of self and identity. Students have opportunities to apply communication principles, skills and strategies that support relationships with children.

Prerequisites: ECCS 115, ECCS 170 and ECCS 175.

ECCS 270 – Field Placement IV: Diversity and Social Responsibility 200         3
This is the fourth of four field placement courses designed to support the student's progressive development of applied skills in practice. Field placement provides the student with the opportunity to blend theory from classes with practice in early childhood settings. The student is mentored by a university field placement coordinator. Students are assessed in the following categories: professional suitability, participation and performance, and play and curriculum experiences.

The focus of this final field placement is diversity and social responsibility one of the four holistic play-based goals as described in Alberta’s Early Learning and Care framework. In this final field placement, students will apply early childhood practice and theory to support children's care, play, learning and development and will demonstrate a commitment to professional growth.

Prerequisite: ECCS 220
Corequisite: ECCS 275

ECCS 275 – Seminar IV: Diversity and Social Responsibility 15         1
This course provides an opportunity to reflect on professional practice with peers under the guidance of an instructor. Students bring experience in different field placement settings to group discussion in seminar. Field placement issues are discussed and class learning in Term IV is integrated with practical field experiences. Seminar focuses on recognized early learning and care practice across a broad range of early childhood programs. Seminar discussions and assignments provides an opportunity to discuss issues and explore topics in early learning and care.
<table>
<thead>
<tr>
<th><strong>Prerequisite:</strong></th>
<th>ECCS 225</th>
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<tr>
<td><strong>Corequisite:</strong></td>
<td>ECCS 270</td>
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</table>
# Appendix E: Alberta Child Care Certificate Requirements

## DIPLOMA EXIT - Ensuring maintenance of Alberta Children’s Services Child Development Supervisor Certification:

<table>
<thead>
<tr>
<th>Alberta Children’s Services Content Requirements and Hours</th>
<th>MacEwan Diploma Courses</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Child Development – 165 hours</td>
<td>ECCS110, ECCS 160, ECCS 255, ECCS 265</td>
<td>180</td>
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<tr>
<td>Programming – 295 hours</td>
<td>ECCS 101, ECCS 102, ECCS 125, ECCS 155, ECCS 175, ECCS 201, ECCS 202, ECCS 225, ECCS 275</td>
<td>295</td>
</tr>
<tr>
<td>Relationships – 180 hours</td>
<td>INTD 105, ECCS 115, ECCS 180, ECCS 260</td>
<td>180</td>
</tr>
<tr>
<td>Related Courses – 105 hours</td>
<td>ECCS 250, ANTH 250, ENGL 102</td>
<td>135</td>
</tr>
<tr>
<td>Practicum – 800 hours</td>
<td>ECCS 120, ECCS 170, ECCS 220, ECCS 270</td>
<td>800</td>
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</table>

*Minimum Required-1545*  
*Total 1590*
**Briefing Note**

<table>
<thead>
<tr>
<th>Submission to</th>
<th>General Faculties Council</th>
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<tbody>
<tr>
<td>Meeting Date</td>
<td>Submitted by</td>
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<tr>
<td>2020-02-10</td>
<td>Fred McGinn, Faculty of Nursing Council</td>
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</tbody>
</table>

### Agenda Item

**Admission Criteria: Occupational Health Nursing**

**Resource Staff**
- Jill Vihos, Chair, Department of Interprofessional Education and Simulation Learning (DIESL)
- Joan Mills, Coordinator, Centre for Professional Nursing Education
- Kathryn Ozum, Academic Coordinator
- Natasha Ivanova, University Advisor
- Faculty from the Occupational Health Nursing Program

**Action Requested**
For Approval

**Recommendation/Motion**
That the GFC approves as presented the Faculty of Nursing’s Occupational Health Nursing admission criteria, effective Fall 2021

**Context and Background**
- As a part of the regular review cycle, the Faculty of Nursing’s Occupational Health Nursing program admission criteria was reviewed
- Admission requirements continue to be consistent with other programs in Canada
- No changes to previous admission requirements are recommended

**Summary**
A review of the admission requirements for the Occupational Health Nursing Program found requirements to be consistent with similar programs in Canada. No change is recommended.

**Implications**
No changes to the Occupational Health Nursing Program are required at this time.

**Review History**
- As required, Faculty of Nursing Committee and Councils, including various Department Curriculum Committees, Department Councils, Faculty of Nursing Curriculum Committee and Faculty of Nursing Council.
- Faculty of Nursing Council, November 1, 2019, Motion # FN-02-11-01-2019
- Committee on Admissions and Transfer, December 9, 2019, Motion # GFC-GFC-ATC-03-12-09-2019

**Next Steps**
- The Office of the University Registrar will be notified of approvals

**Policy**
Course Approval and Changes  
Course Approval and Changes Procedure

**FOIP**
This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for Public distribution.

**Attachment(s)**
Occupational Health Nursing

Approved program name: Occupational Health Nursing
Intake term effective: Fall 2017 2021
Credential: Post-Diploma Certificate

CATEGORY OF ADMISSION
Applicants may be admitted to the following:

Regular Admission
To be evaluated through the Office of the University Registrar

Applicants must be actively registered as a Registered Nurse in Canada or licensed as a nurse in another country and have received a practicing permit from their professional provincial jurisdiction.

ADDITIONAL ADMISSION CRITERIA
All applicants must meet the following:

1. English Language Proficiency
To be evaluated through the Office of the University Registrar
Applicable to all admission categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University's academic calendar or online at MacEwan.ca/ELP.

Recommended by Committee on Admissions and Transfer
Approved by

Chair: Jill Vihos, Chair, Department of Interprofessional Education and Simulation Learning
Interim Dean: Fred McGinn
### Agenda Item
**Admission Criteria: Perioperative Nursing for Registered Nurses**

### Resource Staff
- Jill Vihos, Chair, Department of Interprofessional Education and Simulation Learning (DIESL)
- Joan Mills, Coordinator, Centre for Professional Nursing Education

### Action Requested
For **Approval**

### Recommendation/Motion
That the GFC approve as presented the Faculty of Nursing’s Perioperative Nursing for Registered Nurses program admission criteria, effective Fall 2021.

### Context and Background
- As a part of the regular review cycle, the Faculty of Nursing’s Gerontology program admission criteria was reviewed
- Admission requirements continue to be consistent with other programs in Canada
- No changes to previous admission requirements are recommended

### Summary
A review of the admission requirements for the Perioperative Nursing for Registered Nurses Program found requirements to be consistent with similar programs in Canada. No change is recommended.

### Implications
No changes to the Perioperative Nursing for Registered Nurses Program are required at this time.

### Review History
- As required, Faculty of Nursing Committee and Councils, including various Department Curriculum Committees, Department Councils, Faculty of Nursing Curriculum Committee and Faculty of Nursing Council.
- Faculty of Nursing Council, November 1, 2019, Motion # FN-02-11-01-2019
- GFC Committee on Admissions and Transfer, December 9, 2019, Motion # GFC-ATC-04-12-09-2019

### Next Steps
- The Office of the University Registrar will be notified of approvals

### Policy
Course Approval and Changes
Course Approval and Changes Procedure

### FOIP
This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for **Public** distribution.

### Attachment(s)
1. Perioperative Nursing for Registered Nurses Program Admission Criteria.
Perioperative Nursing for Registered Nurses

Approved program name: Perioperative Nursing for Registered Nurses

Intake term effective: Fall 2016 2021

Credential: Post-Diploma Certificate

CATEGORY OF ADMISSION
Applicants may be admitted to the following:

Regular Admission
To be evaluated through the Office of the University Registrar

Applicants must be actively registered in Canada as a Registered Nurse or a graduate nurse with a practice permit.

ADDITIONAL ADMISSION CRITERIA
All applicants must meet the following:

1. English Language Proficiency
To be evaluated through the Office of the University Registrar
Applicable to all admission categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP.

Recommended by Committee on Admissions and Transfer
Approved by

Chair: Jill Vihos, Chair, Department of Interprofessional Education and Simulation Learning
Interim Dean: Fred McGinn
**Submission to**  
General Faculties Council

**Meeting Date**  
2020-02-10

**Submitted by**  
Fred McGinn, Faculty of Nursing Council

**Agenda Item**  
Admission Criteria: Gerontology

**Resource Staff**
- Jill Vihos, Chair, Department of Interprofessional Education and Simulation Learning (DIESL)
- Joan Mills, Coordinator, Centre for Professional Nursing Education

**Action Requested**
For Approval

**Recommendation/Motion**
That the GFC approves as presented, the Faculty of Nursing’s Gerontology program admission criteria, effective Fall 2021.

**Context and Background**
- As a part of the regular review cycle, the Faculty of Nursing’s Gerontology program admission criteria was reviewed
- Admission requirements continue to be consistent with other programs in Canada
- No changes to previous admission requirements are recommended

**Summary**
A review of the admission requirements for the Gerontology Program found requirements to be consistent with similar programs in Canada. No change is recommended.

**Implications**
No changes to the Gerontology Program are required at this time.

**Review History**
- As required, Faculty of Nursing Committee and Councils, including various Department Curriculum Committees, Department Councils, Faculty of Nursing Curriculum Committee and Faculty of Nursing Council.
- Faculty of Nursing Council, November 1, 2019, Motion # FN-02-11-01-2019
- GFC Committee on Admissions and Transfer, December 9, 2019, Motion GFC-ATC-05-12-09-2019

**Next Steps**
- The Office of the University Registrar will be notified of approvals

**Policy**
Course Approval and Changes
Course Approval and Changes Procedure

**FOIP**
This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for Public distribution.

**Attachment(s)**
Gerontology Program

Approved program name: Gerontology
Intake term effective: Fall 2017 2021
Credential: Post-Diploma Certificate

CATEGORIES OF ADMISSION
Applicants may be admitted to one of the following:

Regular Admission
To be evaluated through the Office of the University Registrar

Applicants must be actively registered in Canada as one of the following:

- Registered Nurse
- Registered Psychiatric Nurse
- Graduate Nurse with a practice permit
- Licensed Practical Nurse
- Registered Practical Nurse

ADDITIONAL ADMISSION CRITERIA
All applicants must meet the following:

1. English Language Proficiency
To be evaluated through the Office of the University Registrar
Applicable to all admission categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University's academic calendar or online at MacEwan.ca/ELP.

Recommended by Committee on Admissions and Transfer
Approved by

Chair: Jill Vihos, Chair Department of Interprofessional Education and Simulation Learning
Interim Dean: Fred McGinn
21-22 Admission Criteria
<table>
<thead>
<tr>
<th>Submission to</th>
<th>General Faculties Council</th>
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</thead>
<tbody>
<tr>
<td>Meeting Date</td>
<td>2020-02-10</td>
</tr>
<tr>
<td>Submitted by</td>
<td>Faculty of Nursing Council</td>
</tr>
<tr>
<td>Agenda Item</td>
<td>Admission Criteria: Hospice Palliative Care</td>
</tr>
</tbody>
</table>
| Resource Staff| • Jill Vihos, Chair, Department of Interprofessional Education and Simulation Learning (DIESL)  
• Joan Mills, Coordinator, Centre for Professional Nursing Education |
| Action Requested| For Approval |
| Recommendation/Motion | That the GFC approves, as presented, the Faculty of Nursing’s Hospice Palliative Care program admission criteria, effective Fall 2021. |
| Context and Background | • As a part of the regular review cycle, the Faculty of Nursing’s Hospice Palliative Care Perioperative Nursing for Registered Nurses program admission criteria was reviewed  
• Admission requirements continue to be consistent with other programs in Canada  
• No changes to previous admission requirements are recommended |
| Summary | A review of the admission requirements for the Hospice/Palliative Care Program found requirements to be consistent with similar programs in Canada. No change is recommended. |
| Implications | No changes to the Hospice/Palliative Care Program are required at this time. |
| Review History | • As required, Faculty of Nursing Committee and Councils, including various Department Curriculum Committees, Department Councils, Faculty of Nursing Curriculum Committee and Faculty of Nursing Council.  
• Faculty of Nursing Council, November 1, 2019, Motion # FN-02-11-01-2019  
• GFC Committee on Admissions and Transfer, December 9, 2019, Motion # GFC-ATC-06-12-09-2019 |
| Next Steps | • The Office of the University Registrar will be notified of approvals |
| Policy | Course Approval and Changes  
Course Approval and Changes Procedure |
| FOIP | This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for Public distribution. |
| Attachment(s) | 1. Hospice/Palliative Care admission criteria |
Hospice/Palliative Care Program

Approved program name: Hospice/Palliative Care
Intake term effective: Fall 2017 2021
Credential: Post-Diploma Certificate

CATEGORIES OF ADMISSION
Applicants may be admitted to one of the following:

Regular Admission
To be evaluated through the Office of the University Registrar

Applicants must be actively registered in Canada as one of the following:

- Registered Nurse
- Registered Psychiatric Nurse
- Graduate Nurse with a practice permit
- Licensed Practical Nurse
- Registered Practical Nurse

ADDITIONAL ADMISSION CRITERIA
All applicants must meet the following:

1. English Language Proficiency
To be evaluated through the Office of the University Registrar
Applicable to all admission categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University's academic calendar or online at MacEwan.ca/ELP.

Recommended by
Recommended by Committee on Admissions and Transfer
Approved by

Chair: Jill Vihos, Chair Department of Interprofessional Education and Simulation Learning
Interim Dean: Fred McGinn

21-22 Admission Criteria
<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>PSLA Changes Update Report</th>
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<tbody>
<tr>
<td>Resource Staff</td>
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<tr>
<td>Action Requested</td>
<td>For Information</td>
</tr>
<tr>
<td>Recommendation/Motion</td>
<td>It is recommended that General Faculties Council receive this update with respect to the governance changes required at the University as a result of amendments to the <em>Post-secondary Learning Act</em>.</td>
</tr>
<tr>
<td>Context and Background</td>
<td>• A report from the Office of General Counsel is provided to General Faculties Council at each of its regular meetings in order to ensure General Faculties Council is kept apprised of the progress of the PSLA Governance Changes Task Force (“Task Force”) relating to the changes required to existing bylaws, policy, processes and University governance and operations to implement the amendments to the <em>Post-secondary Learning Act</em> (PSLA) which came into force on February 1, 2019.</td>
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<td>• Since its creation in September 2018, the Task Force has been utilizing a comprehensive work plan which includes detailed deliverables and accompanying actions and activities, to monitor and track progress of the implementation and status of projects and initiatives relating to the PSLA amendments.</td>
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<td></td>
<td>• Given that the majority of initially identified and prioritized actions and activities in the Work Plan have been completed, on November 21, 2019 Executive Council agreed to disband the Task Force following its final meeting on November 22, 2019.</td>
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<tr>
<td>Summary</td>
<td>• Attached to this Submission as Attachment 1 is the PSLA Changes Update Report as at January 15, 2020 which provides information relating to:</td>
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<td>➢ major projects and initiatives being undertaken to effectively implement changes required resulting from the amendments to the PSLA;</td>
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<tr>
<td></td>
<td>➢ policy changes being made in order to ensure alignment with the PSLA; and</td>
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<tr>
<td></td>
<td>➢ any PSLA-related decisions that have been made by Executive Council, the Board of Governors, and Academic Governance Council/General Faculties Council relating to the PSLA amendments.</td>
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<tr>
<td>Implications</td>
<td>There is a risk to the reputation of the University if it does not properly implement the changes to the PSLA. This risk is mitigated by Executive Council monitoring outstanding activities and the Vice-President and General Counsel continuing to oversee and report on the outstanding activities following the disbanding of the Task Force.</td>
</tr>
<tr>
<td>Review History</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Next Steps

- The Vice-President and General Counsel will provide the Work Plan to Executive Council for review and updating on a monthly basis.
- The Vice-President and General Counsel will continue to provide the PSLA Changes Update Report to Deans’ Council on a monthly basis and to the Board of Governors and General Faculties Council at each of their regular meetings until all required actions have been completed.

### Policy

N/A

### FOIP

This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for **Internal** distribution.

### Attachment(s)

OFFICE OF GENERAL COUNSEL

PSLA CHANGES UPDATE REPORT
TO GENERAL FACULTIES COUNCIL
as at January 15, 2020

Submitted by:
Michelle Plouffe
Vice-President and General Counsel
Office of General Counsel
MacEwan University
A. Introduction

On October 29, 2018, the Government of Alberta introduced Bill 19 (An Act to Improve the Affordability and Accessibility of Post-secondary Education) which significantly amends the Post-secondary Learning Act (“PSLA”). Bill 19 received Royal Assent on December 11, 2018 and came into force on February 1, 2019.

A PSLA Governance Changes Task Force (“Task Force”), chaired by the Vice-President and General Counsel, was struck to oversee the University’s response to and actions required as a result of the amendments, including any necessary changes to existing bylaws, policy, processes and University governance and operations. Through the Vice-President and General Counsel, the Task Force has been providing an updated report on actions and progress to Deans’ Council on a monthly basis, and to Academic Governance Council/General Faculties Council and the Board of Governors at each of their regular meetings.

Given that the majority of initially identified and prioritized actions and activities have been completed, Executive Council approved the Task Force disbanding following its final meeting held on November 22, 2019. In order to ensure continued oversight and fulfilment of outstanding actions following that meeting, the Task Force’s comprehensive work plan is discussed at Executive Council monthly and updated accordingly by the Office of the Vice-President and General Counsel. Those updates will be utilized by the Vice-President and General Counsel in order to continue to provide fulsome reporting to Deans’ Council, the Board of Governors and General Faculties Council until all required actions have been completed.

B. Major Initiatives/Projects

Schedule A to this report includes information relating to the significant initiatives and projects currently being worked on and/or overseen by the Task Force in order to implement the changes required by the amendments to the PSLA.

C. Policy Change

A review of all University policies was conducted in order to determine those requiring a change in policy authority or revision to content in order to ensure alignment with the PSLA. The Vice-President and General Counsel, working with the Task Force, is overseeing those policy changes. Attached to this report as Schedule B is the PSLA Policy Changes Status Chart as at January 15, 2020 which lists all policies requiring revision in order to comply with the amendments to the PSLA, the individuals responsible for bringing forward those revisions, and the current status of each policy.

Of particular note, all minor policy revisions have been approved by the appropriate policy sponsor and implemented effective February 1, 2019, to coincide with the effective date of the amendments to the PSLA. Those policies requiring comprehensive revision are being advanced through the University’s policy approval process, with a view to being ready for approval by either the Board of Governors or General Faculties Council (as appropriate) at the earliest possible opportunity once all necessary consultation has occurred.
D. Decisions Related to PSLA Amendments

Attached to this report as Schedule C is the PSLA-related Decision Register as at January 15, 2020, which sets out all decisions made by Executive Council, the Board of Governors, and Academic Governance Council/General Faculties Council relating to the PSLA amendments and resulting impact on the University.
Schedule A
MAJOR INITIATIVES/PROJECTS

1) **Alumni Association**

*The University will establish a formal Alumni Association.*

**Status:** Recruitment activities for the Alumni Advisory Council have been completed and 13 alumni representing all faculties, athletics and the Students’ Association of MacEwan University were selected as members. The Alumni Advisory Council has met twice since November 2019 and has discussed roles and responsibilities for the upcoming year. A sub-committee has been established to oversee the process of nominating two alumni to the Board of Governors as per the PSLA. The target date for nominations to be submitted to the Minister of Advanced Education is June 2020. In response to PSLA requirements, three Alumni Advisory Council members have put their names forward to participate on the Joint Committee when it comes time to select a University Chancellor. The next Alumni Advisory Council meeting is scheduled for March 5, 2020.

2) **Board of Governors Membership and Bylaws**

*The Board of Governors membership will be expanded to include the Chancellor (if one is appointed), 2 alumni nominated by the alumni association (if there is an alumni association), 1 academic staff, 1 student, plus any additional persons appointed by the Lieutenant Governor in Council on the recommendation of the Minister. The Board of Governors Bylaws will be reviewed and revised to ensure alignment with the PSLA.*

**Status:** On October 28, 2019 General Faculties Council recommended Dr. Lucio Gelmini as the General Faculties Council representative on the Board of Governors. A letter recommending the appointment of Dr. Gelmini was sent to the Minister of Advanced Education for approval. On January 14, 2020 the University received confirmation from the Minister that Dr. Gelmini has been appointed to the Board of Governors as the General Faculties Council representative for a term to expire on June 20, 2022.

See section 1 of this Schedule for an update with respect to appointment of alumni members to the Board of Governors.

3) **Chancellor and Vice-Chancellor**

*MacEwan is permitted (but not required) to have a Chancellor. The Chancellor is appointed by the Board of Governors from a list created by a nominating committee established in accordance with PSLA terms. The President is the Vice-Chancellor.*

**Status:** The draft Chancellor profile was submitted for review by the General Faculties Council at its meeting on October 28, 2019. The draft profile will be submitted to the Board of Governors at its meeting in May 2020 for finalization and the Board will be asked to consider the establishment of the Joint Committee to select a Chancellor to be in place for fall 2020.
4) **General Faculties Council Membership and Bylaws**  
A General Faculties Council will be established to replace the current Academic Governance Council. Membership will be transitioned to align with General Faculties Council model under the PSLA, including the election of members from Faculty and School Councils and members appointed in compliance with the PSLA. The General Faculties Council has the authority to approve its own Bylaws.

**Status:** At its meeting on November 25, 2019 the General Faculties Council voted to use section 23(d) of the Post-secondary Learning Act to expand its membership to include additional key representation, effective fall 2020. This new membership will allow work to progress on a revised elections process and will be reflected in the final General Faculties Council Bylaws.

5) **Student Affairs and Discipline Appeals**  
The General Faculties Council will have general supervision of student affairs, which authority requires a change to policy authority. The Board of Governors has the ability to hear appeals on student discipline matters.

**Status:** The revised Student Academic Integrity Policy and Student Academic Misconduct Procedure and the new Student Non-Academic Misconduct Policy and Procedure were approved by General Faculties Council on October 28, 2019 and by the Board of Governors on December 19, 2019.

6) **General Faculties Council Standing Committees (including Faculty/School Councils)**  
Review existing Academic Governance Council committee structure in order to determine changes required as a part of the transition to General Faculties Council. Faculty and School Councils to be formally established. Current membership, roles, responsibilities, authorities, policies and procedures will be reviewed in order to ensure alignment with the PSLA.

**Status:** Benchmarking, analysis, and initial consultations are underway to develop a number of mandates-in-principle for a renewed slate of standing committees which incorporate advice from the Marshall Report, for consideration by General Faculties Council in winter 2020. In addition, initial work has begun on developing a Library Council as a comparable body to Faculty and School Councils. The approval of expanded General Faculties Council membership noted in Section 4 above will support the development of revised terms of reference for Faculty and School Councils. A discussion on a draft election process for 2020 to align with the PSLA is scheduled for the February 10, 2020 General Faculties Council meeting.

7) **Officers and Employees**  
The Board of Governors is responsible for appointing the Registrar and the Deans. The President is responsible for appointing academic staff and may, subject to any collective agreement, suspend from duty and privileges any officer, employee of the university, or academic staff member.

**Status:** No update to August 31, 2019 report.

8) **Sector Mandate**  
Implications of the mandate of Undergraduate Universities sector as defined in the PSLA is being considered in order to ensure alignment with the University's mandate.

**Status:** No update to August 31, 2019 report.
9) **Honorary Degrees**

MacEwan is permitted to grant honorary degrees up to and including doctorate degrees.

**Status:** The University has begun discussions and planning relating to the development of a policy allowing for the granting of honorary degrees. It is anticipated this will be brought forward for initial consideration by the Board of Governors and General Faculties Council during the spring of 2020. The granting of the first honorary degrees will align with the appointment of the University’s first Chancellor in the spring of 2021.

10) **Communications**

Ongoing key messages and communications are being provided to the University community to encourage engagement.

**Status:** Following the dissolution of the PSLA Task Force, communication related to both the Board of Governors and the General Faculties Council will proceed as needed using established process and channels. The project communications team will continue to work to develop and implement plans specifically related to the messaging around the longer-term components of the PSLA: Alumni Association, university chancellor and honorary degrees.
## Schedule B
**PSLA Policy Changes Status Chart**

### Outstanding Revisions

<table>
<thead>
<tr>
<th>Policy/Procedure</th>
<th>Revision Details</th>
<th>Policy Sponsor</th>
<th>Area/Position Accountable for Revisions</th>
<th>Date to PAG for Initial Review</th>
<th>Date to PAG for Final Review</th>
<th>Date to PPC or GFC Executive</th>
<th>Date to Board Committee</th>
<th>Date to Board or GFC for Approval</th>
<th>Current Status</th>
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<tr>
<td><strong>Comprehensive Revisions:</strong></td>
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<tr>
<td>Presenting Posthumous Credentials Procedure</td>
<td>Presentation of posthumous credential has option of small private ceremony with President - consider whether chancellor is more appropriate</td>
<td>President</td>
<td>Marg Leathem, David McLaughlin</td>
<td>1-Mar-19</td>
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<td>Mar 1/19: PAG recommended to proceed with proposed revisions. Procedure undergoing consultation regarding proposed revisions.</td>
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<tr>
<td>International Education Agreements</td>
<td>26(1)(c) specifies GFC has authority to make recommendations to the Board with respect to affiliation with other institutions</td>
<td>Provost</td>
<td>Stacey Martin, Ian Hanson</td>
<td>24-Jan-17</td>
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<td>Jan 7/20: PAG recommended the proposed rescission of the International Education Agreements proceed for approval.</td>
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<tr>
<td>Acting Senior Administrator Procedure</td>
<td>Consider whether 3.4 (Extended Absence or vacancy) for Deans and Registrar should mirror process for President (re: both appointed by Board)</td>
<td>President</td>
<td>Craig Monk, Marg Leathem</td>
<td>21-Nov-18</td>
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<td>May 23, 2019 - Revisions being finalized to ensure alignment with revised Senior Administrator Appointments Policy.</td>
</tr>
<tr>
<td>Senior Administrator Appointments Procedures</td>
<td></td>
<td>President</td>
<td>Craig Monk, Marg Leathem</td>
<td>21-Nov-18</td>
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<td></td>
<td>May 23, 2019 - Revisions being finalized to ensure alignment with revised Senior Administrator Appointments Policy.</td>
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<tr>
<td>Reappointments Procedures</td>
<td>Need to align “Dean Reappointment Process” with recommendation to Board</td>
<td>President</td>
<td>Craig Monk, Marg Leathem</td>
<td>21-Nov-18</td>
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<td></td>
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<td>May 23, 2019 - Revisions being finalized to ensure alignment with revised Senior Administrator Appointments Policy.</td>
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<td><strong>External Relations, Marketing and Communications:</strong></td>
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<td>Media</td>
<td>Consider whether Chancellor should be named in policy as a part of media relations requirements</td>
<td>VP Student Services</td>
<td>Myrna Khan, Ian Hanson</td>
<td>4-Jan-19</td>
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<td>Feb 5/19: Policy undergoing consultation regarding proposed revisions.</td>
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<td><strong>Fund Development and Alumni:</strong></td>
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<td>Distinguished Alumni Award</td>
<td>Consider changes that may be required with the addition of an Alumni Association and rescission of Medals of Excellence policy.</td>
<td>VP Student Services</td>
<td>Michelle Stevenson</td>
<td></td>
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<td>Feb 4/19: Revisions to this policy will be considered once the Alumni Association is in place.</td>
</tr>
</tbody>
</table>

*Note: changes made since the last review have been made in red*
| POLICY/PROCEDURE                        | REVISION DETAILS                                                                 | POLICY SPONSOR                  | AREA/POSITION ACCOUNTABLE FOR REVISIONS | DATE TO PAG FOR INITIAL REVIEW | DATE TO PAG FOR FINAL REVIEW | DATE TO PPC OR GFC EXECUTIVE | DATE TO BOARD COMMITTEE | DATE TO BOARD OR GFC FOR APPROVAL | CURRENT STATUS                                                                 |
|----------------------------------------|-----------------------------------------------------------------------------------|---------------------------------|-----------------------------------------|---------------------------------|-------------------------------|-------------------------------|-----------------------------|-------------------------------|---------------------------------|--------------------------------------------------------------------------------|
| **INFRASTRUCTURE**                     |                                                                                  |                                 |                                         |                                 |                               |                               |                             |                               |                                 | Jan 4/19: PAG recommended to proceed with revisions. Feb 1/19: Policy transferred to GFC. |
| Scheduling Policy                      | Consider whether this policy should transfer to GFC responsibility over student affairs | ED Student Services             | David McLaughlin                      | 4-Jan-19                        |                               |                               |                             |                               |                                 |                                                                                |
| **STUDENT NON-ACADEMIC CONDUCT AND ADMINISTRATION** |                                                                                  |                                 |                                         |                                 |                               |                               |                             |                               |                                 |                                                                                      |
| Student Appeals                        | Transition policy to GFC - will be subject to rescission once all appeal mechanisms are contained within relevant policy/procedure | VP Student Services             | Lynn Wells Ian Hanson                  | 22-Mar-16                       |                               |                               |                             |                               |                                 | Jun 7/19: Proposed rescission on hold until finalization of related policy document development and revision. |
| Student Discipline                     | Transition policy to GFC - will be subject to rescission once Student Non-academic Conduct Policy is complete | VP Student Services             | Lynn Wells Ian Hanson                  | 22-Mar-16                       |                               |                               |                             |                               |                                 | Sept 16/19: Proposed for rescission to coincide with approval of Student Non-Academic Conduct Policy and Procedure anticipated during the fall 2019. |
| Student Rights and Responsibilities    | Transition policy to GFC - will be subject to revision or rescission after the student discipline suite of policy documents is complete | VP Student Services             | Lynn Wells Ian Hanson                  | 22-Mar-16                       |                               |                               |                             |                               |                                 | Sept 16/19: Proposed to proceed for rescission in conjunction with development of proposed new Student Code of Conduct. |
| **GOVERNANCE:**                        |                                                                                  |                                 |                                         |                                 |                               |                               |                             |                               |                                 |                                                                                      |
| **BYLAWS**                             |                                                                                  |                                 |                                         |                                 |                               |                               |                             |                               |                                 |                                                                                      |
| AGC Bylaws                             | GFC to approve its own Bylaws (transition approval authority to GFC from BOG); Bylaws to account for transition to GFC, committees; authority; membership | President                       | Marg Leathem                          |                                 |                               |                               |                             |                               |                                 | Aug 31/19: Executive Committee to GFC approved interim GFC Bylaws to allow GFC to operate until recommended revisions are available and open for consultation in the fall 2019. |
| AGC Faculty Reapportionment Procedure  | Procedure to account for transition to GFC, GFC, not Registrar, establishes membership on GFC (242(2)(b)) | President                       | David McLaughlin                      |                                 |                               |                               |                             |                               |                                 | Jan 18/19: PAG recommended to proceed with amendment. |
### COMPLETED PSLA POLICY CHANGES

<table>
<thead>
<tr>
<th>POLICY/PROCEDURE</th>
<th>REVISION DETAILS</th>
<th>POLICY SPONSOR</th>
<th>AREA/POSITION ACCOUNTABLE FOR REVISIONS</th>
<th>DATE TO PAG FOR INITIAL REVIEW</th>
<th>DATE TO PAG FOR FINAL REVIEW</th>
<th>DATE TO PPC OR GFC EXECUTIVE</th>
<th>DATE TO BOARD COMMITTEE</th>
<th>DATE TO BOARD OR GFC FOR APPROVAL</th>
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<tbody>
<tr>
<td><strong>MINOR REVISIONS:</strong></td>
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<tr>
<td>Admissions</td>
<td>Policy references “Academic Governance Council” (1.1, 4.3, 4.4)</td>
<td>Provost</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
<td>N/A</td>
<td>Approved by Policy Sponsor on Dec 12/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
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<tr>
<td>Academic Schedule</td>
<td>Policy references “Academic Governance Council” (4.6) - note 26(1)(g)</td>
<td>Provost</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
<td>N/A</td>
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<td>Awarding Posthumous Credentials</td>
<td>Policy references “Academic Governance Council” (5.2.1, 5.2.2)</td>
<td>President</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
<td>N/A</td>
<td>Approved by Policy Sponsor on Dec 11/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
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<tr>
<td>Credentials</td>
<td>Policy references “Academic Governance Council” (4.5.1)</td>
<td>Provost</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
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<td>Approved by Policy Sponsor on Dec 12/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
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<tr>
<td>Graduation</td>
<td>Policy references “Academic Governance Council” (3.3.6)</td>
<td>Provost</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
<td>N/A</td>
<td>Approved by Policy Sponsor on Dec 12/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
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<td><strong>CURRICULAR-CREDIT AND NON-CREDIT:</strong></td>
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<td>Baccalaureate Program Review</td>
<td>Policy references “Academic Governance Council” (4.2.2)</td>
<td>Provost</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
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<td>Approved by Policy Sponsor on Dec 12/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
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<td>Course Approvals and Changes</td>
<td>Policy references “Academic Governance Council” (5.2.2)</td>
<td>Provost</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
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<td>Approved by Policy Sponsor on Dec 12/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
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<td>Course Approvals and Changes Procedures</td>
<td>Procedure references “Academic Governance Council” (4.3.3)</td>
<td>Provost</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
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<td>Approved by Policy Sponsor on Dec 12/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
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<td>Program Approvals and Changes Procedures</td>
<td>Procedure references “Academic Governance Council” (4.15.1)</td>
<td>Provost</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
<td>N/A</td>
<td>Approved by Policy Sponsor on Dec 12/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
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<tr>
<td>POLICY/PROCEDURE</td>
<td>REVISION DETAILS</td>
<td>POLICY SPONSOR</td>
<td>AREA/POSITION ACCOUNTABLE FOR REVISIONS</td>
<td>DATE TO PAG FOR INITIAL REVIEW</td>
<td>DATE TO PAG FOR FINAL REVIEW</td>
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<td>DATE TO BOARD OR GFC FOR APPROVAL</td>
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<td>Faculty Development</td>
<td>Policy references “Academic Governance Council” (5.1)</td>
<td>Provost</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
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<td>Approved by Policy Sponsor on Dec 12/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
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<td>Titled Chairs</td>
<td>Policy references “Academic Governance Council” (4.1.2, 4.2.2)</td>
<td>Provost</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
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<td>Approved by Policy Sponsor on Dec 12/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
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<td>Ethical Review of Research with Human Participants</td>
<td>Policy references “Academic Governance Council” (4.5.1.2)</td>
<td>Provost</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
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<td>Approved by Policy Sponsor on Dec 12/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
</tr>
<tr>
<td>Research Institutes and Research Centres</td>
<td>Policy references “Academic Governance Council” (Definition of Research Institute, Research Centre, and Terms of Reference; and 5.1.2, 5.1.5, 5.3.1, 5.6.1 and 5.4.2)</td>
<td>Provost</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Approved by Policy Sponsor on Dec 12/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
</tr>
<tr>
<td>Professor Emeritus</td>
<td>“Academic Governance Council” used in 2.2</td>
<td>President</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Approved by Policy Sponsor on Dec 11/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
</tr>
<tr>
<td>Functional Naming of Physical Entities Procedure</td>
<td>Policy references “Academic Governance Council”</td>
<td>VP Resources</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Approved by Policy Sponsor on Dec 12/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
</tr>
<tr>
<td>Honorific Naming of Academic Entities Procedure</td>
<td>Policy references “Academic Governance Council”</td>
<td>Provost</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
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<td>Approved by Policy Sponsor on Dec 12/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
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<td>Honorific Naming of Physical Entities Procedure</td>
<td>Policy references “Academic Governance Council”</td>
<td>VP Resources</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
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<td>N/A</td>
<td>Approved by Policy Sponsor on Dec 12/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
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<tr>
<td>Philanthropic Naming of Academic Entities Procedure</td>
<td>Policy references “Academic Governance Council”</td>
<td>Provost</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
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<td>Approved by Policy Sponsor on Dec 12/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
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<tr>
<td>Philanthropic Naming of Physical Entities Procedure</td>
<td>Policy references “Academic Governance Council”</td>
<td>VP Resources</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Approved by Policy Sponsor on Dec 12/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
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<tr>
<td>Sponsored Naming of Academic Entities Procedure</td>
<td>Policy references “Academic Governance Council”</td>
<td>Provost</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
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<td>Approved by Policy Sponsor on Dec 12/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
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<td>Sponsored Naming of Physical Entities Procedure</td>
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<td>VP Resources</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
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<td>Approved by Policy Sponsor on Dec 12/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
</tr>
<tr>
<td>Contracts Review and Signing Authority Policy</td>
<td>Policy references “Academic Governance Council” (5.2.6 and D).</td>
<td>VP General Counsel</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
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<td>Approved by Policy Sponsor on Dec 11/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
</tr>
<tr>
<td>Establishing University Policy Documents</td>
<td>Policy references “Academic Governance Council”</td>
<td>VP General Counsel</td>
<td>Office of General Counsel</td>
<td>N/A</td>
<td>17-Dec-18</td>
<td>N/A</td>
<td>N/A</td>
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<td>Approved by Policy Sponsor on Dec 11/18. Minor revision confirmed by PAG on Dec 17/18. Revisions effective Feb 1/19.</td>
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<td><strong>COMPREHENSIVE REVISIONS:</strong></td>
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<td><strong>ACADEMIC:</strong></td>
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<tr>
<td>Student Academic Misconduct Procedure</td>
<td>Right of appeal to Board</td>
<td>Provost</td>
<td>Lynn Wells</td>
<td>Ian Hanson</td>
<td>4-Jan-19</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td>Oct 28/19: Revised procedure approved by GFC. Dec 19/19: Board of Governors approved the student appeal process (University Appeals Tribunal) articulated in the procedure.</td>
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<td><strong>ADMINISTRATIVE:</strong></td>
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<tr>
<td>Academic Senior Administrator Policy</td>
<td>Consider whether 5.3.1.1.3 and 5.3.4.2 (Administrative Leave) for Deans should mirror process for President (re: both appointed by Board)</td>
<td>VP, Finance and Administration</td>
<td>Deb Sauzier, Craig Monk, Marg Leathem</td>
<td>21-Nov-18</td>
<td>3-May-19</td>
<td>7-May-19</td>
<td>21-May-19</td>
<td>23-May-19</td>
<td>May 23/19: Approved by the Board of Governors.</td>
</tr>
<tr>
<td>Senior Administrator Appointments Policy</td>
<td>s. 20 and 21 require Deans and Registrar to be appointed by BOG; need to amend 5.1</td>
<td>President</td>
<td>Deb Sauzier, Craig Monk, Marg Leathem</td>
<td>21-Nov-18</td>
<td>3-May-19</td>
<td>7-May-19</td>
<td>21-May-19</td>
<td>23-May-19</td>
<td>May 23/19: Approved by the Board of Governors.</td>
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<td><strong>FINANCE:</strong></td>
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<tr>
<td>Allowable Expenses</td>
<td>Chancellor will need to comply with policy as a Board member. Consider impacts on creating role documents or other policy change</td>
<td>VP Finance and Administration</td>
<td>John McGrath, Ian Hanson</td>
<td>11-Sep-17</td>
<td>15-Mar-19</td>
<td>22-May-19</td>
<td>23-May-19</td>
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<td>May 23/19: Approved by the Board of Governors.</td>
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<tr>
<td>POLICY/PROCEDURE</td>
<td>REVISION DETAILS</td>
<td>POLICY SPONSOR</td>
<td>AREA/POSITION ACCOUNTABLE FOR REVISIONS</td>
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<tr>
<td>Procedures for Reimbursement of Allowable Expenses</td>
<td>Consider procedures for approval of Chancellor expenses and whether Chancellor expenses must be disclosed</td>
<td>John McGrath, Ian Hanson</td>
<td></td>
<td>11-Sep-17</td>
<td>15-Mar-19</td>
<td>22-May-19</td>
<td>23-May-19</td>
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<td>May 7/19: Approved by the President’s Policy Committee.</td>
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<td>FUND DEVELOPMENT AND ALUMNI</td>
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<tr>
<td>Alumni Policy</td>
<td>Consider changes required to create an Alumni Association and to account for Alumni on Board of Governors, GFC and Joint committee</td>
<td>VP Information and Communications Services, Myrna Khan, Ian Hanson</td>
<td></td>
<td>4-Jan-19</td>
<td>12-Apr-19</td>
<td>21-May-19</td>
<td>23-May-19</td>
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<td>May 23/19: Approved by the Board of Governors.</td>
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<td>GENERAL OPERATIONS</td>
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<td>Feb 1/19: Policy transferred to GFC.</td>
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<tr>
<td>Evaluation of Service and Academic Support Departments</td>
<td>Consider whether this policy should transfer to GFC responsibility</td>
<td>ED Strategic Planning</td>
<td>To be determined</td>
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<td>GOVERNANCE:</td>
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<tr>
<td>Board of Governors Bylaws</td>
<td>Changes required on membership and GFC authority; Currently under review</td>
<td>President, Gina DeVeaux, Ian Hanson</td>
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<td>Oct 3/19: Approved by the Board of Governors.</td>
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<td>RESCISSIONS:</td>
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<td>Decision Date</td>
<td>Decision-Making Body</td>
<td>Subject</td>
<td>Decision</td>
<td>Comments</td>
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<tr>
<td>30-Oct-18</td>
<td>Academic Governance Council</td>
<td>AGC/GFC Review</td>
<td>APPROVED</td>
<td>AGC approved retaining an external resource to conduct a review of AGC and advise on the transition to a General Faculties Council in response to Bill 19: Amendments to the PSLA.</td>
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<tr>
<td>6-Nov-18</td>
<td>Executive Council</td>
<td>PSLA Governance Changes</td>
<td>OTHER</td>
<td>PSLA Governance changes will be added to EC as a standing item. Plouffe and Hansen have conducted a review of related AGC and Board policies in relation to GFC. A complete review of all policies will be done to assist task force members with their pieces of the workplan. HR review of employment (role of the president) need to be considered: impacts of vice-chancellor change needs to be considered and ability to dismiss, suspend and appoint. McGrath, Leathem, Saucier will take this on with the support of Plouffe.</td>
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<tr>
<td>6-Nov-18</td>
<td>Executive Council</td>
<td>PSLA Policy Changes</td>
<td>APPROVED</td>
<td>Death of a Student Policy and Interuniversity Athletics Policy will stay with the authority of the Board of Governors. Student Discipline, Student Appeals, Student Rights and Responsibilities will move to General Faculties Council authority. Definition of president will be added to policies: means president can delegate.</td>
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<tr>
<td>19-Nov-18</td>
<td>Executive Council</td>
<td>PSLA Policy Changes</td>
<td>OTHER</td>
<td>EC made the following policy decisions:</td>
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<tr>
<td>27-Nov-18</td>
<td>Executive Council</td>
<td>PSLA Policy Changes</td>
<td>OTHER</td>
<td>EC made the following policy decisions:</td>
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<tr>
<td>5-Mar-19</td>
<td>Executive Council</td>
<td>Governance Review</td>
<td>APPROVED</td>
<td>EC reviewed the recommendations in the Marshall Report and endorsed the adoption of recommendations and those that would not be adopted. Saucier will provide a summary of recommendations in her president’s report at the next GFC.</td>
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<td>23-Apr-19</td>
<td>General Faculties Council</td>
<td>Faculty/School Councils</td>
<td>APPROVED</td>
<td>GFC approved the adoption of the following MacEwan University faculty and school councils as standing committees of the GFC: Faculty of Arts and Science, Faculty of Fine Arts and Communications, Faculty of Health and Community Studies, Faculty of Nursing, School of Business, School of Continuing Education. Existing Standing Committees continue as constituted until further notice.</td>
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<tr>
<td>23-May-19</td>
<td>Board of Governors</td>
<td>PSLA Policy Changes</td>
<td>APPROVED</td>
<td>The Board of Governors approved PSLA-related revisions to the following policies:</td>
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<td>and approved the rescission of the Medals of Excellence Policy.</td>
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<td>7-Jun-19</td>
<td>General Faculties Council</td>
<td>Standing Committees/Committee Survey/Membership/Schedule</td>
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<td>GFC adopted the Marshall recommendations in principal, subject to review and consideration of individual recommendations for implementation in the academic years 2019-2021. GFC acclaimed a slate of members that will constitute quorum on September 1, 2019. GFC approved dissolving former AGC standing committees, effective August 31, 2019, and the establishment of four new standing committees and an Executive Committee. The GFC approved the current GFC Executive Committee serving as the task force including circulating a survey to determine the size and composition of GFC Standing Committees.</td>
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<td>GFC approved GFC Interim Bylaws.</td>
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<td>3-Oct-19</td>
<td>Board of Governors</td>
<td>Board of Governors Bylaws</td>
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<td>The Board of Governors approved revised Board Bylaws which include updates to ensure alignment with the PSLA changes.</td>
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<td>General Faculties Council</td>
<td>Policy Decisions in relation to PSLA Governance Changes</td>
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<td>(1) approved PSLA-related revisions to the following policy documents:</td>
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<td>(2) approved the following new policy documents which include PSLA-related provisions:</td>
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<td>(3) recommended the policy documents for approval by the Board of Governors.</td>
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<td>28-Oct-19</td>
<td>General Faculties Council</td>
<td>Board of Governors Membership</td>
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<td>GFC recommended Dr. Lucio Gelmini as the GFC representative to the Board of Governors.</td>
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<td>25-Nov-19</td>
<td>General Faculties Council</td>
<td>General Faculties Council Membership</td>
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<td>GFC approved expanding its membership in accordance with section 23(d) of the PSLA in order to include additional key representation, effective fall 2020.</td>
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<td>26-Nov-19</td>
<td>Executive Council</td>
<td>PSLA Policy Changes</td>
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<td>Executive Council as President's Policy Committee revised the board appeal provisions contained in the Student Academic Misconduct Procedure and the Student Non-Academic Misconduct Procedure and recommended the Student Academic Integrity Policy and Student Non-Academic Misconduct Policy proceed to the Board of Governors for approval, and that the revised procedures be provided to the Board of Governors for review with the policies.</td>
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<td>19-Dec-19</td>
<td>Board of Governors</td>
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<td>The Board of Governors approved the student appeal process (University Appeals Tribunal) articulated in the Student Academic Misconduct Procedure and the Student Non-Academic Misconduct Procedure, and approved the revised Student Academic Integrity Policy and new Student Non-Academic Misconduct Policy.</td>
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Executive Committee Special Meeting
Minutes
November 14, 2019
8:30 – 9:30 p.m.
Room 7-266A

Chair: Craig Monk  Co-Chair: Dave Kato
Present: Kevin Hood, Bob Graves, Annetta Latham, Kathleen Miller, Sean Waddingham
Regrets: Karen Keiller, John McGrath, Peter Myhre, Cynthia Zutter
Resources: Bronwyn Snefjella, Tatiana Hagerty

Call to Order
The meeting was called to order at 8:34 a.m.

S. Waddingham joined the meeting at 8:35 a.m.

There was no quorum at the meeting.

The briefing note on GFC membership composition, Comparative Membership Across Alberta Universities, Draft Table of Recommended GFC Membership, and Relevant Membership Provisions from PSLA were circulated to the members before the meeting. The members in attendance discussed the composition of the GFC membership, including the following categories of members:

- AVP, Research
- AVP, Students and Teaching
- Librarian(s)
- President of the Faculty Association
- Professional Resource Faculty Representative
- Faculty members whose home unit is Student Affairs, and possible other units outside of faculties/schools
- Board of Governor’s Representative
- Students’ Representative
- Alumni Association Representative
- Limited term contract faculty member(s)
- MacEwan Out of Scope representative
- Director, Office of Teaching and Learning
- Possible presenter(s) at the GFC meeting

Some members of the Committee who were not in attendance provided their feedback by email before the meeting.

B. Graves left the meeting at 9:24 a.m.

ACTION: Secretariat to update the briefing note based on the discussion at the meeting and written feedback received by email and re-circulate it to the Committee for electronic vote.

The meeting was over at 9:46 a.m.
Executive Committee Meeting
Minutes
December 9, 2019
4:30 – 6:30 p.m.
Room 7-218

Chair: Craig Monk
Co-Chair: Dave Kato

Present: Bob Graves, Kevin Hood, Karen Keiller, Kathleen Miller, Peter Myhre, Sean Waddingham, Cynthia Zutter

Regrets: Annetta Latham, John McGrath

Resources: Bronwyn Sneffella, Tatiana Hagerty

Kimberley Howard, Executive Director, MacEwan International joined the meeting.

Call to Order
The meeting was called to order at 4:32 p.m.

Motions that took place between the meetings

GFC-EC-01-11-08-2019
Mover/Seconder: C. Zutter/K. Keiller
BE IT RESOLVED THAT
“The General Faculties Council Executive Committee approves minutes of the meeting held on November 5, 2019 as amended.”

Carried

GFC-EC-01-11-15-2019
Mover/Seconder: C. Zutter/K. Keiller
BE IT RESOLVED THAT
“The General Faculties Council Executive Committee approves the recommendations on the GFC membership to be presented at the GFC meeting on November 25, 2019.”

1.0 Approval of Agenda
The following items were added to the agenda:
7.0 GFC Meeting of November 25 Debrief
8.0 GFC Standing Committees Update

GFC-EC-01-12-09-2019
Mover/Seconder: K. Hood/B. Graves
BE IT RESOLVED THAT
“The General Faculties Council Executive Committee approves the December 9, 2019 meeting agenda as amended.”

Carried
2.0 Conflict of Interest Declarations
No conflicts of interest were declared.

3.0 Approval of the Minutes of the Special Meeting held on November 14, 2019

GFC-EC-02-12-09-2019
Mover/Seconder: B. Graves/K. Miller
BE IT RESOLVED THAT
“The General Faculties Council Executive Committee approves the minutes of the special meeting held on November 14, 2019 as amended.”

Carried

4.0 Policy Rescission – Study Abroad
The briefing note on the issue and supporting materials were circulated to the Committee as part of the meeting package prior to the meeting. K. Howard spoke to the issue and took questions from the floor. The discussion took place.

GFC-EC-03-12-09-2019
Mover/Seconder: K. Keiller/C. Zutter
BE IT RESOLVED THAT
“The General Faculties Council Executive Committee approves the rescission of Study Abroad Policy (C2040) and recommends the rescission to the General Faculties Council.”

Carried

K. Howard left the meeting at 4:42 p.m.
Allan Gilliland, Dean, Faculty of Fine Arts and Communications, joined the meeting at 4:42 p.m.

5.0 Bachelor of Communication Studies Action Plan
The briefing note on the issue and the Action Plan were circulated to the Committee as part of the meeting package prior to the meeting. A. Gilliland spoke to the Action Plan and the recommendations that were already being implemented. He took questions from the floor.

GFC-EC-04-12-09-2019
Mover/Seconder: K. Hood/P. Myhre
BE IT RESOLVED THAT
“The General Faculties Council Executive Committee approves and recommends to the General Faculties Council the Bachelor of Communication Studies Action Plan as presented.”

Carried

Requested to record in the minutes: B. Graves voted against this motion on procedural grounds.

A. Gilliland left the meeting at 4:53 p.m.

6.0 Terms of Reference Amendment – Article 6 Quorum
The briefing note on the issue and a proposed article were circulated to the Committee as part of the meeting package prior to the meeting. The discussion took place.
BE IT RESOLVED THAT “The General Faculties Council Executive Committee amends its Terms of Reference Article 6 Quorum by repealing it and replacing it with the following:

6. Quorum
6.1 Quorum shall be seven (7) members.”

Carried

7.0 GFC Meeting of November 25 Debrief
The discussion of the GFC meeting held on November 25, 2019 took place.

8.0 GFC Standing Committees Update
The working group on Standing Committees provided an update on their work.

9.0 Next Meeting
- January 20, 2020, time TBD

Adjournment
The meeting was adjourned at 5:36 p.m.
**Submission to** General Faculties Council  
**Meeting Date** 2020-02-10  
**Submitted by** Allan Gilliland, Dean, Faculty of Fine Arts and Communications

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Bachelor of Communication Studies Action Plan</th>
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| **Resource Staff** | • Rey Rosales, Chair, Department of Communication  
• Christine Valentine, Governance Administrator |
| **Action Requested** | For Approval |
| **Recommendation/Motion** | To approve the Bachelor of Communication Studies action plan. |

**Context and Background**

As required in the Baccalaureate Program Review (BPR) Handbook and Baccalaureate Program Review procedures (4.3.3) for phrase three: Implementation and Monitoring, the action plan is developed in consultation with the Dean and Provost, and is based on the self-study report, external reviewer’s report, dean’s response, and feedback received from the (now dissolved) Academic Planning and Priorities Committee (APPC). The action plan summarizes: recommendations, objectives, and goals; a timeline for implementation; and, relevant metrics and a comprehensive review/monitoring strategy covering the period up to the next scheduled baccalaureate program review.

The action plan was originally submitted to APPC on February 9, 2019, but the motion failed as the committee felt there was not enough detail when responding to the recommendations. This new submission has been revised by the Chair, Department of Communication, Rey Rosales and reviewed by the Dean, Faculty of Fine Arts and Communications (FFAC) and the Provost. Since the original review and the writing of the action plan a number of recommendations are well under way: Communication and English have begun working on a shared Film Studies Minor that will reside in FFAC, a minor in journalism offered through the School of Business was approved at the November 25 GFC meeting, and the TV/Film Studio opened in November and will start using the space for classes this Winter. Finally, it should be noted that there are some recommendations that have budget implications and in light of the university’s current budget challenges, may not be developed in the time recommended.

**Summary**

The Bachelor of Communication Studies (BCS) action plan makes the following recommendations, to:

- Explore and investigate the potential for an honours program and dual/joint degrees.
- Expand new opportunities for external partnerships that are local, national and international.
- Continue to propose two minors, one major and develop the new journalism architecture.
- Expand new opportunities for the internationalization of the BCS program.
- Continue to complete the restructuring of the Journalism curriculum.
- Continue to strengthen a strong culture of assessment regarding learning outcomes through various strategic, teaching and learning approaches throughout the program.
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<th>Implications</th>
<th>If approved, the Dean will monitor progress of the action plan and will provide updates to Faculty Council, and by way of an annual report, to General Faculties Council.</th>
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</table>
| Review History | - General Faculties Council (motion forthcoming)  
- General Faculties Council Executive Committee (GFC-EC-04-12-09-2019)*  
- FFAC Council (motion FFACFC-02-01-15-2019)  
*On recommendation from the Provost, the BCS action plan was requested to proceed directly to GFC Executive. |
| Next Steps | - General Faculties Council |
| Policy | - Baccalaureate Program Review |
| FOIP | This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for Public distribution. |
| Attachment(s) | 1. Bachelor of Communication Studies Baccalaureate Program Review Action Plan |
BACCALAUREATE PROGRAM REVIEW

ACTION PLAN

Bachelor of Communication Studies
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II. **RECOMMENDATIONS** 
   - Programming, growth and strategic collaboration 
     - Recommendations 2 and 5 
   - Teaching and learning 
     - Recommendations 1, 3, 4, 6, 7 and 8 
   - Faculty hiring, facilities and technology 
     - Recommendations 9 and 10 

III. **PROCESS MAP** 

IV. **CONCLUSION** 

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<td>Recommendations 2 and 5</td>
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<td>Recommendations 1, 3, 4, 6, 7 and 8</td>
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<td>Faculty hiring, facilities and technology</td>
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<td>Recommendations 9 and 10</td>
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<td>III.</td>
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<td>IV.</td>
<td>CONCLUSION</td>
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I. INTRODUCTION

Since its launching as a four-year baccalaureate degree in 2011, the Bachelor of Communication Studies (BCS) has enjoyed a sustained growth trajectory in all aspects of its programming from teaching and learning, curriculum, faculty and research as well as student experience and success. Enrollment has already reached close to 400 with a lot more room to grow due to solid demand for jobs in the communications industry. Hiring faculty with PhD’s has helped improved not just the total scholarly output but also the number of faculty-supervised student research both here and abroad. Graduates have found jobs in diverse fields such as government, healthcare, mainstream and emerging media as well as the business sector.

A strong and healthy degree program. The external program reviewers noted that the BCS is a strong and healthy undergraduate degree with a balanced curriculum. The program showcases an appropriate mix of theory and practice plus it offers a teaching and learning experience that is current and relevant. The faculty complement features a good mix of professors with a PhD credential and a record of research plus instructors with extensive professional practice and industry background.

Turning challenges into opportunities. The reviewers highlighted several challenges or ‘weaknesses’ that the program needs to address in order to take it to the next level in pursuit of excellence in teaching and learning. Current headwinds such as lower than expected student training in using and producing content designed for various digital media platforms, lack of dedicated space and technology particularly for the journalism majors, and high proportion of sessional instructors teaching in the program were noted. Further, the reviewers also emphasized the need for the BCS to collaborate with other programs (e.g. Design and Business) to look for synergies in curriculum and new offerings that will address new student demand within the intersections of these fields.

The BCS action plan – a look ahead. With significant developments that happened this year at the department level, to wit: completing the move to Allard Hall so faculty can join colleagues in the Faculty of Fine Arts and Communications (FFAC) as a one big collaborative family, the opening of a newsroom and state-of-the-art TV studio for journalism majors, opportunities for sharing resources with other programs within FFAC and, with the full support of the Dean, the proposed hiring of two new full-time BCS faculty starting fall of 2020, much of the groundwork has already been prepared so that the program can soar to new heights. This action plan articulates some of the strategic priorities that the department is going to pursue to explore new areas of growth with the goal of responding to the needs of the workforce as well as leaners in the province and beyond.
II. RECOMMENDATIONS

• Programming, growth and strategic collaboration
  o Recommendation 2 – Explore and investigate the potential for an honours program and dual/joint Degrees.
  o Recommendation 5 – Expand new opportunities for external partnerships that are local, national and international.

With the launching of the new design degree, it is a strategic priority for this department to engage in discussion with the design faculty, as recommended by the reviewers, to look for opportunities for a joint offering which will benefit new segments of prospective students especially those who have an interest in integrating visual design (user experience) with communication theory and practice. Under the leadership of a new chair, the program also plans to explore potential collaborative opportunity with the School of Business (e.g. strategic communication, media advertising and sales, etc.).

With all the pressing curricular and change management tasks that need to be implemented, discussion of an honours program will have to be shelved for now.

• Teaching and learning
  o Recommendation 1 – Continue to propose two minors, one major and develop the new journalism architecture.
  o Recommendation 3 – Expand new opportunities for the internationalization of the BCS program.
  o Recommendation 4 – Continue to complete the restructuring of the Journalism curriculum.
  o Recommendation 6 – Continue to strengthen a strong culture of assessment regarding learning outcomes through various strategic, teaching and learning approaches throughout the program.
  o Recommendation 7 – Continue to use current and add new program assessment strategies.
  o Recommendation 8 – Develop the new film studies stream of courses for the program.

The proposed two minors in professional communication and journalism have already been approved while the film studies minor is in its final stage of the approval process (with stream of courses continuing to be developed). Internationalization initiatives will continue to be pursued with an eye for more collaborative research and field placement abroad. This portfolio is going to be led by the former chair (Dr. Lucille Mazo). Furthermore, the department continues to work on strengthening the journalism architecture by implementing a ‘teaching hospital’ project-based learning model especially in view of the availability of the TV studio and newsroom.

A department curriculum and assessment committee will be launched and charged with the following tasks within the next three years: revisit and make recommendations about the
shared core courses (Year 1); re-examine and refine the major core courses and options for professional communication and journalism majors (Year 2); and come up with a comprehensive assessment strategy to capture effectiveness of student learning and implement evidence-based curricular improvements (Year 3).

The external reviewers noted that there is a need for the program to provide a service course which will be relevant to students across the university in view of new media realities such as the proliferation of propaganda and discourse inimical to a healthy democracy. Along with the promotion of diversity, inclusion and indigenization of the communication curriculum, the new chair will make this as a priority area of implementation.

- Faculty hiring, facilities and technology
  - Recommendation 9 - Propose an increase in personnel needed to support the progression and competitiveness of the program. Discussions regarding additional personnel have been part of the discussions for resources to support the new facilities in Allard Hall that will be developed for the program. Ongoing discussions regarding these resources would include budget allocations, as well.
  - Recommendation 10 - Continue to move forward with the acquisition, establishment, and development of new facilities and technology support in Allard Hall for current and future program offerings in order to meet increased student demands.

With the support of the Dean, request for hiring of two new full-time faculty has already been submitted to the Provost. The new chair has requested support for advising (one advisor currently handling 400 students) with the Associate Dean exploring a solution. Conversation about technical support for the new TV studio is now on-going.

III. PROCESS MAP
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<th>Strategic Priority</th>
<th>Action Plan</th>
<th>Timeframe</th>
<th>Person(s)-in-charge</th>
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<td><strong>Programming, growth and strategic collaboration</strong></td>
<td>• Dual/joint degrees – In light of new gov’t mandate for new collaborative models of delivery, a joint degree/major will be explored both internally and externally. Synergies can be found, for example, in Design and Communication with many existing courses already in place for a potential joint offering as highlighted by the external review. Same can be said with Business (i.e. Media Sales &amp; Advertising, Strategic Communication).</td>
<td>2020</td>
<td>Chair Dean</td>
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<td>• External report highlighted the need to offer a service course beneficial to students across campus in response to new media realities (e.g. Critical Perspectives in New Media or Issues in Media and Communication)</td>
<td>2021</td>
<td>Chair</td>
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<td>• Continue to create and develop new opportunities for external partnerships with an eye towards promoting student success and exploring new ways to support programming (fund dev’t).</td>
<td>2021</td>
<td>Chair Dean Fund Dev’t</td>
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<td>• Honours program – This recommendation will be tabled for future discussion</td>
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<td><strong>Teaching and learning</strong></td>
<td>• Minors: Both minors (journalism and professional communication) have been approved by FFAC Council and AGC in 2018. Offer the two minors in Fall 2019. Offer a minor in film studies in Fall 2020.</td>
<td>2020-2021</td>
<td>Chair Dean</td>
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<td>• Major: Submitted Letter of Intent (LOI) in 2017 for Rhetoric Major, with the support of the Dean of FFAC. Planning for this major currently on hold.</td>
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<td>• Review and recommend: shared core courses for both majors (Year 1), core and option courses for each major (Year 2) and create comprehensive assessment strategy (Year 3).</td>
<td>2020-2024</td>
<td>Curriculum and assessment committee Chair</td>
</tr>
<tr>
<td></td>
<td>• Restructuring of the Journalism Major began in 2017 and will continue until 2022, when curriculum architecture changes will be</td>
<td>2020-2022</td>
<td>Program Head – Journalism Chair</td>
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</table>
teaching and learning approaches throughout the program.

- **Recommendation 7** – Continue to use current and add new program assessment strategies.
- **Recommendation 8** – Develop the new film studies stream of courses for the program.

included within the Program of Study. Curriculum renewal will focus on integrating project-based and hands-on learning (‘teaching hospital’) especially with new facilities in place.

- Six courses for film studies have been approved by FFAC. Course development will continue.
- Internationalization initiatives will continue to be pursued with an eye for more collaborative research and field placement abroad.

<table>
<thead>
<tr>
<th>Faculty hiring, facilities and technology</th>
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<tbody>
<tr>
<td><strong>Recommendation 9</strong> - Propose an increase in personnel needed to support the progression and competitiveness of the program. Discussions regarding additional personnel have been part of the discussions for resources to support the new facilities in Allard Hall that will be developed for the program. Ongoing discussions regarding these resources would include budget allocations, as well.</td>
</tr>
<tr>
<td><strong>Recommendation 10</strong> - Continue to move forward with the acquisition, establishment, and development of new facilities and technology support in Allard Hall for current and future program offerings in order to meet increased student demands.</td>
</tr>
<tr>
<td><strong>Proceed with hiring two tenure-track faculty members by Fall 2020. Dean expressed support for hiring these tenure-track positions.</strong></td>
</tr>
<tr>
<td><strong>Proceed with hiring one full-time TV and radio assistant, and one IT assistant, as soon as possible. Dean will advocate for these positions.</strong></td>
</tr>
<tr>
<td><strong>Proceed with hiring an additional full-time university advisor by Fall 2021 to support program growth. Dean will advocate for this position.</strong></td>
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<th>2020-2024</th>
<th>2020-2025</th>
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</thead>
<tbody>
<tr>
<td>Program Head – ProfComm Chair</td>
<td>Dr. Lucille Mazo Chair Dean</td>
<td></td>
</tr>
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</table>

**IV. CONCLUSION**
This five-year action plan sets the department up well for growth and the continued delivery of a responsive, relevant and innovative curriculum supported by a strong faculty who will help learners navigate and succeed in the dynamic field of media and communication.
**Submission to**
General Faculties Council

**Meeting Date**
2020-02-10

**Submitted by**
David McLaughlin, AVP, Institutional Analysis and Planning

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Comprehensive Evaluation Self-Study Report for CAQC</th>
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<tbody>
<tr>
<td>Resource Staff</td>
<td>N/A</td>
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<tr>
<td>Action Requested</td>
<td>For Information</td>
</tr>
<tr>
<td>Recommendation/Motion</td>
<td>No motion is recommended as this is an information item. The purpose is to make GFC aware of this project at the mid-point.</td>
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</table>

**Context and Background**
- Campus Alberta Quality Council (CAQC) is responsible for conducting comprehensive evaluation of an institution offering approved degree programs in Alberta.
- MacEwan’s first comprehensive evaluation occurred in 2012. Following the 2012 review, CAQC confirmed continued approval of MacEwan’s existing degree programs and concluded that a second comprehensive evaluation would be required after approximately five to six years. In consultation with the Provost and members of Institutional Analysis & Planning (IAP), CAQC advised MacEwan that the second comprehensive evaluation would focus on MacEwan’s plans and strategies for ongoing organizational and program self-assessment. CAQC expected MacEwan to take the lead on the evaluation, with assistance and support from CAQC.
- A Comprehensive Evaluation Self-Study Working Group (CESSWG) was formed and met between November 2018 and February 2019. The recommendations contained in the self-study report are based on discussions and work carried out by the CESSWG.

**Summary**
- The attached self-study report, prepared for MacEwan’s second comprehensive evaluation, outlines MacEwan’s current practices, processes, policies, and procedures related to monitoring and maintaining quality at the academic program level and at the institutional level. The report includes recommendations for self-monitoring and improvement in the absence of future monitoring by CAQC.
- Although program quality and improvement fall under the jurisdiction of GFC, the comprehensive evaluation also encompasses quality monitoring and improvement at the institutional level. As per the next steps listed below, the self-study report is not the final step of the comprehensive review; however, GFC Executive advised that the self-study should, at this time, be shared with GFC to update them on the process.

**Implications**
- Following sharing the submission at GFC, a site visit will be carried out by an external review team in accordance with CAQC procedures. The site visit is tentatively planned for late spring 2020.
- This extensive review processes pulls together diverse data and provides a wide lens on MacEwan’s academic programming. Once completed, this review process may feed into academic priorities and planning, as well as suggest areas for improvement and development.

**Review History**
- Comprehensive Evaluation Self-Study Working Group
- The Provost has reviewed the draft self-study report.
<table>
<thead>
<tr>
<th><strong>Next Steps</strong></th>
<th><strong>Briefing Note</strong></th>
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<tr>
<td>• GFC Executive Committee.</td>
<td><strong>Next Steps</strong></td>
</tr>
<tr>
<td>• Following sharing with GFC, an external review team will conduct a site visit and prepare a report with recommendations. The review team will be asked to comment on the recommendations in the self-study report, as well as make additional recommendations about ongoing review and self-evaluation, monitoring, and improvement of our academic programs, and the organization as a whole.</td>
<td><strong>Next Steps</strong></td>
</tr>
<tr>
<td>• When the external team report is received, MacEwan will develop a response to the external review team’s report and develop an action plan.</td>
<td><strong>Next Steps</strong></td>
</tr>
<tr>
<td>• It is anticipated that the self-study report, the external review team’s report, MacEwan’s response, and the action plan will be submitted through the academic governance process Councils for review and recommendation, followed by submission to GFC and the Board for approval.</td>
<td><strong>Next Steps</strong></td>
</tr>
<tr>
<td>• Finally, the self-study report, the external review team’s report, MacEwan’s response, and the action plan will be submitted to CAQC for review.</td>
<td><strong>Next Steps</strong></td>
</tr>
<tr>
<td><strong>Policy</strong></td>
<td><strong>Policy</strong></td>
</tr>
<tr>
<td>• The self-study report references several university policies and procedures, such as Program Approvals and Changes and Baccalaureate Program Review. Hyperlinks to the required policies and procedures are provided in the report.</td>
<td><strong>Policy</strong></td>
</tr>
<tr>
<td><strong>FOIP</strong></td>
<td><strong>FOIP</strong></td>
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<tr>
<td>This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for Internal distribution.</td>
<td><strong>FOIP</strong></td>
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<td><strong>Attachment(s)</strong></td>
<td><strong>Attachment(s)</strong></td>
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<tr>
<td>1. MacEwan University: Second Comprehensive Evaluation Self-Study Report</td>
<td><strong>Attachment(s)</strong></td>
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### List of Acronyms

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<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AE</td>
<td>(Alberta Ministry of) Advanced Education</td>
</tr>
<tr>
<td>AGC</td>
<td>Academic Governance Council (now General Faculties Council, GFC)</td>
</tr>
<tr>
<td>APPC</td>
<td>Academic Planning and Priorities Committee (now Program and Curriculum Committee, PCC)</td>
</tr>
<tr>
<td>AQA</td>
<td>Academic Quality Assurance</td>
</tr>
<tr>
<td>BPR</td>
<td>Baccalaureate Program Review</td>
</tr>
<tr>
<td>CAQC</td>
<td>Campus Alberta Quality Council</td>
</tr>
<tr>
<td>CARI</td>
<td>Comprehensive Academic and Research Institution</td>
</tr>
<tr>
<td>CDQF</td>
<td>Canadian Degree Qualifications Framework</td>
</tr>
<tr>
<td>CESSWG</td>
<td>Comprehensive Evaluation Self-Study Working Group</td>
</tr>
<tr>
<td>CIP</td>
<td>Comprehensive Institutional Plan</td>
</tr>
<tr>
<td>COSO</td>
<td>Committee of Sponsoring Organizations of the Treadway Commission</td>
</tr>
<tr>
<td>GFC</td>
<td>General Faculties Council (formerly Academic Governance Council, AGC)</td>
</tr>
<tr>
<td>GOA</td>
<td>Government of Alberta</td>
</tr>
<tr>
<td>IAE</td>
<td>Independent Academic Expert</td>
</tr>
<tr>
<td>IAP</td>
<td>Institutional Analysis and Planning</td>
</tr>
<tr>
<td>IAS</td>
<td>Internal Audit Services</td>
</tr>
<tr>
<td>ILOWG</td>
<td>Institutional Learning Outcomes Working Group</td>
</tr>
<tr>
<td>IQAP</td>
<td>Institutional Quality Assurance Process</td>
</tr>
<tr>
<td>ISP</td>
<td>Integrated Strategic Plan</td>
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<tr>
<td>LOWG</td>
<td>Learning Outcomes Working Group</td>
</tr>
<tr>
<td>OUCQA</td>
<td>Ontario Universities Council on Quality Assurance</td>
</tr>
<tr>
<td>PCC</td>
<td>Program and Curriculum Committee (formerly Academic Planning and Priorities Committee, APPC)</td>
</tr>
<tr>
<td>PSLA</td>
<td>Post-secondary Learning Act</td>
</tr>
<tr>
<td>QA</td>
<td>Quality Assurance</td>
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</table>
1 Introduction and Review History

MacEwan University submitted its initial application to Campus Alberta Quality Council (CAQC) in 2004. The application was for two baccalaureate programs, the Bachelor of Arts and the Bachelor of Child and Youth Care. At that time CAQC conducted a full review which included an organizational review and a program review for each of the proposed degrees. Both degrees received Ministry approval in July 2005.

In 2012, CAQC conducted its first comprehensive evaluation (i.e., a combined organizational and program evaluation) of MacEwan and its approved degree programs. As part of the comprehensive evaluation, MacEwan prepared and submitted a self-study report to Council. CAQC appointed a comprehensive review team that conducted a site visit and prepared a report of their findings, including 40 recommendations. Following receipt of the review team’s report, MacEwan prepared and submitted a response to the team’s report. Subsequently, in a letter dated December 18, 2012 (see Appendix A), CAQC advised former President, Dr. David Atkinson, that Council was confirming “…the continuation of approval of the existing baccalaureate programs at Grant MacEwan University.” In addition to the Bachelor of Arts and the Bachelor of Child and Youth Care, this re-affirmation applied to all degrees listed below which were developed, approved, and implemented between July 2005 and the time of MacEwan’s 2012 comprehensive evaluation:

- Bachelor of Arts (majors in Anthropology, Economics, English, History, Philosophy, Political Science, Psychology, Sociology);
- Bachelor of Child and Youth Care;
- Bachelor of Commerce (majors in Accounting, Human Resource Management, International Business, Management, Marketing, Supply Chain Management);
- Bachelor of Communication Studies (majors in Professional Communication, Journalism);
- Bachelor of Music in Jazz and Contemporary Popular Music (majors in Composition, Performance, General);
- Bachelor of Science (majors in Biological Sciences, Computer Science, Mathematics, Mathematical Sciences, Physical Sciences, Psychology); and
- Bachelor of Science in Nursing.

Although CAQC confirmed the continued approval of MacEwan’s existing degree programs, Council concluded that a second comprehensive evaluation would be required after approximately five to six years. CAQC advised MacEwan that the nature and scope of Council’s oversight of the second comprehensive evaluation would be based on consideration of MacEwan’s progress in response to the first comprehensive review team’s recommendations and an outline of MacEwan’s plans for ongoing organizational and program reviews.
2 Plans for MacEwan’s Second Comprehensive Evaluation

In September 2016, Council invited MacEwan to submit an interim report outlining: 1) the progress MacEwan had made in response to the 2012 comprehensive review team’s 40 recommendations and 2) MacEwan’s institutional strategy and plans for ongoing organizational and program reviews. MacEwan submitted the interim report to CAQC in February 2017.

In their follow-up letter of June 7, 2017 (see Appendix B), Council acknowledged MacEwan’s progress in addressing the comprehensive evaluation review team’s recommendations; however, CAQC noted that MacEwan’s response to the second requirement (see above) was not well articulated and should be a major focus of the second comprehensive evaluation. Council’s June 2017 letter also recommended that academic administration units, beyond those involved in the delivery of degree programs, should be considered in MacEwan’s plans for ongoing organizational evaluation. As well, Council identified the following three recommendations from the first comprehensive evaluation team’s report that merit a closer look during the second review:

- Support ongoing program review as a continuous (formative) process integral to Faculty Council committee structure (Recommendation 11, 2012).
- Develop a vision for the institution that includes innovation and excellence in pedagogy and identify resources and systems (revisit University vision and educational philosophy not substantively reviewed since 2004) (Recommendation 13, 2012).
- Identify outcome measures to assess the quality of GMU graduates as defined in the Canadian Degree Qualifications Framework (Recommendation 17, 2012).

Over the next several months, MacEwan consulted with the CAQC co-chairs and the director of the CAQC Secretariat to discuss the scope and approach for the second comprehensive evaluation and Council’s involvement in the evaluation. In August 2018, MacEwan provided the co-chairs and director with a draft outline for MacEwan’s second comprehensive evaluation self-study and all parties agreed to move forward based on this outline. It was established that the second comprehensive evaluation would concentrate on MacEwan’s plans and strategies for ongoing organizational and program self-assessment. Unlike the first comprehensive evaluation, Council confirmed that MacEwan would not be required to submit a full self-study report; rather, the self-study would reflect the more focused nature of the second comprehensive evaluation. As well, CAQC stressed that the use of independent academic experts should be a component of the evaluation. Council expected MacEwan to take the lead on the evaluation, with assistance and support from CAQC.

2.1 Aim of the Self-Study

According to CAQC’s core principles “…the primary responsibility for academic and institutional quality assurance rests with degree granting institutions themselves” (CAQC, p. 2). Council expects institutions to develop strategies to carry out self-evaluation, monitoring, and improvement of academic programs and the organization as a whole.
The critical question underpinning MacEwan’s self-study is: In the absence of future ongoing CAQC monitoring, how will MacEwan self-monitor to ensure we have appropriate structures and policies in place to maintain quality at the academic program level and at the institutional level?

The purpose of this self-study report is threefold: first, to articulate strengths of MacEwan’s current approaches to self-evaluation, monitoring, and improvement of our academic programs and the organization as a whole; second, to identify areas needing improvement; and third, to make recommendations for MacEwan’s plans and strategies for ongoing organizational and program self-assessment.

### 2.2 Description of the Self-Study Process

In consultation with the Provost, Dr. Craig Monk, Dr. David McLaughlin and Dr. Linda Janz from MacEwan’s Institutional Analysis and Planning (IAP) department developed the terms of reference (see Appendix C) for a working group tasked with: 1) reviewing MacEwan’s existing policies and practices related to quality assurance at the institutional and program levels and 2) writing a self-study report based on the findings. The Provost’s Group and Deans Council endorsed the draft outline and terms of reference, and the working group was established (see Appendix D for membership).

The working group met between November 2018 and February 2019. In order to address the question about appropriate structures and policies to maintain quality at the academic program level and at the institutional level, the working group began their work by reviewing MacEwan policies, practices, and processes related to quality assurance. Based on this analysis, as well as a review of best practices at other Canadian post-secondary institutions, the working group identified gaps and areas for improvement and developed recommendations to address the gaps.

### 2.3 Organization of the Self-Study Report

The remainder of this report is divided into seven main sections. The next section (i.e., section 3) presents a brief overview of changes since 2017 and provides important context for this self-study report. Section 4 outlines current academic quality assurance activities at MacEwan, as well as discussion of these activities and recommendations for improvement. The next section describes continuous improvement and monitoring quality at the institutional level. Section 6 outlines strategic planning activities at the university, followed by an explanation of the links between quality assurance and strategic planning in section 7. The findings, including strengths, challenges, and opportunities, are presented in section 8. This self-study report concludes with a summary of MacEwan’s plans for ongoing organizational and program self-assessment. Seven appendices are included at the end of the report.
3 Updates and Changes Since 2017

Since MacEwan submitted its Interim Report to CAQC in 2017 and while this self-study report was being written, several changes occurred. Some of the changes were initiated externally and others resulted from internal activities. The changes outlined below provide context and background information for the self-study report.

3.1 Changes Initiated by the Government of Alberta

3.1.1 Alberta Post-Secondary Learning Act

Earlier this year, the Government of Alberta amended the Post-secondary Learning Act (PSLA), the statutory framework that governs the roles and mandates of Alberta’s public post-secondary institutions. The Act outlines the Alberta post-secondary learning system’s Six Sector Model which defines programming, research and scholarly activity, and collaboration mandates of institutions.

MacEwan previously was part of the Baccalaureate and Applied Studies Institutions sector of the Six Sector Model, along with Mount Royal University and Alberta’s two polytechnic institutions. The amendments to the PSLA, effective February 1, 2019, established MacEwan as part of the Undergraduate Universities sector, a new sector described in the updated Six Sector Model. Along with the designation as an undergraduate university, MacEwan moved under Part 1 of the PSLA which previously included only Alberta’s four comprehensive academic and research institutions (CARI). Inclusion in Part 1 of the PSLA recognizes MacEwan’s focus on teaching and differentiates our institution from the CARI. Although the move to Part 1 of the PSLA does not change MacEwan’s mandate or the type of credentials MacEwan can offer, there are many implications for the internal operations of the university. For example, Board membership will change to include additional alumni members, one more academic staff member, one more student member, as well as additional public members. Other important changes include the opportunity to elect a chancellor, the ability to confer honorary doctorates, and the requirement to establish an alumni association. Perhaps the most significant changes resulting from the amendments to the PSLA will be seen in MacEwan’s academic governance structure.

Effective February 1, MacEwan’s Academic Governance Council (AGC) began the transition to a General Faculties Council (GFC) which will have a greater role in academic administration and governance within the university’s bicameral governance structure. GFC’s role will include responsibility for MacEwan’s academic and student affairs, the authority to approve its own bylaws, and the ability to delegate activities for which it has authority. For the 2019-2020 academic year, GFC will operate with a minimal committee structure. During this time, the existing committee structure will be examined and GFC will be further developed under the leadership of Dr. Craig Monk, Provost and Vice-President, Academic.
3.1.2 Board of Governors
In August 2019 the Alberta government announced changes to board appointments at several Alberta post-secondary institutions, including MacEwan. The Chair of MacEwan’s Board of Governors, as well as three public members, were replaced.

3.2 Internal Changes
In March 2019, President Saucier announced that she would be leaving MacEwan, effective July 3, 2019, to assume the role of president at Vancouver Island University. Subsequently, the Board of Governors approved the appointment of John McGrath, then vice-president, Resources and People, as acting president, effective July 4, 2019, until a new president is in place. A presidential search is underway, and the appointment of a new president is expected in Spring 2020. During the transition, some interim organizational structures and reporting arrangements will be in effect. An interim organizational overview is available at:

Along with the interim organizational structure in place during search the for a new president, several administrative reorganizations were implemented under the leadership of President Saucier. These changes were needed to both support the strategic direction of the institution and to assist Dr. Saucier in achieving her goals as president.

3.2.1 Office of the Provost and Vice-President, Academic
In May 2018, Dr. John Corlett left his position as provost and vice-president, Academic and was assigned to the new role of special advisor to the president. The search for a new provost commenced immediately, and Dr. Craig Monk, former dean of the Faculty of Arts & Science, was appointed provost pro tempore. Early in 2019, Dr. Craig Monk was appointed provost and vice-president, Academic. Dr. Monk’s term officially commenced February 1, 2019 and will end June 30, 2024.

In recognition that the responsibility for the vice-president, Academic and provost was expanding and becoming increasingly complex as MacEwan continues to evolve, there was a need to build more leadership capacity in Academic Affairs. Dr. Lynn Wells was appointed associate vice-president, Students on July 1, 2018. Academic student support functions were aligned under this AVP role to better support students and faculty. As of January 1, 2019, Dr. Wells became associate vice-president, Students and Teaching when her portfolio expanded to include teaching and related areas. Effective August 15, 2018, Dr. David McLaughlin, former executive director, Institutional Analysis & Planning, was appointed associate vice-president, Analysis & Planning and Registrar. In June 2019, the Provost announced the appointment of Dr. Craig Kuziemsky as the university’s first associate vice-president, Research, effective September 1, 2019. As associate vice-president, Research, Dr. Kuziemsky will be responsible for supporting scholarly activity for faculty and students across all disciplines at the university.

There have also been new deans appointed since MacEwan provided CAQC with an update and interim report in 2017. Following is a list of deans as of October 1, 2019:
Faculty of Arts & Science:
Dr. Edvard Lorkovic (Interim Dean, appointed July 1, 2019)

Faculty of Fine Arts & Communications:
Dr. Allan Gilliland (2017-2021)

Faculty of Health & Community Studies:
Dr. Fred McGinn (2016-2021)

Faculty of Nursing:
Dr. Fred McGinn (Interim Dean, appointed September 16, 2019)

School of Business:
Dr. Wanda Costen (2018-2022)

School of Continuing Education:

Library:
Ms. Karen Keiller (2019-2024)

3.2.2 Vice-President Portfolios

In fall 2017 the vice-president portfolios were reorganized to better align the university’s organizational structure with strategic priorities. The Department of University Relations was formed to enhance opportunities for students and the university to engage community partners. A new vice-president, University Relations, was recruited and Myrna Khan joined MacEwan in September 2018. In addition to the creation of the vice-president, University Relations portfolio, two of the existing vice-presidents were given new titles to reflect changes in their portfolios: John McGrath, vice-president, Resources and People, and Michelle Plouffe, general counsel and vice-president, Governance, Diversity and Inclusion.
4 Academic Quality Assurance at MacEwan

Many post-secondary institutions use the term quality assurance to refer specifically to the process of reviewing established academic programs. Through discussions about quality assurance at MacEwan, members of the Comprehensive Evaluation Self-Study Working Group (CESSWG) viewed periodic review of existing academic programs as part of a continuum of quality assurance activities; quality assurance begins long before a program is first reviewed several years after implementation. At MacEwan, quality assurance originates with careful planning and development of high-quality programming. Review of courses and curriculum is ongoing and typically occurs in between regularly scheduled academic program reviews. The individual components of academic quality assurance are related to each other and operate within MacEwan’s academic governance structure, as well as the University’s overall governance processes. Together the individual processes make up MacEwan’s academic quality assurance system.

4.1 Components of Academic Quality Assurance: Current Policies and Processes

The CESSWG conducted a review of MacEwan policies and concluded that there are currently three main policies that shape and support academic quality assurance. These specific policies and accompanying procedures drive development of high-quality degree programs, facilitate ongoing review of and updates to existing programs, and support regularly scheduled baccalaureate program reviews.

4.1.1 Development of New High-Quality Programs
MacEwan’s policy on Program Approvals and Changes emphasizes the need for new programs to align with MacEwan’s strategic directions and the importance of both internal and external peer review for new program proposals. The associated procedures provide guidelines to operationalize the policy.

MacEwan has a strong history of developing and successfully implementing new programs. New program development occurs within the frameworks of various institutional documents, such as MacEwan’s Integrated Strategic Plan (ISP) and the Academic Plan. In addition to faculty members’ subject-matter and curriculum development expertise, many resources and departments assist with degree development, including, for example, the Library, Office of Teaching and Learning, Office of the University Registrar, and IAP.

Rather than viewing program development as a linear process that occurs in isolation, MacEwan takes a more holistic approach to new program development. Development might start, for example, with the idea for a new degree and discussion about goals of the program. In the early stages of development, MacEwan’s pillars, values, mission, vision, and priorities help to shape the ideas for a new program. The early stages of new program development might be followed by a draft of program learning outcomes and a draft of the curriculum. New program development, however, is also influenced by student and employer surveys, labour market analysis, enrolment planning, budget planning, and academic staff planning. As program development continues, preliminary ideas about program learning outcomes and curriculum
might be revised and further refined based on insights gained, for example, from the student and employer surveys.

Examination of programs offered within the Alberta post-secondary system and in other jurisdictions also influences MacEwan’s program planning. Degrees are developed to align with CAQC’s expectations and standards for undergraduate degrees. As well, new degree proposals require a detailed explanation of how a proposed degree meets the requirements of the Canadian Degree Qualifications Framework (CDQF), particularly the degree-level standards outlined in the framework. Building new degrees according to provincial and national quality standards ensures a strong foundation for program development.

Another strength of MacEwan’s new degree development process is the requirement that proposals undergo review by external independent academic experts (IAE) prior to internal approval. Although a department curriculum committee may have reviewed and provided feedback on early versions of the draft degree proposal, the full proposal moves through MacEwan’s internal academic governance approval process only after the proposal developers have received and considered feedback contained in the IAE reports. The IAE reports contribute to high quality degree development, and proposals benefit from the recommendations and observations of the external peer reviewers. When Faculty/School Curriculum committees and GFC conduct their peer review of a new program proposal, the review is based on enhancements and revisions resulting from the external peer review. By approaching degree development in this way, MacEwan ensures that the full proposal has received both external and internal peer review before Advanced Education and, subsequently, CAQC receive the proposal for consideration.

MacEwan continues to develop and submit for approval high quality proposals for new degrees and new majors. For a full list of degrees and majors offered at MacEwan, Ministry approval dates, and implementation dates, please see Appendix E. Since the 2012 Comprehensive Evaluation, MacEwan has proposed and received approval for four new degrees and three new majors in previously approved degrees. MacEwan requested, and was granted, fully expedited reviews for the new majors and for the Bachelor of Early Childhood Curriculum Studies.

**New degrees**
- Bachelor of Design
- Bachelor of Early Childhood Curriculum Studies
- Bachelor of Psychiatric Nursing
- Bachelor of Social Work

**New majors in previously approved degrees**
- Applied Statistics (Bachelor of Science)
- Legal Studies in Business (Bachelor of Commerce)
- Recording and Production (Bachelor of Music in Jazz and Contemporary Popular Music)

During the 2018-2019 academic year, two additional proposals received GFC approval and are now at various stages of review with Advanced Education and CAQC.
Bachelor of Fine Arts (BFA) with majors in Arts and Cultural Management, Music Theatre Performance, Studio Arts, and Theatre Production. The proposal was submitted to Advanced Education in April 2019 and the system coordination review began in June.

Chemistry major in previously approved Bachelor of Science. The proposal for the new major was submitted to Advanced Education in May 2019; the system coordination review commenced soon after. In September 2019, MacEwan was advised that the proposal had been referred to CAQC for a quality review.

4.1.2 New Course Approvals and Approval of Changes to Existing Curriculum

Each academic year, new courses are developed. Existing courses and programs of study are reviewed and updated on a regular basis. Currently, program changes and new courses and course changes are addressed in two different sets of policies and procedures. Program changes are covered in MacEwan’s Program Approvals and Changes policy and procedures, while new course approvals and course changes fall under the Course Approvals and Changes policy and procedures. Although program of study changes, new courses, and changes to existing courses are circulated across the institution for consultation, treating new courses and course changes in a policy separate from program changes can result in viewing these processes as unrelated. What is the role of new courses? For example, are new courses being introduced as options for students? Will the new courses replace outdated ones? Are the new courses required for all students in a given program? Depending on their purpose, new courses could alter a program of study to the extent that the program of study no longer aligns with a program’s learning outcomes. In terms of quality assurance, it is important to review new courses and course changes in the context of their possible impact on the curriculum. If new courses are introduced as options, they may not impact the curriculum; however, if outdated courses are replaced with new courses, or if new courses are required in a program of study, or if there are significant changes to course content, several questions arise. What is the impact on the program of study? Are the program learning outcomes still relevant? Based on course changes or the introduction of new courses, does the updated program of study align with the existing program learning outcomes? How do the new or changed courses map to the program learning outcomes? Do the changes to the curriculum still position students to meet the degree-level standards in the CDQF?

There are several other types of program changes that may not involve new courses or course changes. Some of these changes are addressed in existing policy, and others are not. For example, in some cases, changes to program regulations might impact the structure of a program, or the addition or deletion of a Co-op program or work-integrated-learning component will have implications for the focus of a program and for the program learning outcomes and the overall student experience. These types of changes, however, are not covered by current policies and procedures. On the other hand, program name changes, as well as program suspensions, reactivations, and terminations do fall under MacEwan’s Program Approvals and Changes policy and procedures.

The CESSWG observed that the Program Approvals and Changes policy and procedures have only one reference to quality, while the Course Approvals and Changes policy and procedures have none. If we consider course and curriculum review and program changes to be part of
MacEwan’s academic quality assurance system, it is important for the policies and procedures to emphasize the role of quality assurance in, for example, processes for new course development, course changes, and significant program changes. As well, it is necessary to identify links between existing policies and procedures and to ensure there are appropriate mechanisms in place so that academic programs continue to be of high quality.

The Program Approvals and Changes policy was due for review in November 2019, while the Program Approvals and Changes procedures and the Course Approvals and Changes policy and procedures are all due for review in 2020. It would be optimal to review these policies and procedures in the context of quality assurance. Furthermore, if we want to emphasize links between different components of the university’s quality assurance system, it may be beneficial to consider a new approach for program changes and course approvals and changes. Rather than maintaining two separate sets of policies and procedures – one for programs and another for courses – it may be preferable to combine the policies and procedures related to academic quality assurance in one document or protocol. Framing the academic quality assurance policies and procedures in one document would bring focus to the connections between components of MacEwan’s academic quality assurance system and how they contribute to continuous program improvement and improvement of student learning.

**Recommendation 4-1:** Emphasize the role of quality assurance in policies and procedures for new course development, course changes, and significant program changes.

**Recommendation 4-2:** Identify links between policies and procedures for course development, course changes, and significant program changes to ensure academic programs continue to be of high quality.

**Recommendation 4-3:** Redevelop policies and procedures for program changes and new courses and course changes into the same document to emphasize that these processes are linked rather than separate process.

### 4.1.2.1 Focus on Learning Outcomes

When the CESSWG reviewed policies and procedures that support academic quality assurance, some members of the group commented on the lack of references to program learning outcomes in existing policies and in the procedures about program approvals and changes and course approvals and changes. Rather than focusing on what will be “covered” in an academic program, program learning outcomes emphasize student learning and what students will know and be able to do, in the context of a specific field of study, at the time of graduation. Program learning outcomes communicate to students what they will accomplish and convey to stakeholders (e.g., employers, government, policymakers, professional organizations, accrediting bodies) the expected knowledge, skills, and abilities of program graduates. Program learning outcomes guide curriculum development and provide a framework within which program and course changes occur. New MacEwan program proposals are required to include program learning outcomes, and new degree proposals are also required to include a curriculum map showing how each course in a program of study maps to one or more of the program learning outcomes. Reviewing new courses and course and program changes in the context of the program learning outcomes...
contributes to quality assurance and can help identify areas for program improvement for the purposes of improvement of student learning. Members of the working group agreed that when existing policies and procedures are reviewed and updated, information about program learning outcomes, within the context of academic quality assurance, needs to be included.

**Recommendation 4-4:** Update policies and procedures for new courses and course and program changes to include a focus on the role of program learning outcomes in quality assurance.

**Recommendation 4-5:** Review new courses and program and course changes within the context of and in alignment with program learning outcomes.

Course learning outcomes, statements about what students will be able to do at the end of a specific course, have been required in MacEwan Master Course Syllabi for many years. Although proposals for new degrees are now required to include program learning outcomes and a curriculum map, some of MacEwan’s degree programs do not have program learning outcomes and curriculum maps. Some degrees were developed before these elements were required, while the program learning outcomes for some degrees are outdated. In order to facilitate review and approval of new courses and program and course changes within a quality assurance context, degree programs without existing program learning outcomes will need to develop or update program learning outcomes, as well as develop a curriculum map to document alignment of the proposed changes to the program learning outcomes. This might be done, for example, in preparation for an academic program review, the topic of section 5.1.3 of this report, or this work might be identified as part of a program review action plan. If program changes are being considered at any other time, program learning outcomes and curriculum maps should be in place to guide the changes and for quality assurance purposes.

**Recommendation 4-6:** Require all degree programs to develop or update program learning outcomes and curriculum maps prior to proposing new courses and changes to existing courses and programs.

4.1.2.2 Update on Recommendation 17 from 2012 Comprehensive Evaluation

In their letter of June 7, 2017, CAQC commented that Recommendation 17 from the 2012 comprehensive evaluation merited a closer look during MacEwan’s second comprehensive evaluation. Recommendation 17 from the first comprehensive evaluation stated:

*Identify outcome measures to assess the quality of GMU graduates as defined in the Canadian Degree Qualifications Framework.*

In the 2017 interim report to CAQC, MacEwan noted that implementation of institutional learning outcomes would help to address this recommendation. Institutional learning outcomes are statements about student learning across programs of an institution. Skills and abilities that are interdisciplinary in nature and common to different credentials are at the centre of institutional learning outcomes. Examples include critical thinking, writing, listening, planning, analyzing, synthesizing and collaborating. The CDQF was identified as one of the documents that would inform the development of institutional learning outcomes.
Two different working groups of MacEwan’s former Academic Planning and Priorities Committee (APPC) were created to explore the development of institutional learning outcomes. During 2015-2016, the first group, Learning Outcomes Working Group (LOWG), developed a set of draft institutional learning outcomes. The CDQF was one of the main documents intended to inform development of the ILOs. There were many competing themes and ideas about the focus of ILOs for MacEwan and, although the CDQF was identified as an important document for ILO development, the resulting draft ILOs do not reflect or align with the CDQF.

In fall 2016, a second working group of APPC, the Institutional Learning Outcomes Working Group (ILOWG), conducted university-wide consultation about the draft institutional learning outcomes. Based on feedback from the university community, the draft ILOs were edited and the ILOWG’s final report was submitted to the former AGC. AGC approved the final report and ILOs; however, to date, strategies and timelines for implementation have not been developed.

When the CESSWG discussed Recommendation 17 from the 2012 Comprehensive Evaluation, members commented that the draft ILOs are not outcome measures; rather, the ILOs are more about values rather than skills and abilities, as outlined in the CDQF, that can be measured. Given the time and effort already devoted to development of ILOs, a decision needs to be made about the need for ILOs for MacEwan at this time. It may be more productive to build on what is already being done relative to the CDQF (i.e., as required for new program proposals and recommended for existing programs). As noted previously, there is a section in new degree program proposals in which an explanation is required about how the proposed program aligns with and meets the requirements in the CDQF. For degree programs that were not required to describe alignment with the CDQF when the degree proposal was developed, this work could be done along with curriculum review, updating program learning outcomes, and program changes. Updates about degree alignment with the CDQF could be included in Faculty/School annual reports or in program review material. Once in place, faculty and department curriculum committees should be required to report annually to their Faculty/School Council about the evidence of student learning (e.g., in senior-level courses, capstones) collected to demonstrate how well program learning outcomes and the requirements of the CDQF are or are not being achieved.

**Recommendation 4-7:** For all degree programs, require review and update of alignment with the CDQF so that program learning outcomes and program changes may be reviewed within the context of the CDQF.

**Recommendation 4-8:** Require inclusion of evidence of student learning in Faculty/School annual reports.

### 4.1.3 Periodic Review of Academic Programs

MacEwan’s Baccalaureate Program Review (BPR) policy states that reviews are carried out “for the purposes of quality assurance, quality improvement, and academic and strategic planning.” The accompanying procedures outline the steps of the BPR process, and the Baccalaureate Program Review Handbook provides further detail and guidance for programs undergoing review. Baccalaureate programs are reviewed at least once every seven years. MacEwan’s BPR
process includes preparation of a program self-study report, review by external independent academic experts (IAE), a report from the IAEs, internal peer review, a response from the appropriate dean, and development of an action plan aimed at addressing recommendations in the self-study document and the IAE report.

Both the BPR policy and procedures were implemented in July 2015; both were due for review in November 2019. To date, the following reviews have occurred or are in progress under the existing policy:

- Bachelor of Arts
- Bachelor of Child and Youth Care
- Bachelor of Commerce
- Bachelor of Communication Studies
- Bachelor of Music in Jazz and Contemporary Popular Music
- Bachelor Science in Nursing

The Bachelor of Science and all of the above programs, except the Bachelor of Communication Studies and the Bachelor of Music in Jazz and Contemporary Popular Music, were also reviewed under an earlier program review policy. For a complete schedule of previous, current, and future reviews, including planned reviews for new degrees implemented more recently, please see Appendix F.

MacEwan’s BPR process consists of three phases. The first phase, Preparation, starts at the beginning of the academic year preceding the scheduled review year. The Faculty/School Council constitutes and approves the composition of the self-study committee which is made up of MacEwan faculty. Although the self-study committee may draw on administrative resources from within the Faculty/School to assist, the BPR process is faculty driven. During the Preparation phase, the self-study committee meets with staff from IAP to develop research questions that will guide the process and to identify information needs for the program review.

The Assessment phase begins at the start of the scheduled review year. During this phase, the self-study committee conducts their program review and prepares a self-study report of their findings and recommendations. The Assessment phase includes an external peer review process, and the self-study committee engages with external IAEs who are selected according to the requirements outlined in Appendix H of CAQC’s Handbook. After the external reviewers’ report is received by the self-study committee and the dean, the dean prepares a response to the self-study report and the external reviewers’ report, providing operational and administrative context to inform an action plan. The final step of the Assessment phase is a review by MacEwan’s Program and Curriculum Committee (PCC) of the self-study report, the external reviewers’ report, and the dean’s response. PCC provides feedback and an institutional perspective to inform the action plan.

The final phase of the BPR process, Implementation and Monitoring, starts at the beginning of the academic year following the scheduled review year. The self-study committee, in collaboration with the dean and in consultation with the Provost, prepares an action plan based on the documentation and material from the assessment phase. The action plan includes
recommendations, a timeline for implementation, and a review and monitoring strategy covering the period up to the next scheduled BPR. The action plan moves through MacEwan’s academic governance approval process which includes review and recommendation by the Faculty/School Council and PCC and review and approval by GFC. Following approval by GFC, the self-study report, external reviewers’ report, dean’s response, and action plan are submitted to CAQC for feedback.

Four years after implementation, MacEwan’s BPR process is well-established and working effectively under the existing policy. There are, however, some modifications to the policy and adjustments to current practice that could help to further strengthen MacEwan’s program review process. First, to encourage a deeper understanding about academic quality assurance at MacEwan, the CESSWG recommended that the BPR policy and procedures should be linked to MacEwan’s other core academic quality assurance policies and procedures about new program and course development and course and program changes. An action plan might, for example, include development of a new major within an existing degree or a curriculum review for a major or a degree. As suggested above, these activities should take place within the context of academic quality assurance, CDQF requirements, and program learning outcomes.

**Recommendation 4-9:** Link the BPR policy and procedures to MacEwan’s other core academic quality assurance policies and procedures.

Second, according to current BPR procedures, the review documents submitted to CAQC are also made publicly available. As a best practice, CAQC recommends that institutions provide information on their websites about the timing and outcomes of periodic program reviews. To date, MacEwan has not followed this practice. Decisions need to be made about what information will be posted and where it will reside. For example, rather than posting all the BPR review documentation, it may be more appropriate to make available an executive summary of the findings and recommendations and the action plan resulting from the BPR. Examples of this type of summary from the University of Lethbridge are available at [Outcomes of Quality Assurance Reviews](#). The BPR outcomes and action plan might be posted, for example, on the Academic Affairs page of MacEwan’s website. Making the BPR information available could help to increase awareness and understanding among students, faculty, and staff about the role of program review in improving degree programs and student learning. This would also demonstrate to the external community, including future students and potential faculty and staff, that academic program review is an essential component of academic quality assurance at MacEwan.

**Recommendation 4-10:** Implement posting of BPR outcomes on MacEwan’s website.

Finally, the existing BPR procedures state that deans are responsible for monitoring the progress of action plan implementation. This includes updating Faculty/School Councils, PCC, and GFC, by way of the Faculty/School Annual Report. This has not been done consistently. Now that the Preparation and Assessment phases of the BPR process are established and understood, the overall BPR process would benefit from more attention to monitoring and providing regular updates about action plan implementation.
**Recommendation 4-11:** Require Faculties/Schools to include BPR action plan updates in their Annual Reports.

4.1.3.1 Update on Recommendation 11 from 2012 Comprehensive Evaluation

In their letter of June 7, 2017, CAQC noted that Recommendation 11 from the 2012 comprehensive evaluation merited a closer look during MacEwan’s second comprehensive evaluation. Recommendation 11 from the first comprehensive evaluation stated:

*Support ongoing program review as a continuous (formative) process integral to Faculty Council committee structure.*

Faculty/School Councils play an important role in the BPR process. MacEwan’s academic governance structure has evolved and, according to the bylaws of all Faculty/School Councils, all receive, review, and respond to program review reports. Faculty/School Councils also have responsibility for approving the composition of self-study committees for BPRs.

4.1.3.2 Periodic Review of Non-Degree Programs

An area of particular concern raised by the CESSWG is program review for non-degree programs (e.g., certificates and diplomas). Currently, MacEwan’s BPR process includes non-degree programs in the review of degrees where the non-degree program makes up a part of the degree. For example, MacEwan’s Child and Youth Care diploma constitutes the first two years of the Bachelor of Child and Youth Care. A BPR for the Child and Youth Care degree would include the diploma portion of the degree in the review.

There are, however, some diploma programs MacEwan offers that are not part of a specific degree program. Although a dean may request a review of a stand-alone non-degree program, review of such programs is not required under current policy. In some cases, a graduate of a MacEwan stand-alone program is eligible for advanced standing in a MacEwan degree program. For example, according to the 2019-2020 Calendar a graduate of MacEwan’s Library and Information Technology diploma is eligible to receive up to 51 credits towards the university’s Bachelor of Arts.

MacEwan is committed to providing bridging and laddering opportunities for its certificate and diploma graduates. Many of MacEwan’s non-degree students do pursue baccalaureate studies upon graduation. It is important, therefore, to apply the same rigorous quality assurance review process to stand-alone certificate and diploma programs which lead to bridging and laddering options for degree completion. This is critical not only for MacEwan graduates who pursue degree completion at MacEwan, it is also important for our certificate and diploma students and graduates who transfer to other post-secondary institutions.

**Recommendation 4-12:** Expand the scope of academic program reviews to include diploma and certificate programs that ladder to degrees.
4.2 Additional Policies and Procedures in Support of Academic Quality Assurance

4.2.1 Review of Academic Service Units

In their letter of June 7, 2017 (Appendix B) about MacEwan’s second comprehensive evaluation, Council suggested consideration of evaluation of academic units beyond those involved in the delivery of degree programs. MacEwan does have a policy for Evaluation of Service and Academic Support Departments; however, the policy has not been reviewed since its implementation in 2007, nor has it been applied consistently. The policy is now outdated and needs to be updated and revised to reflect current organizational structures and priorities, as well as MacEwan’s present-day governance processes. Although the policy is not current, and academic service units have not been reviewed on a regular basis, reviews of academic service units have been conducted as needs have arisen. For example, the Office of Teaching and Learning Services (formerly the Centre for the Advancement of Faculty Excellence) and Research Services were reviewed within the past three years at the request of the former Provost; these reviews were coordinated through the Provost’s office.

In their conversations about academic quality assurance, the CESSWG revisited the existing policy and discussed the need for academic support unit reviews and which units might be included. The working group discussed how academic service units contribute to academic quality assurance and looked at best practices employed elsewhere. For example, according to the Ontario Universities Council on Quality Assurance (OUCQA),

> Academic Services are defined as those services integral to a student’s ability to achieve the learning outcomes expected from a program. Such services would typically include, but are not limited to, academic advising and counselling appropriate to the program, information technology, library and laboratory resources directed towards the program, and internship, co-operative education and practicum placement services – where these experiential components are a required part of a program. Excluded from academic services are items such as intramural and extramural activities, residence services, food services, health and wellness services, psychological services, financial aid services and career services, except where any of these services are specifically identified to be an integral part of the academic program. (Retrieved January 22, 2019, [https://oucqa.ca/framework/1-6-definitions/](https://oucqa.ca/framework/1-6-definitions/))

Building on the OUCQA definition of academic services as those services integral to a student’s ability to achieve learning outcomes expected from a program, members of the working group expanded their definition to include units that support faculty members’ scholarship and teaching in aid of program delivery. CESSWG stressed the important role of units such as the Office of Teaching and Learning Services, Research Services, and the Library and the impact these units have on academic quality of degree programs and student learning. Research Services supports student research. Librarians play a critical role in teaching students how to locate, access, and evaluate a wide range of material and information they require to be successful in their programs. Although it is not the mandate of academic support units to actually deliver the curriculum, staff in these units work with faculty, for example, to re-design courses and programs and to support faculty in their research endeavours. In turn, faculty involvement in these activities contributes to academic quality assurance and a student’s ability to achieve the stated program learning...
outcomes for their degree. Given their impact on academic programs and on student learning, academic support units should be reviewed on a regular basis within the context of improvement of programs and student learning. External input should also be a part of such reviews.

**Recommendation 4-13:** In addition to updating the policy, develop a schedule and process, including external input, for regular review of academic support units.

### 4.2.2 Policy on Academic Advising

When reviewing policies and procedures related to academic quality assurance, members of the CEWSSG noted the absence of an institution-wide policy on academic advising. Academic advisors help students navigate academic processes and assist students in making program choices that align with their educational and career goals. In addition to providing students with detailed program information, advisors are also knowledgeable about various campus services that impact student learning and the overall student experience. Recognizing the link between academic advising and student retention and success, the working group suggested that MacEwan needed a policy on academic advising.

During the time the CEWSSG was meeting and discussing MacEwan’s second comprehensive evaluation, an examination of how to enhance and support academic advising was also underway. The report resulting from this process contained recommendations that will be implemented in the next year. More information about the contents of the report will be available early in 2020. In light of the recent work on academic advising, there is no need for a policy at this time.

### 4.3 Summary and Recommendations

As discussed in Section 4 above, MacEwan has policies and procedures in place for: program approvals and changes; course approvals and changes; and review of baccalaureate programs. While existing policies and procedures have worked well and contributed to academic quality assurance within MacEwan’s academic governance process, there is room for improvement in some areas. As noted above, policies and procedures related to academic quality assurance are due for review. At the same time, the move to GFC introduces possibilities for changes to existing standing committees and creation of new standing committees. The recommendations in Section 4 could be implemented within the existing academic governance process and current GFC structure. Rather than treating the individual recommendations in isolation, and in order to emphasize the links between existing processes and structures, two overarching recommendations are offered below:

**Recommendation A:** Develop a comprehensive academic quality assurance protocol or document that encompasses all components of academic quality assurance.

**Recommendation B:** Create a new quality assurance standing committee of GFC.

Recommendations 4-1 through 4-13 fall under these two overarching recommendations, as shown below.
**Recommendation A:** Develop a comprehensive academic quality assurance protocol or document that encompasses all components of academic quality assurance.

**Recommendation 4-1:** Emphasize the role of quality assurance in policies and procedures for new course development, course changes, and significant program changes.

**Recommendation 4-2:** Identify links between policies and procedures for course development, course changes, and significant program changes to ensure academic programs continue to be of high quality.

**Recommendation 4-3:** Redevelop and update policies and procedures for program changes and new courses and course changes into the same document to emphasize that these are not separate processes.

**Recommendation 4-4:** Update policies and procedures for new courses and course and program changes to include a focus on the role of program learning outcomes in quality assurance.

**Recommendation 4-9:** Link the BPR policy and procedures to MacEwan’s other core academic quality assurance policies and procedures.

**Recommendation 4-12:** Expand the scope of academic program reviews to include diploma and certificate programs that ladder to degrees.

**Recommendation B:** Create a new quality assurance standing committee of GFC.

**Recommendation 4-5:** Review new courses and program and course changes within the context of and in alignment with program learning outcomes.

**Recommendation 4-6:** Require all degree programs to develop or update program learning outcomes and curriculum maps prior to proposing new courses and changes to existing courses and programs.

**Recommendation 4-7:** For all degree programs, require review and update of alignment with the CDQF so that program learning outcomes and program changes may be reviewed within the context of the CDQF.

**Recommendation 4-8:** Require inclusion of evidence of student learning in Faculty/School annual reports.

**Recommendation 4-10:** Implement posting of BPR outcomes on MacEwan’s website.

**Recommendation 4-11:** Require Faculties/Schools include BPR action plan updates in their Annual Reports.
**Recommendation 4-13**: Develop a schedule and process, including external input, for regular review of academic support units.

**Recommendation A**, developing a comprehensive academic quality assurance protocol, would avoid treating the individual recommendations in isolation. Developing one main resource for academic quality assurance would emphasize the links between different components of the university’s quality assurance system and highlight the contributions of these practices to continuous program improvement and improvement of student learning. This approach would be similar to current practice in Ontario where the [OUCQA](https://www.oacqa.ca/) requires each institution to develop its own Institutional Quality Assurance Process (IQAP), guided by the Council’s [Quality Assurance Framework](https://www.oacqa.ca/). Examples of IQAP documents from [University of Windsor](https://www.uwindsor.ca/) and [Brock University](https://www.brocku.ca/) show that processes and procedures for approval of new programs and modifications to existing programs and cyclical program reviews are included in the institutions’ quality assurance guides.

As GFC’s committee structure is reviewed during 2019-2020, **Recommendation B** should be considered as part of that review. A new quality assurance standing committee might, for example, guide development of the comprehensive quality assurance document described above. As well, the mandate of the quality assurance committee could include the items listed above under **Recommendation B**. For example, as discussed above, when program changes are presented to the quality assurance committee, a program change submission would need to include information about alignment with program learning outcomes so that the committee can conduct their review in the context of elements that contribute to academic quality assurance.

A new quality assurance committee would need to be considered along with changes to existing standing committees of GFC and proposed changes to GFC’s committee structure. Any new committee of GFC, especially a quality assurance committee, should add value to current governance processes rather than duplicate work being done by another committee or committees. Depending on the terms of reference for the PCC, the quality assurance committee could become a new standing committee of GFC or a sub-committee of PCC. Alternatively, it might be more appropriate to expand the current scope of PCC and replace it with a quality assurance standing committee of GFC. The mandate of such a committee might also include an educational role in terms of promoting the understanding of how the core areas of academic quality assurance are linked and support program and student learning improvement.
5 Continuous Improvement and Monitoring Quality at the Institutional Level

In addition to structures and policies to support quality at the academic program level, MacEwan has implemented processes and policies to monitor and maintain quality at the institutional level. Policies, such as ITM Governance and Management, Financial Management, and Technology Management, are in place to monitor standards and operations to ensure the effective and efficient stewardship of the university’s funds, resources, assets, services, and processes in support of MacEwan’s strategic goals and directions.

MacEwan’s Internal Audit Services (IAS), which reports functionally to the Audit and Risk Committee of the Board of Governors and administratively to the vice-president and general counsel, helps the organization achieve its objectives by bringing a systematic and disciplined approach to evaluate and improve the effectiveness of risk management, controls, and governance processes, providing independent assurance that these processes are operating effectively. Activities of IAS include a range of programs, activities, functions, structures, and initiatives which collectively contribute to the achievement of the University’s strategic objectives.

In consultation with the Board and senior management, and based on trends in the post-secondary and internal audit environments, IAS creates a risk-based audit plan for each fiscal year. After the annual audit plan is approved by the Audit and Risk Committee of the Board, the plan is distributed to the senior executives for dissemination in the impacted areas. Following interviews with key personnel and management and a review of supporting documentation, IAS conducts analyses and drafts a report with the findings and recommendations for improvement or to address a specific risk. The draft report is sent to management in the area being audited. After the report is finalized, management prepares an action plan to address recommendations in the report. The final report is distributed to management in the area that was audited, executive management, and the Audit and Risk Committee of the Board. IAS follows up three times per year with management about outstanding internal audit recommendations and reports to the Audit and Risk Committee of the Board on the status of all outstanding recommendations.

MacEwan’s Risk and Assurance Services department provides the university with tools and processes to build operational resiliency, allowing the university to adjust to changing circumstances and maintain continuous operations to enable the university to manage risks and achieve established objectives. Realizing that risk management is an integral component of all university activities, MacEwan University is committed to managing its risks in a pro-active manner and has adopted an Enterprise Risk Management Framework to support both strategic and operational decision-making.

In addition to the ongoing work of IAS, MacEwan is in the process of implementing the Enterprise Risk Management – Integrated Framework of the Committee of Sponsoring Organizations of the Treadway Commission (COSO). Initially, the COSO framework was piloted in MacEwan’s Financial Services and, more recently, it was extended to units of Deans’ Council. The objective of this process is to provide the Board of Governors with information on the adequacy and operating effectiveness of the university’s internal control environment.
In light of the ongoing activities of IAS and the adoption of an Enterprise Risk Management Framework, the CESSWG did not make any recommendations about continuous improvement and monitoring quality at the institutional level. As noted in section 4.2.1 of this self-study, MacEwan’s policy on Evaluation of Service & Academic Support Departments needs to be updated; however, the CESSWG determined that a revised policy for review of academic support units would suffice, as other service units are already being reviewed by or could be reviewed by IAS and the Risk and Assurance Services department.

The university’s activities related to continuous improvement and monitoring quality at the institutional level are also linked to the institution’s strategic planning activities, the topic of the next section of this self-study report.
6 Strategic Planning

Beginning in 2014, strategic planning at MacEwan was guided by the university’s 2014-2019 Integrated Strategic Plan (ISP), which focused on the transition from a community college to a university. In 2017, planning began for the new ISP to be in place from 2019 to 2024.

6.1 Integrated Strategic Plan: 2014/15–2018/19

6.1.1 Background

MacEwan’s first ISP, entitled MacEwan University: A New Beginning, outlined the university’s strategic directions, goals, and aspirations for the years 2014/15 to 2018/19. The plan was approved by the Board of Governors in May 2014 and focused on three main areas: a unique academic environment, strong community engagement, and institutional excellence.

In anticipation of the ISP planning activity, faculty, students, staff, administrators, and community members were involved in identifying, reviewing, and refining eight key “pillar” statements which reflected the university’s identity and values. The pillars provided the foundation for the university’s planning process that began in fall 2013. The eight university pillars are listed below:

- **Students First**: Focused on learner-centred teaching, student growth, opportunity and achievement.
- **Personal Learning Experiences**: We are a welcoming, intimate and inspiring learning environment where the individual student – the whole person – thrives.
- **Quality Education**: Excellence is achieved here by combining a first-class education with an extraordinary student experience.
- **An Engaged University**: A ‘connected’ culture where students, faculty and the community are linked – and collectively, collaboratively engaged in realizing their full potential.
- **At the Heart of the City**: A vibrant and vital urban experience. We are a hub of creative, scholarly and cultural activity in the core of the city – building, sharing in and contributing to its growth and prosperity.
- **Sustainability**: We are committed to creative approaches to sustainability in education and campus
- **Student-Engaged Research**: We support and foster research and innovation that engages students, faculty and the community across all our programs.
- **The MacEwan University Spirit**: Our youthful energy comes from a pervasive excitement about the future – about how all of us can contribute to helping the university grow and succeed.

Over 500 members of the MacEwan community provided input into the university’s strategic directions presented in the ISP. Key areas of the university developed foundation plans, outlining the ways in which they would contribute to the achievement of the institutional strategic directions. Seven detailed foundation plans for the following areas and activities were developed and finalized in February 2014:
Goals and strategies aimed at achieving the strategic directions were developed, and measures and success indicators were formulated to monitor progress. Annual progress reports were presented to the Board of Governors and AGC (now GFC).

6.1.2 Accomplishments and ISP Renewal

Two of the strategic directions outlined in MacEwan’s first ISP focused on undergraduate degrees as the framework for the university’s range of credential and program offerings and the importance of diploma and certificate programs facilitating bridging to or from degree programs. Laddering and aligning certificates and diplomas with degree programming has been a priority at MacEwan for several years; however, degrees as the foundation of our academic planning was a newer concept. Although MacEwan’s Bachelor of Child and Youth Care program has had an exit-diploma option for many years, other Faculties/Schools had not explored this model for their degree offerings.

With the diploma-exit model for Bachelor of Child and Youth Care, students apply to the degree program; there is no direct entry to the diploma. After successful completion of the first two years of the degree program, students have the option of applying to graduate with the diploma if they choose not to continue in Year 3 of the degree. This model has several benefits for students. For example, some students may begin their post-secondary career intending to finish only a diploma; however, they may find that once they start university they want to complete a degree. In professions where a diploma is required for entry to practice, students can graduate with the diploma and enter the workforce. Or, students may complete the diploma, enter the workforce, and move into Year 3 of the degree on a part-time basis. The diploma-exit model offers students flexibility and options.

During the time the 2014/15–2018/19 ISP was in place, other Faculties explored the diploma-exit model for their degree programming. MacEwan’s Bachelor of Music and Bachelor of Design have diploma-exit options in place. The Bachelor of Early Child and Curriculum Studies, with implementation planned for Fall 2020, will also have a diploma-option. MacEwan’s proposal for a Bachelor of Fine Arts, submitted to Advanced Education earlier this year, includes a diploma-exit option for each of the four proposed majors.

The strong focus on degrees provided clarity about the university’s direction regarding academic programming. Currently, close to 70% of FLEs are in degree programs. When implementation of the 2014/15–2018/19 ISP was drawing to a close, the Board recognized the need for a new strategic plan and was supportive of the move towards planning for the new ISP. In contrast to the clear focus on degree programming, some of the other goals and strategies included in the
ISP were less specific. Furthermore, there were too many objectives outlined in the plan. The number of objectives and lack of specificity, in some cases, made it difficult to prioritize and consider budget requests originating from the ISP. Successes resulting from the first ISP, as well as lessons learned about the process itself, informed the university’s subsequent planning process.

### 6.2 Integrated Strategic Plan: 2019/20–2023/24

#### 6.2.1 Background
MacEwan’s second integrated strategic planning process began in 2017 under the leadership of Dr. Deborah Saucier. The university embarked on a collaborative and inclusive process to create a new five-year integrated strategic plan to be in place from 2019 to 2024. A key assumption of the planning process was that all activities of the institution should be directed towards maintaining or improving the quality of the learning experience. The draft integrated strategic plan, based on the strategic framework and four foundation plans, was developed between January 2018 and March 2019.

#### 6.2.2 Strategic Framework
The strategic framework guides university-wide planning and maps out a clear future within the context of our values, vision, mission, and strategic directions. Strategic planning at MacEwan during the 2019-2024 period envisions targeted changes in operations to improve the overall quality of the learning experience while striving towards the institution’s vision.

During the first year of planning activities, in consultation with the Board, Deans’ Council, and the university community, the Strategic Planning Group developed the Institutional Strategic Framework to guide planning. The framework, presented to the Board on April 26, 2018, outlined the values, mission, vision, and strategic directions of the University.

**VALUES**
MacEwan University embraces:

**Curiosity:**
- creativity, the courage to ask and address difficult questions, risk-taking,
- collaboration, intellectual integrity, the respectful exchange of ideas, and the pursuit of knowledge

**Change:** and,
- the role of education in transforming individuals, communities, and society and fostering resiliency for a continually evolving world

**Optimism:**
- a caring, welcoming, positive culture that promotes joy, balance, and inclusion.
**MISSION**
Committed to student-focused undergraduate and continuing education, we teach, we learn, and we serve.

“We teach” encompasses instruction, mentorship, coaching, guidance, and counselling.

“We learn” encompasses all modes of learning and research as well as personal and organizational development.

“We serve” encompasses service in governance, service in support of our university at all levels, and service to the community.

**VISION**
A nationally-recognized, inclusive hub of creative, scholarly, and cultural activity in Downtown Edmonton

**STRATEGIC DIRECTIONS**
Responding to disparities and inequities in our social, cultural, environmental, and economic world, and embracing our history of change and change-making, MacEwan University is charting a confident course as Edmonton’s Downtown University.

Embracing curiosity, change, and optimism, we will:

1. Be a national leader in the implementation of the Truth and Reconciliation Commission Calls to Action.

2. Strengthen an extraordinary urban and metropolitan undergraduate student experience with an emphasis on student and alumni success.

3. Develop our capacity and reputation as an inclusive community university.

4. Build on and promote our distinctive MacEwan curriculum, to provide greater flexibility and opportunities for life-long learning.

6.2.2.1 Update on Recommendation 13 from 2012 Comprehensive Evaluation
In their letter of June 7, 2017, CAQC commented that Recommendation 13 from the 2012 comprehensive evaluation merited a closer look during MacEwan’s second comprehensive evaluation. Recommendation 13 from the first comprehensive evaluation stated:

*Develop a vision for the institution that includes innovation and excellence in pedagogy and identify resources and systems (revisit University vision and educational philosophy not substantively reviewed since 2004).*

This recommendation from the 2012 Comprehensive Evaluation was achieved through the work carried out for the 2019/20–2023/24 ISP. MacEwan’s values, mission, and vision were reviewed and updated in the early stages of the current planning process.
6.2.3 Foundation Plans
Foundation Plan Committees, chaired by the Vice-Presidents and made up from more than 60 faculty, staff, students, and community members, were formed to develop four foundation plans (listed below) in response to the strategic directions identified for the new ISP.

- Academic Foundation Plan
- Resources Foundation Plan
- People, Culture and Governance Foundation Plan
- Community Foundation Plan

While each foundation plan was to align with the overall strategic directions, the academic plan had a priority role. The three remaining foundation plans were to inform and provide support for execution of the academic plan.

6.2.4 Draft Integrated Strategic Plan
The work of the Foundation Plan Committees resulted in close to 200 separate priorities; however, only 30 of these priorities were included in the first draft of the ISP. At MacEwan’s Organizational Development Day on April 25, 2019, the first draft plan was reviewed and ranked by participants from across the university. Based on this prioritization, the next version of the plan contained 16 priorities, four per each strategic direction.

6.2.5 Timeline for Approval
In May 2019 the Board of Governors endorsed the ISP draft to move into the external consultation phase. During this phase, sessions were held with various individuals and groups in the community to obtain feedback on the draft ISP. As well, internal consultation and feedback continued throughout the summer months.

With the departure of Dr. Saucier in July 2019, the Board, Interim President, and senior administration planned to proceed with the strategic planning process with the aim of compiling a revised ISP for presentation to various internal committees before moving to the Board of Governors for final approval in September 2019. In light of a shift in membership and leadership of the Board, the search for a new president, and uncertainty about the provincial budget, the Interim President announced in early September that he had decided to pause the strategic planning process. After senior leadership has had an opportunity to seek direction from the Board, when there is a clearer picture of the university’s future budget, and after a new president is in place, the strategic planning process will resume.

6.3 Accountability Reports and Plans for Government of Alberta
In addition to MacEwan’s integrated strategic planning process, the institution is required to submit a comprehensive institutional plan (CIP) and an annual report to the Government of Alberta (GOA). Both of these accountability reports are circulated within the institution for input and feedback. Following internal review, including, for example review by GFC, the CIP and the annual report must receive Board approval before being submitted to GOA.
The CIP is a three-year plan which includes the university’s business goals, priorities, and expected outcomes, as well as an access plan to create opportunities for learners, a research plan, and financial projections for three years. Normally, MacEwan bases the CIP goals and priorities on the goals identified in the ISP; however, the new ISP was still under development when the most recent CIP was prepared and approved. As an interim measure, the goals for the 2019/20-2021/22 CIP were based on emerging and ongoing initiatives identified in the previous CIP. The 2019/20-2021/22 CIP is available on MacEwan’s website.

The annual report to GOA summarizes the institution’s progress towards meeting the goals identified in the CIP, as well as the university’s audited financial statements. MacEwan’s 2018/19 annual report is available on the university’s website.

The CIP is informed by the university’s ISP, and the annual report documents achievement towards the institutions goals. The ISP, CIP, and annual report are interdependent and closely linked. The result is that planning is ongoing and goals are revisited on a regular basis.
7  **Links Between Quality Assurance Processes and Strategic Planning**

In discussions with CAQC about the nature of MacEwan’s second comprehensive evaluation, the CAQC co-chairs repeatedly stressed the need to identify the links between our quality assurance processes and strategic planning. Quality assurance and strategic planning are interconnected; however, we do not often take the time to articulate how these activities are related.

The institution’s overall goals and directions are established through the strategic planning process. The resulting ISP document provides guidance and serves as a reference for all university-wide planning that occurs during the timeframe the ISP is in place. Within the context of the university’s values, vision, and mission, the ISP sets out the university’s priorities.

In turn, MacEwan’s quality assurance activities, at both the academic and institutional levels, allow us to operationalize the strategic plan and help move the institution towards its vision. The strategic directions outlined in the ISP guide priority setting in the university’s faculties and schools, academic support units, and service units. Faculties and schools develop new academic program proposals in alignment with the university’s strategic directions. For example, as noted in the previous section of this self-study, new degree programs developed under the 2014/15–2018/19 ISP included diploma exits, a priority articulated in the ISP. Academic support units are in place to support program delivery and the improvement of student learning. Service units conduct activities aligned with the university’s strategic directions; these activities include day-to-day operations, as well as quality assurance and monitoring at the institutional level to help the institution achieve its goals.

When MacEwan’s strategic planning process resumes and a new ISP is adopted for the university, faculties, schools, academic support units, and service units will need to align their activities with the strategic directions set out in the new ISP. In addition to setting direction for the institution, strategic planning also helps determine which quality assurance activities are necessary to support successful implementation of the ISP. Therefore, when MacEwan’s new ISP is approved, there will also be a need to review quality assurance processes and practices to ensure that existing processes are appropriate and will support the ISP.

**Recommendation 7-1:** Review quality assurance processes and practices to ensure alignment with the new ISP.
8 Major Findings

8.1 Findings

The self-study process allowed us to examine MacEwan’s quality assurance practices and processes at both the academic and organizational levels. The strengths, challenges, and opportunities identified are outlined below.

8.1.1 Strengths

- MacEwan has a history of building strong academic programs and continues to succeed in developing and implementing new degrees and new majors.
- MacEwan has a well-established policy and procedures in place to review degrees on a seven-year cycle.
- Processes for new degree development and degree review include contributions from IAEs.
- Strategic planning informs all planning and quality assurance activities.
- Initiatives of IAS and the Risk and Assurance Services department support the university with an annual risk-based audit plan and ongoing activities to help the institution manage risk.
- Planning and review activities are connected and ongoing, allowing us to adjust quality assurance processes and practices within the context of the ISP.

8.1.2 Challenges and Opportunities

As presented in the academic quality assurance section of this self-study report, MacEwan has sound policies and procedures in place; however, as indicated in the recommendations (see Appendix G), there is some room for improvement. Given that several of the academic quality assurance policies and procedures are due for review, MacEwan has the opportunity to:

- Review these processes together rather than in isolation;
- Build on existing strengths of the existing processes; and
- Develop a comprehensive academic quality assurance protocol or document that encompasses all components of academic quality assurance.

During the 2019/20 academic year, GFC is reviewing its structure and standing committees. This presents the opportunity to:

- Create a new quality assurance standing committee of GFC.

A quality assurance standing committee of GFC could oversee the review of existing academic quality assurance processes and the development of a new protocol or document mentioned above. As well, the new standing committee could guide implementation of changes that would result from the review of existing academic quality assurance policies and procedures.

Although the delay in the completion of the new ISP presents a challenge for the university, the impact on overall planning is lessened by MacEwan’s coordinated and ongoing approach to
planning. MacEwan continues to monitor and evaluate progress towards the goals detailed in the 2019/20-2023/24 CIP. When the strategic planning process resumes under the leadership of a new president, MacEwan will have the opportunity to adjust, if necessary, quality assurance and monitoring mechanisms to move the institution towards achieving the goals identified in the new ISP.
9 Future Plans for Ongoing Organizational and Program Self-Assessment

The focus of MacEwan’s second comprehensive evaluation was an examination of the university’s current approaches to self-evaluation, monitoring, and improvement of our academic programs and the organization as a whole within the context of Standard 5, Organizational Policies, Strategic Planning and Periodic Review, presented in section 3.3, Organizational Evaluation Assessment Standards, of CAQC’s Handbook. Standard 5 is as follows:

The organization has appropriate policies and processes in place to assess the effectiveness, continuous growth and improvement of its educational programs and services, including a strategic planning process (both for short and long range plans) that enables the organization to respond in a focused, effective and innovative way to the challenges of its environment and constituents. Policies and procedures are in place which address internal curriculum development and periodic program review to ensure the ongoing quality of its programs and learning outcomes. Such assessments normally include the advice of external experts.

The purpose and underpinning question for the self-study were derived from Standard 5. The purpose of this self-study report was, therefore, threefold: first, to articulate strengths of MacEwan’s current approaches to self-evaluation, monitoring, and improvement of our academic programs and the organization as a whole; second, to identify areas needing improvement; and third, to make recommendations for MacEwan’s plans and strategies for ongoing organizational and program self-assessment. The critical question that underpinned MacEwan’s self-study was: In the absence of future ongoing CAQC monitoring, how will MacEwan self-monitor to ensure we have appropriate structures and policies in place to maintain quality at the academic program level and at the institutional level?

This self-study report has demonstrated that strategic planning and quality assurance activities are well-established and a critical part of MacEwan’s environment. These initiatives are ongoing and interdependent. The university’s ISP informs all of MacEwan’s plans and determines the necessary quality assurance processes to help the institution achieve its goals. Academic quality assurance policies and procedures are in place to guide development and review of high-quality academic programs. If implemented, the recommendations contained in this report will strengthen existing policies and procedures. The activities of IAS and the Risk and Assurance Services department position the university to adjust to changing circumstances and manage risks.

When the new ISP is in place, quality assurance practices at the academic and organizational levels will be reviewed and adjusted, if necessary, to support achievement of the goals and priorities identified in the ISP. MacEwan has been successful in coordinating quality assurance practices and processes with its strategic and ongoing planning initiatives. Continuation of this approach to planning and monitoring will serve MacEwan well as the university continues to evolve.
Appendix A: Council’s Letter Outlining the Results of MacEwan’s First Comprehensive Evaluation – December 18, 2012
Dr. David Atkinson  
President  
Grant MacEwan University  
10700-104 Avenue  
Edmonton, AB T5J 4S2

Dear Dr. Atkinson:

Re: Results of the First Comprehensive Evaluation

Council has now completed its first comprehensive evaluation of your institution initiated under the Programs of Study Regulation and in accordance with Council’s policies and procedures. The comprehensive evaluation process is a detailed one that was informed, as you know, by four key elements:

1. The self-study prepared by MacEwan;
2. The site visit of the comprehensive evaluation team;
3. The report of the comprehensive evaluation team; and
4. MacEwan’s response to the report of the comprehensive evaluation team.

The decisions and expectations noted below result from a careful consideration of all of the Information and Insights that were gathered from these sources, as well as from Council’s discussion with Dr. Doug Owram, chair of the comprehensive evaluation team, at its most recent meeting.

Decision

I am pleased to inform you that Council has decided to confirm the continuation of approval of the existing baccalaureate programs at Grant MacEwan University. This re-affirmation applies to the following degree programs:

- 4-year Bachelor of Arts (majors in Anthropology, Economics, English, History, Philosophy, Political Science, Psychology, Sociology)
- 4-year Bachelor of Child and Youth Care
- 4-year Bachelor of Science in Nursing
- 4-year Bachelor of Commerce (International Business Management, Supply Chain Management, Accounting, Human Resource Management, Marketing)
- 4-year Bachelor of Music in Jazz and Contemporary Popular Music (Composition, Performance, General)
- 4-year Bachelor of Science (Biological Sciences, Computer Science, Mathematics, Mathematical Sciences, Physical Sciences, Psychology)
- 4-year Bachelor of Communication Studies (Professional Communication, Journalism)

Government of Alberta  
Enterprise and Advanced Education

Established by the Post-secondary Learning Act
oversight of MacEwan's organizational review. In any case, the use of independent academic experts should be an important component of the organizational assessment.

In supporting institutions in establishing their own robust internal quality assurance mechanisms, Council will, of course, continue to provide advice and assistance to facilitate MacEwan's ongoing self-evaluation through our ongoing review of the results of MacEwan's cyclical review of its degree programs, through review of any new degree program proposals, and through annual reporting.

We thank all of the members of the Grant MacEwan University community who contributed to the preparation of the evaluation materials and self-study and who met with our review team. We hope that there are many benefits of this evaluation to the institution as it looks to the future. Please contact Marilyn Patton or me if you have questions or concerns about the contents of this letter; we would be pleased to meet with you at your convenience to discuss the contents of this letter.

Sincerely,

Peter Mahaffy, PhD
A/Chair and Vice-Chair

cc: Dr. Janet Paterson-Weir
Provost and Executive Vice-President Academic

Ms. Marilyn Patton
Director, CAQC Secretariat
Appendix B: Council’s Follow-Up Letter to MacEwan’s Interim Report – June 7, 2017
Via e-mail: john.corlett@macewan.ca

Dr. John Corlett
Provost and Vice-President Academic
Grant MacEwan University
10700 - 104 Avenue
Edmonton, AB T5J 4S2

Dear Dr. Corlett:

Re: 2012 Comprehensive Evaluation – MacEwan’s February 2017 Update on recommendations and next steps

Thank you for providing your update document on the recommendations emanating from CAQC’s 2012 comprehensive evaluation of MacEwan University. Council’s Monitoring Standing Committee considered your responses in detail, as did the full Council at its 19 April 2017 meeting. Council was also appreciative of the opportunity for the co-chairs and Marilyn to meet with you and David McLaughlin on 5 June 2017 at MacEwan.

Overall, Council is impressed with the careful attention that has been given to updating Council on actions taken with respect to the recommendations from the first comprehensive evaluation. Council also commends MacEwan for your substantive progress on many fronts to develop policies and procedures; a new strategic plan; a new policy framework; a governance review of the Academic Governance Council (AGC); and the review of the bylaws of the Board of Governors, the AGC, and each of the Faculty and School Councils.

In our 18 December 2012 letter outlining the results of the first comprehensive evaluation, Council indicated it had decided to defer a decision on the nature and extent of our oversight of the second comprehensive evaluation until after considering an interim report from MacEwan that addressed two areas:

(a) MacEwan’s self-assessment of progress toward addressing key institutional risks and issues identified by the first comprehensive evaluation team, and

(b) MacEwan’s strategy and plans to implement ongoing organizational and program self-assessment in light of the outcomes of the first comprehensive evaluation.

Further, our letter said the following regarding the nature and scope of the second comprehensive:

After reviewing [MacEwan’s report], Council will then determine, with appropriate consultation with MacEwan, the scope and extent of Council’s direct involvement in and monitoring of your next organizational review, which might take place in approximately five to six years’ time. This might take the form of a second comprehensive review using Council’s standard procedures for comprehensive institutional reviews and Council-appointed reviewers, as would be the norm for an institution undergoing the scale of change MacEwan is experiencing. Or, upon evaluation of MacEwan’s institutional strategy and plans for organizational self-assessment, Council might consider a more focused mechanism for monitoring and oversight of MacEwan’s organizational review. In any case, the use of independent academic experts should be an important component of the organizational assessment.
MacEwan has responded clearly to expectation (a), by taking stock of how it has addressed each of the review team's recommendations. MacEwan's response to expectation (b), however, is less well articulated, and should be one of the major points of focus of the next organizational review. As we noted in our 5 June 2017 meeting with you, we can now confirm the next comprehensive evaluation will be somewhat different in scope than that carried out by Council for the first comprehensive evaluation, which required a self-study following Council's template and Council-appointed reviewers. Given the substantial progress MacEwan has made as a maturing, degree granting institution, it is appropriate that MacEwan take substantially more ownership over the process and timing of this second organizational review, while consulting closely with CAQC. Council would, for example, expect to work closely with MacEwan to determine procedures around the appointment and reporting of an external evaluation team, and to determine the scope and timing of the self-study for your organizational evaluation.

We are pleased to hear that the terms of reference and timing for your self-study and this next organizational evaluation may mesh well with your own processes of self-assessment and institutional development, including the preparation of your next integrated strategic plan. And, as we discussed, it will be important that your organizational evaluation be carried out in such a way that it also meets Council's needs for monitoring and reporting to the Minister. So that this organizational self-evaluation serves your needs for strategic planning and monitoring of quality assurance well, we suggest that MacEwan take the lead and propose to Council the scope and timing for the self-study, after consulting Council's guidelines for comprehensive evaluation. Council chairs and the secretariat will then discuss the scope and timing with you and co-determine a process that meets both institutional and Council needs.

In preparing for your self-study and organizational evaluation, Council suggests:

- It would be helpful for MacEwan to lay out carefully your strategy and plans to implement ongoing organizational and program self-assessment in light of the outcomes of the first comprehensive evaluation, and to seek feedback on this from the external peer reviewers.
- Your summary report astutely indicates that the effectiveness of your planning and review processes “...rely on an integrated model, with each process providing context and informing the others.” We believe a critical self-assessment of that integrated model should be a focus of your organizational self-assessment.
- Your plans for organizational evaluation going forward should include other units beyond those involved in the delivery of degree programs, to include units such as the Centre for the Advancement of Faculty Excellence and other areas of academic administration.
- As discussed in our meeting on 5 June, Council identified several recommendations from your progress report that merit a closer look during the review – namely, recommendations 11, 13, and 17.

In preparing your next self-study, we suggest MacEwan review the 'hallmarks of an effective self-study', found in s. 5.1.2 of Council's Handbook. The sign of a mature institution is one that has the confidence to take a critical look at itself, celebrating and building on strengths, while at the same time identifying areas of weakness and accountable plans to address them, and mechanisms to review progress toward doing so.

As we agreed at the 5 June meeting, sometime this fall we expect to meet again to discuss MacEwan's thoughts about a review whose timing and scope best suit your institutional purposes and developments, as well as Council's needs.
Thank you again for providing your progress update, and for the productive and collegial meeting this week. We look forward to working with you on the next phase of MacEwan’s development as a degree-granting institution.

Sincerely,

ORIGINAL SIGNED BY

Peter Mahaffy, PhD
Co-Chair

Dr. David McLaughlin
Executive Director, Institutional Analysis & Planning
E-mail: mclaughlin@macewan.ca

Ms. Marilyn Patton
Director, CAQC Secretariat

ORIGINAL SIGNED BY

Art Quinney, PhD
Co-Chair
Appendix C: Comprehensive Evaluation Self-Study Working Group Terms of Reference

Background
Campus Alberta Quality Council (CAQC), an arms-length branch of Advanced Education (AE), reviews and recommends new degree programs to the Minister of AE. The Council monitors new degrees following implementation and conducts comprehensive evaluations of new degree-granting institutions approximately six years after initial degree implementation. MacEwan began offering the Bachelor of Arts and the Bachelor of Child and Youth Care in 2006. CAQC conducted its first comprehensive evaluation of MacEwan in 2012 and in 2017 advised MacEwan of plans for a second comprehensive evaluation. The focus of the second comprehensive evaluation will be MacEwan’s plans and strategies for ongoing organizational and program self-assessment. A critical question underpinning the self-study is: In the absence of future ongoing CAQC monitoring, how will MacEwan self-monitor to ensure we have appropriate structures and policies in place to maintain quality at the academic program level and at the institutional level?

Mandate
The Comprehensive Evaluation Self-Study Working Group (CESSWG) will:
1. Conduct a review of MacEwan’s existing policies and practices related to quality assurance (QA) at the institutional and program levels.
2. Write a self-study report of their findings. The report will include recommendations for ongoing organizational and program self-assessment for the purposes of QA, as well as specific recommendations to address any gaps identified by the working group regarding existing QA policies, practices, and processes.

Responsibilities
Members of the working group will:
1. Create an inventory of existing MacEwan policies, practices, and processes which support QA at the institution and program levels.
2. Review existing QA policies and practices to determine how well they support QA standards and improvement.
3. Gather information (e.g., through face-to-face meetings) from individuals and units at MacEwan who are involved in QA practices, although these practices may not be articulated as QA in policy or procedures documents.
4. Review best practices at other Canadian post-secondary institutions.
5. Identify gaps in MacEwan’s existing QA polices, practices, and processes.
6. Develop recommendations to address the gaps identified in #5 (above).
7. Contribute to preparation of the self-study report by:
   a. Offering input and suggestions.
   b. Writing short sections of the report.
   c. Reviewing drafts of the report or sections of the report.
   d. Providing timely feedback on drafts of the report or sections of the report.
Accountability
The CESSWG is accountable to the Provost and will submit the self-study report to the Provost by March 1, 2019.

Composition
The Provost will appoint members of the CESSWG.

1. The working group will consist of:
   a. 1 to 2 Associate Deans
   b. 3 to 4 faculty members who teach in degree programs
   c. 1 administrator from a Dean’s office of a Faculty/School that offers degrees
   d. Associate Vice-President, Planning & Analysis and Registrar
   e. Academic Coordinator, Institutional Analysis & Planning (Chair)

Meetings and Operations
1. The working group will meet (face-to-face) four to five times between October 1, 2018 to December 15, 2018. Meetings will be scheduled for 1 ½ to 2 hours each.
2. With input and suggestions from members of the CESSWG, the Chair will be responsible for writing the draft self-study report; working group members will provide input and suggestions.
3. During January and February 2019, members will be expected to provide feedback on a draft of the self-study report or sections of the report. There may be up to two or three meetings scheduled during this time period; however, the group may decide to provide feedback online, reducing the amount of face-to-face meeting time needed.
4. Meeting agendas and notes, resource material, self-study drafts, and any other documents needed by the working group will be available online (e.g., MyShare).
5. The Office of the Provost will provide support to the CESSWG. This will include scheduling meetings, maintaining the site where online resources are stored, coordinating communication and feedback processes, and assisting with editing the self-study report.
Appendix D: Membership of Comprehensive Evaluation Working Group

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
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<tbody>
<tr>
<td>Naomi Beke</td>
<td>Dean’s Office, Faculty of Arts and Science</td>
</tr>
<tr>
<td>Shelly Brownlee</td>
<td>Dean’s Office, School of Business</td>
</tr>
<tr>
<td>Bob Irwin</td>
<td>Faculty, Faculty of Arts and Science</td>
</tr>
<tr>
<td>Linda Janz, Chair</td>
<td>Academic Coordinator, Institutional Analysis and Planning</td>
</tr>
<tr>
<td>Gordon Lucyk</td>
<td>Faculty, School of Business</td>
</tr>
<tr>
<td>David MacLaughlin</td>
<td>Associate Vice-President, Planning &amp; Analysis and Registrar</td>
</tr>
<tr>
<td>Stacey Martin, Support</td>
<td>Office of the Provost</td>
</tr>
<tr>
<td>Kathleen Miller</td>
<td>Faculty, Faculty of Nursing</td>
</tr>
<tr>
<td>Cheryl Pollard</td>
<td>Associate Dean, Faculty of Nursing</td>
</tr>
<tr>
<td>Cassie Prochnau</td>
<td>Associate Dean, Faculty of Health and Community Studies</td>
</tr>
<tr>
<td>Bill Richards</td>
<td>Faculty, Faculty of Fine Arts and Communications</td>
</tr>
</tbody>
</table>
### Appendix E: Approval and Implementation Dates for Four-Year Degrees and Majors

<table>
<thead>
<tr>
<th>Program Major</th>
<th>Ministry Approval Date</th>
<th>Implementation Date</th>
</tr>
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<tbody>
<tr>
<td>Bachelor of Arts</td>
<td></td>
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<tr>
<td>Anthropology</td>
<td>8 July 2005</td>
<td>1 September 2006</td>
</tr>
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<td>Economics</td>
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<td>English</td>
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<td>History</td>
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<td>Philosophy</td>
<td>8 July 2005</td>
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<td>Political Science</td>
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<td>1 September 2006</td>
</tr>
<tr>
<td>Bachelor of Child and Youth Care</td>
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<td></td>
</tr>
<tr>
<td>N/A</td>
<td>8 July 2005</td>
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<tr>
<td>Bachelor of Commerce</td>
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<tr>
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<td>Management</td>
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<td>1 September 2007</td>
</tr>
<tr>
<td>Supply Chain Management</td>
<td>12 October 2006</td>
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<tr>
<td>Accounting</td>
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<td>1 September 2011</td>
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<tr>
<td>Human Resource Management</td>
<td>13 February 2012</td>
<td>1 September 2012</td>
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<td>Marketing</td>
<td>13 February 2012</td>
<td>1 September 2012</td>
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<td>Legal Studies in Business</td>
<td>1 September 2017</td>
<td>1 September 2018</td>
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<tr>
<td>Bachelor of Communication Studies</td>
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<td></td>
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<tr>
<td>Professional Communication</td>
<td>28 July 2010</td>
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<tr>
<td>Journalism</td>
<td>28 July 2010</td>
<td>1 September 2011</td>
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<tr>
<td>Bachelor of Design</td>
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<td></td>
</tr>
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<td>N/A</td>
<td>6 February 2018</td>
<td>1 September 2019</td>
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<tr>
<td>Bachelor of Early Childhood Curriculum Studies</td>
<td></td>
<td></td>
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<td>N/A</td>
<td>16 August 2019</td>
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<tr>
<td>Bachelor of Music in Jazz and Contemporary Popular Music</td>
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<td>Composition</td>
<td>6 October 2007</td>
<td>1 September 2011</td>
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<tr>
<td>Performance</td>
<td>6 October 2007</td>
<td>1 September 2011</td>
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<tr>
<td>General</td>
<td>6 October 2007</td>
<td>1 September 2011</td>
</tr>
<tr>
<td>Recording and Production</td>
<td>5 March 2018</td>
<td>1 September 2019</td>
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<tr>
<td>Bachelor of Psychiatric Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>16 April 2013</td>
<td>1 September 2014</td>
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<tr>
<td>Bachelor of Science</td>
<td></td>
<td></td>
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<tr>
<td>Biological Sciences</td>
<td>28 March 2008</td>
<td>1 September 2009</td>
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<td>Computer Science</td>
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<td>Physical Sciences</td>
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<td>Psychology</td>
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<td>1 September 2009</td>
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<td>Applied Statistics</td>
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<td>1 September 2018</td>
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<tr>
<td>Bachelor of Science in Nursing</td>
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<td></td>
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<td>N/A</td>
<td>12 July 2006</td>
<td>1 September 2007</td>
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<tr>
<td>Bachelor of Social Work</td>
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<td></td>
</tr>
<tr>
<td>N/A</td>
<td>9 September 2015</td>
<td>1 September 2016</td>
</tr>
</tbody>
</table>
# Appendix F: Baccalaureate Program Review Schedule

<table>
<thead>
<tr>
<th>Degree</th>
<th>Program Implementation</th>
<th>First Review</th>
<th>Second Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>2006</td>
<td>2011-2012</td>
<td>2018-2019</td>
</tr>
<tr>
<td>Bachelor of Child and Youth Care</td>
<td>2006</td>
<td>2011-2012</td>
<td>2018-2019</td>
</tr>
<tr>
<td>Bachelor of Science in Nursing</td>
<td>2007</td>
<td>2012-2013</td>
<td>2019-2020</td>
</tr>
<tr>
<td>Bachelor of Commerce</td>
<td>2007</td>
<td>2012-2013</td>
<td>2019-2020</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>2009</td>
<td>2014-2015</td>
<td>2021-2022</td>
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<tr>
<td>Bachelor of Communication Studies</td>
<td>2011</td>
<td>2017-2018</td>
<td>2024-2025</td>
</tr>
<tr>
<td>Bachelor of Music</td>
<td>2011</td>
<td>2017-2018</td>
<td>2024-2025</td>
</tr>
<tr>
<td>Bachelor of Psychiatric Nursing</td>
<td>2014</td>
<td>2021-2022</td>
<td>2028-2029</td>
</tr>
<tr>
<td>Bachelor of Social Work</td>
<td>2016</td>
<td>2023-2024</td>
<td>2030-2031</td>
</tr>
<tr>
<td>Bachelor of Design</td>
<td>2019</td>
<td>2026-2027</td>
<td>2033-2034</td>
</tr>
<tr>
<td>Bachelor of Early Childhood Curriculum Studies</td>
<td>2020</td>
<td>2027-2028</td>
<td>2034-2035</td>
</tr>
</tbody>
</table>
Appendix G: List of Recommendations Contained in the Self-Study Report

**Recommendation 4-1:** Emphasize the role of quality assurance in policies and procedures for new course development, course changes, and significant program changes.

**Recommendation 4-2:** Identify links between policies and procedures for course development, course changes, and significant program changes to ensure academic programs continue to be of high quality.

**Recommendation 4-3:** Redevlop policies and procedures for program changes and new courses and course changes into the same document to emphasize that these processes are linked rather than separate process.

**Recommendation 4-4:** Update policies and procedures for new courses and course and program changes to include a focus on the role of program learning outcomes in quality assurance.

**Recommendation 4-5:** Review new courses and program and course changes within the context of and in alignment with program learning outcomes.

**Recommendation 4-6:** Require all degree programs to develop or update program learning outcomes and curriculum maps prior to proposing new courses and changes to existing courses and programs.

**Recommendation 4-7:** For all degree programs, require review and update of alignment with the CDQF so that program learning outcomes and program changes may be reviewed within the context of the CDQF.

**Recommendation 4-8:** Require inclusion of evidence of student learning in Faculty/School annual reports.

**Recommendation 4-9:** Link the BPR policy and procedures to MacEwan’s other core academic quality assurance policies and procedures.

**Recommendation 4-10:** Implement posting of BPR outcomes on MacEwan’s website.

**Recommendation 4-11:** Require Faculties/Schools to include BPR action plan updates in their Annual Reports.

**Recommendation 4-12:** Expand the scope of academic program reviews to include diploma and certificate programs that ladder to degrees.

**Recommendation 4-13:** In addition to updating the policy, develop a schedule and process, including external input, for regular review of academic support units.

**Recommendation 7-1:** Review quality assurance processes and practices to ensure alignment with the new ISP.
As noted in section 4.3 of this self-study report, recommendations 4-1 through 4-13 can be grouped under the two following overarching recommendations:

**Recommendation A:** Develop a comprehensive academic quality assurance protocol or document that encompasses all components of academic quality assurance.

_Recommendations 4-1, 4-2, 4-3, 4-4, 4-9, 4-12._

**Recommendation B:** Create a new quality assurance standing committee of GFC.

_Recommendations 4-5, 4-6, 4-7, 4-8, 4-10, 4-11, 4-13._
**General Faculties Council**

**Meeting Date**

2020-02-10

**Nursing Faculty Council**

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Faculty of Nursing Department Structure</th>
</tr>
</thead>
</table>
| Resource Staff | • Dr. Fred McGinn, Interim Dean, Faculty of Nursing  
• Dr. Cheryl Pollard, Associate Dean, Faculty of Nursing  
• Sharon Hobden, Associate Dean, Faculty of Health and Community Studies  
• Dr. Linda Janz, Academic Program Review Coordinator, IAP |
| Action Requested | For Recommendation |
| Recommendation/Motion | BE IT RESOLVED THAT the General Faculties Council approves and recommends to the Board of Governors the implementation of the Faculty of Nursing department structure effective July 1, 2020 with the following five departments:  
1) Department of Nursing Foundations  
2) Department of Human Health and Science  
3) Department of Health Systems and Sustainability  
4) Department of Nursing Practice  
5) Department of Professional Nursing and Allied Health |

**Context and Background**

At the request of the Board of Governors, in Fall 2019, the Faculty of Nursing began a process to restructure the Faculty, to move from the current program-based department structure to a department structure that integrated related nursing courses, clinicals and labs within departments and provided equity in the distribution of faculty, students and staff. The model developed would also focus on creating departments that would foster academic and research synergies.

Currently, the Faculty of Nursing has three departments: Department of Nursing Science (DNS), Department of Psychiatric Nursing (DPN) and the Department of Interprofessional Education and Simulation Learning (DIESL). The majority of faculty, staff and students are found in the Department of Nursing Science which supports the Bachelor of Science in Nursing program and consists of 19 instructional faculty, 56 nurse educators, 23+ sessionals and approximately 1000 students. The current Department of Psychiatric Nursing houses the Psychiatric Nursing diploma and the Bachelor of Psychiatric Nursing (online) and consists of 8 faculty, 7 nurse educators, 15+ sessionals and approximately 300 students. DIESL consists of faculty who teach in DNS and DPN as well as faculty who deliver a variety of ministry approved programs and professional nursing education courses to health care professionals. This department consists of 4 faculty, 0 nurse educators and relies on 30+ sessionals to deliver their programming. Depending on professional nursing education being delivered, student numbers range from 4000 to 7000 annually.

**Summary**

The development of a department structure was a facilitated process occurring throughout September to November 2019 and involved six working sessions and two Town Halls. During the process, the principles of equity across departments in distribution of faculty, staff, clinical and labs, moving away from a program-based structure, and creation of departments that fostered academic and research synergies, were kept in focus. Any faculty or staff member could participate in the
Working Group Sessions or Town Halls. In total, 51 participants were involved in the six Working Group Sessions and approximately 35-45 participants attended each of the two Town Halls.

The result was the presentation of two models to FoN Faculty Council on December 6, 2019 for consideration. Both of these models were ‘content-based’; that is, they were developed by grouping ‘like’ courses together due to similarities in areas such as content, clinical or lab focus. Both models identified five departments.

A vote was held with Model A being supported as the new department structure for the Faculty of Nursing effective July 1, 2020. The new department structure will have the following five departments:

1) Department of Nursing Foundations
2) Department of Human Health and Science
3) Department of Health Systems and Sustainability
4) Department of Nursing Practice
5) Department of Professional Nursing and Allied Health

An overview of the development process is attached.

**Implications**

The new Faculty of Nursing department structure will provide equity across the departments in terms of Chair workload, faculty, staff and students and may provide opportunities for greater integration and collaboration across the Faculty. There will be a net cost savings of approximately $50,000.

**Review History**

- September 10, 19, October 1, 7, 17 and 21, 2019 – Working Group Sessions held. Open to all faculty and staff to discuss and develop a department structure. Facilitated by Linda Janz, IAP and Sharon Hobden, HCS. A total of 51 individuals participated and were representative of current departments, faculty and staff.
- November 1 – Faculty of Nursing Council – discussion on two department models developed through the Working Group sessions. A third model emerged for consideration.
- November 4 and 12th Town Halls – explored the 3rd model presented. 35-45 individuals participated in each Town Hall with the result being two models moving forward to Faculty Council for consideration.
- December 6, 2019 – overview and discussion on the two content-based department models. Models were voted on and Model A was recommended to move forward: Motion # FN #02-2019-12-06

**Next Steps**

- Approval at Board of Governors

**FOIP**

This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for **Public** distribution.

**Attachment(s)**

1. FoN – Departmentalization Overview
Faculty of Nursing (FoN)
Departmentalization Overview

Background

At the request of the Provost and Vice President Academic, the Faculty of Nursing engaged in a process to review the Faculty’s department structure to create departments that were not program-based and were more equitable in terms of faculty, staff and students. The Faculty began the process in Fall 2019 through six facilitated Working Group Sessions and two Town Halls. The result was two models being presented to Nursing Faculty Council on December 6, 2019 and a vote to select a new department structure effective July 1, 2020.

Table 1 and 2 provide information on the numbers of tenure/tenure track faculty, nurse educators, sessionals and student registrations are presented for the current and proposed departmental structures. There are variations in the faculty counts, between the Tables, because sessionals were counted by department versus by unique individuals. So, in Table 1 – sessionals tend to work in one department and thus are only counted once. In Table 2, sessionals have been counted by department – so if they teach in two or more departments, they are counted more than once. This creates variation between the sessional numbers: Table 1 total sessionals is 77 and Table 2 sessionals is 95. It is also a result of the movement of undergraduate degree courses from Department of Interprofessional Education and Simulation Learning (DIESL) (current state) to various departments within the new structure resulting in an increase of sessionals to fill course offerings. The number of course offerings will not be changing; therefore, there is no additional costs associated with the increased number of sessionals in Table 2.

Student registrations for undergraduate courses have moved from DIESL to the various departments impacting student registration numbers. We had kept DIESL numbers at 4000* with a note indicating this is based on the course offerings, contracts and other initiatives undertaken by this department. Some of the programming moves into the new departments which will shift the numbers across departments.

Current Department Structure in the Faculty of Nursing

Currently, the Faculty has three Departments: Department of Nursing Science (DNS), Department of Psychiatric Nursing (DPN) and the Department of Interprofessional Education and Simulation Learning (DIESL). There are significant differences in the number of faculty, staff and students within each department. Table 1 identifies the current distribution of faculty, staff and student registrations by department.

Table 1  FoN Current Departments – Faculty, Nurse Educators, Student Registrations

<table>
<thead>
<tr>
<th>Department</th>
<th>Faculty (tenure/tenure track)</th>
<th>Nurse Educators</th>
<th>Sessionals</th>
<th>Student Registrations 2019 - 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Nursing Science (DNS)</td>
<td>19</td>
<td>55</td>
<td>23</td>
<td>3700</td>
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<tr>
<td>Department of Psychiatric Nursing (DPN)</td>
<td>8</td>
<td>7</td>
<td>15</td>
<td>800</td>
</tr>
<tr>
<td>Department of Interprofessional Education and Simulation Learning (DIESL)</td>
<td>13</td>
<td>0</td>
<td>39</td>
<td>4000*</td>
</tr>
</tbody>
</table>

*On average, CPNE supports ~4000 student registrations annually. This fluctuates dependent on contracts. For example, in 2018-2019, total students were ~9700 due to paramedic training.
Summary of Model Development Process

To begin the process, the group identified some principles to consider in the development of a new department model. The principles considered throughout the process were:

- Move away from program-based department structure.
- Equity in the distribution of faculty, staff and students.
- Distribution of clinical/labs across departments.
- Create departments that foster academic and research synergies.

The development of a new Faculty department structure was a collaborative process that involved Working Group Sessions, Faculty Council discussion and Town Halls. Participation in the Working Group Sessions was voluntary with emails sent to all faculty and staff requesting their participation in the various sessions scheduled. The six Working Group Sessions were facilitated during September to October involving a total of 51 faculty and staff participating. Participants were representative of the current departments and included faculty, nurse educators and staff. This was followed by two Town Halls in November with approximately 35-40 faculty and staff participating in the discussions. Discussions on proposed models focused on courses with similar content, course groupings, faculty distribution, strengths and weaknesses of the proposed models.

Two models emerged with both models being ‘content-based’. Both models identified five departments. These models were similar in that they focused on grouping ‘like’ courses together; however, the distribution of courses, faculty, nurse educators, and student registrations in the departments varied between the two models.

The two models were presented at the Nursing Faculty Council on December 6, 2019 and after discussion and a comparison of the data, a vote was held. The result was Model A – 21 votes and Model B – 19 votes. The department structure being implemented in the Faculty of Nursing effective July 1, 2020 consists of five departments identified as:

1) Department of Nursing Foundations
2) Department of Human Health and Science
3) Department of Health Systems and Sustainability
4) Department of Nursing Practice
5) Department of Professional Nursing and Allied Health

Table 2 provides a summary of faculty, nurse educators and student registrations for this department structure.

Table 2 Faculty of Nursing Department Structure

<table>
<thead>
<tr>
<th>Department</th>
<th>Faculty (tenure /tenure track)</th>
<th>Nurse Educators</th>
<th>Sessionals</th>
<th>Student Registrations 2019 - 2020</th>
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</thead>
<tbody>
<tr>
<td>Department of Nursing Foundations (DNF)</td>
<td>13</td>
<td>10</td>
<td>10</td>
<td>1800</td>
</tr>
<tr>
<td>Department of Human Health and Science (DHHS)</td>
<td>10</td>
<td>10</td>
<td>28</td>
<td>3200</td>
</tr>
<tr>
<td>Department of Health Systems and Sustainability (DHSS)</td>
<td>8</td>
<td>13</td>
<td>8</td>
<td>1700</td>
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</table>
Budgetary Impact of Department Structure Changes

Currently, the Faculty of Nursing is operating with 3 Department Chairs and one Program Coordinator with the following release:

<table>
<thead>
<tr>
<th>Chair 1 (Type 1):</th>
<th>6 course release</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair 2 (Type 3):</td>
<td>8 course release</td>
</tr>
<tr>
<td>Chair 3: (Type 3)</td>
<td>7 course release</td>
</tr>
<tr>
<td>Program Coordinator (Type 1):</td>
<td>6 course release</td>
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<tr>
<td>Program Coordinator (Type 3):</td>
<td>2 course release</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>29 course release</td>
</tr>
</tbody>
</table>

Under the new Faculty of Nursing Department structure, it is anticipated the Chair release will be 50% of workload – so across 5 chairs this means the following:

- If all 5 Chairs are Type 3s: 4 course release per chair for a total of 20 course release
- If all 5 Chairs are Type 1s: 3 course release per chair for a total of 15 course release.

Dependent on the Chair workload type – the maximum release would be 20 courses which is a reduction from the current state of 29 course release. With the reduction of at minimum 9 courses, the Faculty of Nursing would see a savings of $63,000 (9 courses x $7000).

Stipends for chairs is also a budgetary consideration. The Faculty of Nursing’s current chair stipend expenses is $21,250.

- DNS $7750,
- DPN $6750,
- DIESL $6750

Current Total $21,250

Projected stipends for proposed departmentalization

- Department of Nursing Foundations (DNF) $6750
- Department of Human Health and Science (DHHS) $6750
- Department of Health Systems and Sustainability (DHSS) $6750
- Department of Nursing Practice: $7250
- Department of Professional Nursing and Allied Health $6750

Projected total $34,250

Difference between current and projected stipend expenses = -$13,000

The cost savings of implementing the proposed new departmentalization model = $63,000 (course release savings) - $13,000 (additional stipend expenses) = $50,000
**Submission to** | General Faculties Council  
**Meeting Date** | 2020-02-10  
**Submitted by** | David McLaughlin, AVP Planning & Analysis and Registrar  
**Agenda Item** | Delegation of Curricular Approval  
**Resource Staff** | N/A  
**Action Requested** | For Approval  
**Recommendation/Motion** | BE IT RESOLVED THAT the GFC confirms the delegation of authority for course and program changes to faculty and schools councils as outlined in the existing policies Program Approvals and Changes, and Course Approval and Changes and their related procedures effective immediately.  
**Context and Background**  
In 2015 Academic Governance Council (AGC) approved two policies, C1010 Course Approvals and Changes, and C1020 Program Approvals and Changes, and corresponding procedures, which define the approval process for the creation and change to courses and programs at MacEwan. At that time, the institution was governed by Part 2 of the Post-Secondary Learning Act, and to comply with this legislation AGC created interim steps for the approval processes, adding approval at AGC to ensure compliance with the Act, until such time as the university was moved to Part 1 and delegation was permitted. This is outlined in the attached documentation that provides background for this decision and expectations once the university was moved to Part 1 of the Act. MacEwan was formally moved to Part 1 of the Act effective February 2019, providing clearer path to delegate the authority as envisaged in the 2015 policy documents.  
The related authorities in the Act, for reference, are Section 26 (1)  
(b) consider and make decisions on the reports of the faculty councils as to the programs of study in the faculties;  
(c) determine all programs of study to which clause (b) does not apply that are to be offered by the university for credit toward the requirements for any degree, diploma or certificate;  
GFC has authority for considering recommendations from faculties and school councils as to programs of study and course changes and can delegate such authority to its subsidiary bodies, such as Faculty and School Councils, which are standing committees of the GFC.  
**Summary**  
In 2015 the university created policies with the intention of placing authority for curricular matters in the Faculty and School Councils. However, due to uncertainty related to the delegation authority from the AGC vs. a GFC the university created a work-around interim process to maintain compliance with the legislation while giving Faculty and School Councils the de facto authority to approve all course decisions and all uncontested program changes. GFC is being asked to confirm the
original intention and to formally delegate authority to the Faculty and School Councils as is described in our existing policies which anticipated such a delegation.

It is the recommendation of the Registrar, supported by the Executive Committee of GFC, that GFC confirm this delegation of authority.

Additional considerations:

- The course and program of study change process is supported by a consultation process (see attachment) coordinated by Institutional Analysis and Planning and conducted in concert amongst curricular officers at the faculty and school level. These processes would continue.
- Where the Ministry requires GFC and Board approvals, such as for establishment of new programs, and termination of existing programs, decision-making would continue to lie with GFC and the Board.
- In instances where consultation leads to disagreement which cannot be negotiated by the Faculties and Schools, the relevant GFC standing committee responsible for curriculum would serve as decision-maker. Notably, in the past four years there has been no instance of dispute regarding the approval of any curricular change at a faculty or school since this process was created.
- Operational curricular processes are now facilitated in our curriculum management software CIM, which now houses master course syllabi as a permanent repository, and which feeds directly into the academic calendar.
- Where the existing policy and procedures implemented, courses and program of study changes would no longer appear on the GFC consent agenda, rather, a summary list would appear in faculty and school council annual reports to GFC for reference.
- Delegation of this responsibility reflects other institutions in Alberta and puts more power in the hands of Faculties and Schools at the local level. GFC rarely comments on curricular items appearing on the consent agenda as most meaningful analysis occurs at the local level and in consultation.
- Due to changes like the dissolution of APPC and creation of the Program and Curriculum Committee, and implementation of CIM, there is outdated wording in the policy and procedure documents which will need to be corrected. Review of the Program Approval and Changes policy and procedures is scheduled for 2020-2021, which would encompass corrections as well as any substantive changes.
<table>
<thead>
<tr>
<th>Implications</th>
<th>Discussed in previous section</th>
</tr>
</thead>
</table>
| Review History | • 2020-01-20 GFC Executive Committee Meeting  
• 2020-01-13 Provost’s Group Meeting |
| Next Steps | • If approved, it would be necessary to communicate with Faculties and Schools, as well as the Program and Curriculum Committee to ensure that all parties understand that we will cease adhering to the interim curriculum process and implement the process and policy.  
• If approved, the course and program changes will not be included in the GFC consent agenda. |
| Policy | • Course Approvals and Changes Policy  
• Course Approvals and Changes Procedures  
• Program Approvals and Changes  
• Program Approvals and Changes Procedures |
| FOIP | This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for Public distribution. |
| Attachment(s) | 1. 2015 briefing on rationale for delegation of authority  
2. Interim Process |
Interim Steps for the Implementation of C1010 and C1020 Procedures

The procedures for both C1010 and C1020 were approved at the May 22, 2015 meeting of AGC Executive Committee (motion numbers EC-01-05-22-2015 and EC-03-05-22-2015, respectively) contingent on the Ministry’s decision regarding the University’s pending business. These procedures delegate a significant amount of approval authority both to Faculty and School Councils and to Academic Planning and Priorities Committee (APPC) but AGC does not have the ability to delegate any of its decision-making capacities under its current placement in Part 2 of the Post-secondary Learning Act (PSLA). Regulation 219/2006 of the PSLA requires that AGC must make the final approval of all changes to programs and courses. It should be noted that the procedures align with the AGC Review Report (2014) recommendations D1 to D6 regarding delegation of authority.

The issue with delegation can be resolved by moving MacEwan University to Part 1 of the PSLA. The University’s request to do this was submitted to the Government of Alberta in July 2015; until this application is successful the C1010 and C1020 procedures are in conflict with the PSLA Regulation as the curricular approval authority still resides with AGC. AGC Executive Committee anticipated this conflict; in deliberating on the procedures the Committee recognized that a transition period was required before the procedures could be fully implemented but also wanted to provide direction to the University on the earlier stages of approval and so chose to approve the procedures contingent to placement in Part 1 of the PSLA.

To maintain compliance with Part 2 of the PSLA while also recognizing the conditionally adopted process of curricular decision-making at MacEwan it was decided that all mechanisms of approval described in the C1010 and C1020 procedures will be observed and that, where required, one additional step of final approval by AGC will be added. The AGC approval step will be managed through the consent agenda process and so have minimal impact on AGC workload yet still comply with legislative requirements.

The addition of approval at AGC is required only for the procedure processes contained in:

- **C1010-1**
  - Section 4.2.2 and Section 4.2.4 (Program Changes)

- **C1020-1**
  - Section 4.3.1 and Section 4.3.2 (Changes to Existing Credit Courses)
  - Section 4.4.1 and Section 4.4.2 (Approval of New Credit Courses)

In addition sections 4.3.3 and 4.4.3 of Procedure C1020 are not applicable during the interim period.

All other aspects of the procedures will be in effect and require no modifications. Flowcharts indicating the new processes are available through the portal at the IAP internal site. Once logged into the portal, access is available through Staff Home -> Departments -> Institutional Analysis and Planning.
C1020 Consultation Process

To address consultation requirements in C1020-1 §4.2, the following process for notification of new courses and course changes is supported by the Provost and the Deans.

**STEP 1: Notification**

The chair of each curriculum committee (or designate) notifies the Consultation Coordinator (Crystal Feys, IAP) of the addition or changes to an MCS in the OLS.

**STEP 2: Distribution**

Each week the Consultation Coordinator compiles a document identifying MCS under review by course number, title, and short description of changes/rationale, separated into new courses and course changes. This document is distributed to all curriculum committee chairs as well as designates from the OUR and IAP and posted on the internal IAP website. At this stage, the onus is on this group to further distribute this course list as appropriate, identify issues, and indicate an interest in consultation to the Consultation Coordinator within two weeks of the distribution date. If no interest in consultation is expressed within this two weeks period, then the MCS approval is internal to the Faculty or School.

**STEP 3: Consultation (If requested)**

If interest in consultation is expressed, the Consultation Coordinator notifies the chair of the Curriculum Committee which owns the MCS. The individuals requesting consultation are added to the consultation pool in the OLS and have an additional two weeks to complete the consultation (or any additional time mutually agreed to).

- If consultation resolves all issues, then the MCS approval is internal to the Faculty or School.
- If consultation does not resolve all issues during the consultation phase, then the MCS approval is deemed external to the Faculty or School and review and approval of the course will occur at APPC after internal procedures are followed in the originating faculty.

**STEP 4: AGC Approval**

Following required approvals in Step 2 or Step 3, final approval occurs at AGC.
1.0 POLICY STATEMENT

1.1 Grant MacEwan University keeps records of all credit and non-credit courses. Proposals for new courses or changes to existing courses must go through an approval process prior to implementation.

2.0 RATIONALE AND GUIDING PRINCIPLES

2.1 Maintaining the integrity of official course records, including accurate course codes, is essential to the operation of MacEwan University and beneficial to students, faculty, administrators, and external stakeholders.

2.2 The evolution of curricula and programs necessitates changes to existing courses and the creation of new courses.

2.3 Course review and approval processes encourage and support ongoing relevance and excellence in curricula.

2.4 Peer review and consultation are essential parts of curriculum development.

3.0 SCOPE

3.1 This policy applies to all courses offered by the University.

4.0 DEFINITIONS

Credit Course
Confers recognition (i.e. “credit”) that can be applied to the completion of a Ministry approved credential.

Non-credit Course
Normally for personal or professional development and may contribute to the completion of a Faculty/School approved credential.

Master Course Syllabus
A faculty designed and approved record containing the basic academic and administrative elements of credit courses offered at MacEwan University.

Course Code
An abbreviated representation of the discipline of the course and its relative place within a program.

5.0 POLICY ELEMENTS

5.1 Regulations

5.1.1 All new courses and all changes to existing courses must be reviewed and approved in accordance with the Course Approvals and Changes Procedures.

5.1.2 All active credit courses must have a Master Course Syllabus, which is regularly reviewed and updated by faculty.
5.1.3 All active credit courses must have a course code that conforms to the Course Approvals and Changes Procedures.

5.2 Roles and Responsibilities

5.2.1 The Provost and Vice President Academic is responsible for overall administration of this policy.

5.2.2 General Faculties Council (GFC) and/or its delegated bodies are responsible for the approval and review of all courses.

5.2.3 The Office of the University Registrar (OUR) is responsible for maintaining the integrity of official course records; creating, assigning, and recycling courses codes; designating operational suffixes; and, adding course information to the Academic Calendar.

5.2.4 Institutional Analysis and Planning (IAP) is responsible for supporting cross-functional consultation regarding new courses and changes to existing courses and advising Faculties and Schools regarding the approval process, including when changes constitute a program change pursuant to the Program Approvals and Changes policy.

6.0 ASSOCIATED PROCEDURES

- Course Approvals and Changes Procedures

7.0 RELATED POLICIES, FORMS, AND OTHER DOCUMENTS

- Program Approvals and Changes
- Course Outlines
- Required English Course
- Service Courses
- Internal Recognition of Credit Courses
- Continuing Education
- Co-operative Education
- Academic Freedom

8.0 ACCOUNTABILITY

Policy Sponsor
The Provost and Vice President Academic

Office of Administrative Responsibility
Academic Planning and Priorities Committee
9.0 HISTORY

Relevant Dates
Approved: 15.06.05
Effective: 15.07.01
Next Review: 20.06.05

Modification History
82.01.21: Approved 82.01.21 by Board motion 11-8-81/82. Recommended by Academic Council 82.01.12. Replaces Board policy 10.7 approved by Board motion 9-19-78/79.
84.04.19: Amended as recommended by Academic Council 84.04.03 and approved 84.04.19 by Board motion 11-10-83/84.
84.09.30: Titles updated.
90.02.22: Amended as recommended by Academic Council 90.02.06 and approved 90.02.22 by Board motion 16-9-89/90.
05.01.20: Amended as recommended by Academic Council 04.12.14 and approved 05.01.20 by Board motion 01-1-20-2004/05.
09.10.08: Terminology updated to reflect name change to Grant MacEwan University. Approved by Board motion 01-10-8-2009/10.
10.03.09: Revisions recommended by Academic Policies Committee, and approved by Academic Governance Council motion AGC-08-03-09-2010.
14.12.22: Updated to reflect current policy names and numbers, references to retired policies, and Related Policy listings.
15.06.05: Revisions recommended by Academic Governance Council Executive Committee, and approved by Academic Governance Council motion AGC-13-06-05-2015.
1.0 PURPOSE

1.1 To communicate the required procedures by which new courses and changes to existing courses are approved and credit courses are coded.

2.0 SCOPE

2.1 This procedure applies to the approval of new courses and changes to the existing courses.

3.0 DEFINITIONS

Refer to the policy.

4.0 PROCEDURES

4.1 New credit courses or changes to existing credit courses are documented in a Master Course Syllabus (MCS) and entered into a system maintained by the Office of the University Registrar (OUR) (e.g., currently, the OnLine Syllabus System or “OLS”).

4.2 The appropriate Faculty/School committee invites consultation (e.g., currently through use of the OLS) from other Faculties/School, Institutional Analysis and Planning (IAP) and the OUR. Consultation occurs for a specified period of time (e.g., 3 weeks) and is restricted to comments about duplication of course content or impact on programs of study outside the Faculty/School proposing the new course or the course change.

4.3 Changes to Existing Credit Courses

4.3.1 If no issues are identified during the consultation process, the approval process is determined at the Faculty/School level. The OUR is notified of approved course changes.

4.3.2 If issues arise during the consultation process, the Faculty/School Council recommends the course change to the Academic Planning and Priorities Committee (APPC) which approves the change and notifies the OUR.

4.3.3 General Faculties Council (GFC) receives course changes for information only.

4.4 Approval of New Credit Courses

4.4.1 If no issues or questions of jurisdiction are raised during the consultation process, the approval process is determined at the Faculty/School level. The OUR is notified of new approved courses.

4.4.2 If course duplication or questions of jurisdiction arise during the consultation process, the Faculty/School Council recommends the new course to APPC which approves the new course and notifies the OUR.

4.4.3 GFC receives new course proposals for information only.
4.5 Approval of Non-credit Courses

4.5.1 Non-credit course proposals for new courses and changes to existing courses, approved/signed by the dean, are submitted to the OUR.

4.6 Course numbering

4.6.1 When a credit course is created or changed, a code representing the course shall be presented and shall conform to the following guidelines.

4.6.2 The first four characters of the code shall be alphabetic characters which are a standard representation of the subject area or discipline of the course. In some cases there may be more than one appropriate subject or discipline code which is appropriate from which a single alphabetic code is selected.

4.6.3 The last three characters shall be numeric, with the first numeric characters indicating a balance of the course’s relative academic difficulty and place in the program, as normalized against a standard four-year undergraduate degree program.

4.6.4 Courses preparatory to post-secondary study will start with 0 as the first numeric character. The numeric values of 5 and above are reserved for post-baccalaureate courses, which may include pre-graduate studies.

4.6.5 The course code will uniquely identify this course from other courses in the department or discipline. Where all desired numeric values have previously been used, and an appropriate alternate alphabetic prefix value is not available, the OUR will recycle the oldest appropriate numeric value.

4.6.6 As required, the OUR may designate suffix codes additional to the above characters for strictly operational purposes, such as uniquely identifying section offerings or courses which span terms. Such coding shall be standardized and documented in the calendar and clearly state that this coding does not signify an academic difference between courses.

5.0 RELATED POLICIES, FORMS AND OTHER DOCUMENTS

- Course Approvals and Changes
- Course Outlines

6.0 ACCOUNTABILITY

Office of Administrative Responsibility
General Faculties Council Executive Committee
## 7.0 HISTORY

### Relevant Dates

- Approved: 15.05.22
- Effective: 15.07.01
- Next Review: 20.05.22

### Modification History

15.05.22: Created to separate procedures from policy. Approved by Academic Governance Council Executive Committee motion EC-03-05-22-2015.

1.0 POLICY

Proposals for new programs or changes to existing programs must go through an approval process prior to implementation and must align with Grant MacEwan University’s strategic direction.

2.0 RATIONALE AND PRINCIPLES

2.1 *The Post-secondary Learning Act* gives the Minister the authority to approve proposals to establish, extend, expand, reduce, suspend, terminate or transfer post-secondary programs.

2.2 Program planning is a collaborative, multi-faceted process that involves consultation with stakeholders. University review and recommendation bodies will conduct their work expeditiously to accommodate the time-sensitive nature of proposal development and program implementation.

2.3 Peer review is an essential component of program and curriculum development. Critique and advice from faculty members and external academic experts supports high quality standards.

3.0 SCOPE AND DEFINITIONS

3.1 This policy applies to programs that have Ministry approved credentials.

3.2 An academic program is an organized activity which upon successful completion leads to the award of a credential authorized by a legally approved accrediting body or government, as the case may be.

4.0 REGULATIONS

4.1 Responsibility

4.1.1 The Provost and Vice President Academic is responsible for overall administration of this policy.

4.2.1 The Office of the University Registrar is responsible for publishing academic programs in the university calendar for the intake year in which the calendar applies.

4.3.1 The Provost and Vice President Academic authorizes program intake and implementation following receipt of Ministry approval.
5.0 PROGRAM APPROVALS AND CHANGES PROCESS

5.1 All new programs or changes to existing programs must go through an approval process as outlined in Procedures C1010-1.
FACT SHEET

DATES:
Approval 2014.06.10
Review 2019.06

SOURCE:
84.09.30  Titles updated.
2003.02.01 Terminology and format updated – “GMC” changed to “Grant MacEwan University” and “Alberta Advanced Education” changed to “Alberta Learning”.
2003.12.18 Policy updated for clarity approved by Board motion 01-12-18-2003/04 as recommended by Academic Council motion 03-11-18-07 and was endorsed by Executive Committee.
2008.02.14 Policy revised and update approved by Board motion 01-2-14-2007/08 as recommended by Academic Council motion 07-12-11-03 and was endorsed by Executive Committee.
2009.10.08 Terminology updated to reflect name change to Grant MacEwan University. Approved by Board motion 01-10-8-2009/10.
2010.12.21 Related policy numbers updated to reflect changes to E Policy Taxonomy.
2014.06.10 Amended as recommended by Academic Policies Committee, and approved by Academic Governance Council motion AGC-05-06-10-2014.
2014.10.28 Terminology updated to reflect housekeeping and textual changes, and approved by Academic Governance Council motion AGC-04-10-28-2014.
2014.12.22 Updated to reflect current policy names and numbers, references to retired policies, and Related Policy listings.

RELATED POLICIES:
C1005 Credentials
Grant MacEwan University
Policy Manual

Program Approvals and Changes  C1010

C1020 Course Approvals and Changes
C1030 Required English Course
C1050 Service Courses
C1065 Internal Recognition of Credit Courses
C2000 Subsequent Baccalaureate Credential
C2015 Continuing Education
C2065 Co-operative Education
C2075 Program Time Limits
C2100 Graduation
C3010 Academic Program Review
C3020 Academic Advisory Councils
C3030 Student Program Advisory Committees
C5010 Admissions
C5054 Academic Freedom

RELATED PROCEDURES:
C1010-1 Program Approvals and Changes Procedures

IMPLEMENTATION DATE: July 1, 2014
1.0 PURPOSE

1.1 To communicate the required procedures by which a new program or program change is approved.

2.0 SCOPE

2.1 This procedure applies to all Ministry approved programs.

3.0 DEFINITIONS

Letter of Intent
A short briefing document (e.g., five pages or less) that provides a description of the proposed program (or new major in an existing degree program), the program learning outcomes, demand for the program, the enrolment plan, placement of the program within Alberta’s post-secondary system, and the budget plan.

PAPRS templates
Provided by the Ministry and facilitate the recording of new programs and program changes in the Ministry’s Provider and Program Registry System (PAPRS).

4.0 PROCEDURES

4.1 New Programs (including new majors in existing degree programs)

4.1.1 A letter of intent is developed by the department in consultation with Institutional Analysis and Planning (IAP) and forwarded to the dean. If the letter of intent is endorsed by the dean it is forwarded to the Provost and Vice President Academic for review.

4.1.2 If the Provost and Vice President Academic endorses the letter of intent, it is forwarded to the Board of Governors (the Board) for review.

4.1.3 If the Board supports the proposed program development, the Provost and Vice President Academic communicates this to the dean who, in collaboration with the chair of the department, faculty members in the program area, and other stakeholders, develops a proposal using the appropriate PAPRS templates. During this program development process, there shall be ongoing consultation with IAP and the Office of the University Registrar (OUR) which will advise on alignment with other programs already offered at the University and program adherence to University and Ministry policy. In the event of unresolved issues, these shall be referred to the Provost and Vice President Academic for consideration.

4.1.3.1 New Degree Proposal Templates Part A: System Coordination Review and Part B: Campus Alberta Quality Council (CAQC) Review are used for proposing new degrees and new majors in existing degrees.

4.1.3.2 The PAPRS proposal template for new diplomas, certificates, and non-credential programs is used for non-degree programs.

4.1.4 Faculty/School Council reviews and recommends the proposal after review and recommendation from the relevant authorized committee(s) (such as the Curriculum Committee) as appropriate.
4.1.5 The dean signs and submits the Admission Criteria Review Form to Committee on Admissions and Transfer (CAT) and forwards the program proposal to Academic Planning and Priorities Committee (APPC).

4.1.5.1 CAT recommends and forwards the admission criteria to General Faculties Council (GFC) for approval.

4.1.5.2 APPC recommends and forwards the proposal to GFC for approval.

4.1.5.3 The recommendations by CAT (4.1.5.1) and APPC (4.1.5.2) must be available for review and approval by GFC as a package.

4.1.6 GFC reviews and approves the program proposal and the admission criteria. GFC notifies the dean who amends the proposal and updates the admission criteria to reflect the decisions of GFC, as required.

4.1.7 The dean forwards the proposal to the Provost and Vice President Academic.

4.1.8 The proposal is entered into the provincial approval process.

4.2 Program Changes (excluding suspensions and terminations)

4.2.1 When a program change is considered, consultation will occur with IAP and OUR who advise on impact to programming outside the Faculty or School proposing the change. Unresolved issues will be referred to the Provost and Vice President Academic for consideration.

4.2.2 Where the process in 4.2.1 determines that the program changes do not have impact beyond the Faculty/School sponsoring the change, Faculty/School Council reviews and approves the program changes.

4.2.3 Where the process in 4.2.1 determines that the program changes do have impact beyond the Faculty/School sponsoring the change, Faculty/School Council reviews and recommends to APPC.

4.2.4 APPC reviews and approves all program change recommendations received pursuant to 4.2.3.

4.2.5 Where necessary, approved program changes are sent to the Provost and Vice President Academic and entered into the provincial approval process.

4.2.5.1 The PAPRS name change template is used for proposing program name changes. If a program name change involves a degree program, it may be forwarded to CAQC for review.

4.2.5.2 The PAPRS program load change template is used for proposing load changes to a major, program length, terms, instructional credits/hours and practicum credits/hours. For degree programs, substantive changes to curriculum resulting in load changes may require referral to CAQC.
4.2.5.3 Although new honours streams do not require Ministry approval, CAQC requests notification prior to implementation.

4.2.5.4 New minors do not require Ministry or CAQC approval. Deans advise about new minors in conjunction with annual reporting to CAQC.

Program changes approved by the Faculty/School Council are included in Faculty/School Council’s annual report to GFC.

Program changes approved by APPC are included in APPC’s annual report to GFC.

4.3 Upon approval of program changes (not including suspension or termination) the chair or dean will notify the OUR, which will issue an official notice of change to active program students, as required.

4.4 Program Suspensions, Terminations and Reactivations

4.4.1 Program suspension, termination and reactivation proposals supported by a dean are prepared using the appropriate PAPRS template.

4.4.2 Faculty/School Council reviews and recommends the proposal to APPC after review and recommendation from the relevant authorized committee(s) (such as the curriculum committee) as appropriate.

4.4.3 APPC reviews and recommends the proposal to GFC.

4.4.4 GFC reviews and approves proposals for program suspensions and reactivations. Following GFC approval, all program suspensions and reactivations are forwarded to the Provost and Vice President Academic and entered into the provincial approval process.

4.4.5 GFC receives, reviews and recommends all program terminations to the Board. Following Board review and approval, program terminations are forwarded to the Provost and entered into the provincial approval process.

4.4.6 In cases where a program will be suspended and/or terminated, the University will honour its commitment to active program students for a designated period of time as outlined in the proposal. Program suspension proposals will include a plan to allow active program students to complete their programs of study.

4.5 The University will not be liable for any loss, damage or other expense due to changes made to Programs of Study.

5.0 RELATED POLICIES, FORMS AND OTHER DOCUMENTS

- Program Approvals and Changes
6.0 ACCOUNTABILITY

Office of Administrative Responsibility
General Faculties Council Executive Committee

7.0 HISTORY

Relevant Dates
Approved: 15.05.22
Effective: 15.07.01
Next Review: 20.05.22

Modification History
15.05.22: Created to separate procedures from policy. Approved by Academic Governance Council Executive Committee motion EC-01-05-22-2015.
**Agenda Item**

Elections Process for the General Faculties Council

- **Resource Staff**: Bronwyn Snefjella, GFC Governance Officer
- **Action Requested**: For Approval

**Recommendation/Motion**

BE IT RESOLVED THAT the General Faculties Council approve the proposed draft election process for elections to populate the General Faculties Council for the Academic Year 2020-2021.

****

Should the above motion fail, the GFC may wish to consider the following motion to allow interim planning.

BE IT RESOLVED THAT the General Faculties Council confirms Faculty and School Councils shall elect to the GFC representatives defined in section 23(b) of Post-Secondary Learning Act for the Academic Year 2020-2021 as provided for in section 24(1) of the Act.

**Context and Background**

- The GFC approved revised membership on November 25, 2019, effective September 2020.
- GFC can now consider related processes to staff both the GFC and (eventually) its standing committees.
- While a final version of such processes would ultimately appear in revised GFC Bylaws, or related procedures, draft election procedures are being presented to the GFC now due to the desire of Faculty and School Councils for electing their GFC representatives. Most faculties and schools hold elections in the spring and there is a good possibility of dovetailing these processes.
- GFC will also be consulted on the number, makeup, and membership of its standing committees.

**Summary**

- The proposed process provides a more integrated approach between the GFC and Faculty and School Council, and between the GFC and its standing committees, with the intent of supporting better integrated academic governance overall.
- The proposed process can be conceptualized at two levels, each with two parts:
  1) a) election of academic staff to the GFC; and b) appointment of additional academic staff to the GFC; and
  2) a) election of GFC members to the GFC standing committees; and b) appointment of non-GFC academic staff to remaining positions on GFC standing committees.
Considerations and Interdependencies

- In the past, the AGC Secretariat coordinated the election of academic staff without involving Faculty and School Councils. The membership of AGC standing committees did not overlap with AGC membership. The past approach allowed staffing of the GFC and its standing committees in one centrally administered round, with subsequent appointments by AGC Executive as needed. It is anticipated that the process has to be more complex.

- Benchmarking did not yield information about how Faculty and School Councils elect their members to the GFC at other institutions. This suggests local-level responsibility for elections to the GFC itself. However, each institution did have principles, direction, or procedures for the nomination and election of GFC members to GFC standing committees.

- If Faculty and School Councils dovetail GFC elections into processes to elect representatives to their internal committees, it could limit election fatigue (past competition between internal and AGC elections) and allow faculty to plan their service activities in a more organized manner.

- The Marshall Report recommends splitting membership of standing committees between GFC and non-GFC members. The most logistically complex and “unknown” issue with respect to elections and nominations at this point is how non-GFC members serving on GFC standing committees will be staffed. For this reason, the recommended procedures include a tertiary recruitment and appointment process for members of standing committees of the GFC who themselves are not GFC members.

- If GFC standing committees continue to include one representative from each faculty and school. This would make the positions easily electable, but would significantly increase the size of committees, exhaust members from smaller faculties and schools, or indicate less GFC members on standing committees out of line with Marshall’s recommendation. Another alternative would be to almost entirely staff GFC standing committees with GFC members to avoid additional recruitment and appointment.

- It is likely that further procedural detail will need to be developed following elections based on what we learn this year.

- GFC will need to revise procedures for the reapportionment of electable academic staff positions, but it is not an immediate need.

- In addition to the attached draft election process which GFC is requested to consider for approval, the secretariat has provided a list of assumptions underpinning the process, and questions, to help frame discussion. If GFC is not comfortable approving the draft election process at this juncture, it is requested in the alternative that the GFC approves a motion to confirm the election of members to the GFC from Faculty and School Councils, as this first part of the
process is the most clear and aligns with authorities of Faculty and School Councils under the PSLA.

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<tr>
<th>Implications</th>
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<tr>
<td>• If approved, the procedure would provide guidance for significant work to elect and appoint members to GFC and its committees in spring/summer 2020.</td>
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<td>• If approved, it is anticipated further refinements may be made before final revised Bylaws/Procedures are approved by GFC, based on any further issues or process improvements identified while implementing.</td>
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<td>• If not approved, a suggested motion to at least confirm the election of Faculty and School Council representatives is provided to allow short-term planning.</td>
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<td>• If not approved now, GFC Executive would bring back a revised process to GFC for approval on April 6, 2020, based on feedback gathered.</td>
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<tr>
<td>• GFC Executive Committee</td>
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<td>• Informal consultation with governance officers at Faculty and School level</td>
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<tr>
<td>• Confirmation of apportionment of elected members</td>
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<td>• Communication and coordination with Faculty and School Councils</td>
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<td>• The Secretariat and Executive Committee can still provide support and advice to the local level to support the implementation.</td>
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<td>• Continued work on standing committees including revised membership, which would be needed to populate with GFC and non-GFC academic staff members.</td>
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<th>Attachment(s)</th>
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<tr>
<td>1. Draft election process (seeking approval)</td>
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<td>2. List of underlying assumptions and questions.</td>
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<td>3. Extract of the relevant PSLA provisions, for reference.</td>
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Draft GFC Elections Process for 2020

General:

GFC Executive Committee as Nominations Committee

- The GFC Executive Committee serves as the nominations committee of the GFC, supporting nominations processes and ensuring the replenishment of GFC standing committee membership.

Faculty and School Councils Elect Members

- As per Post-Secondary Learning Act section 24(1), Faculty Councils and School Councils may elect representatives from the full-time members of the academic staff serving in the faculty or school, who will comprise GFC members under 23 (b). As per the Post-Secondary Learning Act, the elected positions must be, as far as possible, distributed proportionally to reflect the number of academic staff in each faculty and school.
- Any person holding an academic staff appointment, including members seconded out of scope, may nominate and seek election to a seat on the General Faculties Council, unless they hold ex-officio membership or a separate appointment under PSLA 5.23 (d) [Motion GFC-13-11-25-2019].

“Additional Members” Who are Academic staff

- Academic staff who comprise a portion of the “additional members” under 24(1) (d), appointed under section 25 by the statutory membership of the GFC defined in 24(1) (a), (b) and (c), shall be recruited through a separate call for nominations prepared by GFC Executive Committee with support from the secretariat and will be recommended to the General Faculties Council as a slate for appointment.
- For academic staff who are not members of a faculty, school, or the library, and who therefore cannot be elected by a Council, a separate nomination and (where viable) election process, will be prepared by GFC Executive Committee with support from the secretariat.

Process for Populating the General Faculties Council:

- No later than March 1 each year, the secretariat will advise each faculty and school of positions due for election based on current appointment. Elected terms are normally three years, but the Faculty and School Council may elect for terms of one or two years in some cases, to provide for overlapping terms of office for the representatives.
- Academic staff representatives to the GFC shall be elected by their respective Faculty and School Councils no later than May 1 of the preceding academic year.
- Eligible individuals may nominate themselves or be nominated by another member of the academic staff. A good practice when nominating a colleague is to first advise them and confirm they would be willing to serve if elected.
Faculty and School Councils may hold electronic elections or elections from the floor of Council as is a typical practice in that faculty or school. Though processes may vary based on the norms of the faculty or school, they should reflect principles of administrative fairness such as avoidance of real or perceived bias in the process, clarity and transparency in conducting the election process, equality of opportunity to participate amongst academic staff, and providing adequate time for nominations and voting (no less than one week for nominations; and, one week for voting if using an electronic ballot).

Election processes in faculties and schools will include solicitation of statements of interest from candidates in written form, or spoken from the floor, as appropriate.

If a member elected to the GFC becomes unable to fulfil the responsibilities of the position to which they were elected, the person on the original ballot with the next highest number of votes would normally be asked to fill the vacancy. If that were not possible, it would be necessary for the Faculty or School Council to elect a replacement GFC member.

Populating GFC Standing Committees:

1. *Positions on GFC Committees Held by GFC Members*

   - The normal length of a term on a GFC standing committee shall be until the member’s role on GFC ceases or is to be reelected, i.e., up to three years. However, shorter terms of one or two years may be recommended by the GFC Executive Committee to provide overlapping terms of membership.
   - The normal expectation for academic staff serving on GFC is to also serve on at least one standing committee of the GFC during their term.
   - After the election of members to the GFC, a nomination and election process to elect members of the GFC to its standing committees shall be conducted by the secretariat. This process shall normally be completed through a request for nominations and electronic ballot distributed to the GFC membership.
   - For any position for which there are more nominees than vacancies, an electronic vote of members will occur.
   - In the event there is only one nominee for a given role, it will be deemed elected by acclamation.
   - If there are insufficient candidates for any given position on a standing committee, GFC Executive Committee will undertake an additional process to identify, recruit, and appoint appropriate GFC members to fill the vacant positions. The Executive Committee may opt to seek to fill vacant positions by taking nominations from the floor of the GFC.
   - If the person(s) originally elected by the GFC becomes unable to fulfil the responsibilities of the position to which they were elected, the person on the original ballot with the
next highest number of votes would normally be asked to fill the vacancy. If that were not possible, the GFC Executive Committee would undertake a process to recruit and appoint a replacement GFC member to that standing committee.

2. Positions on GFC Standing Committees for Academic Staff-at-Large

- In addition to members derived from the GFC membership, standing committees of the GFC may include positions for academic staff members who are not current GFC members. Where such positions exist, they will be defined in the terms of reference of the relevant committee. The normal length of a term on a GFC standing committee for an academic staff member who is not also a member of the GFC shall be two years. However, longer or shorter terms may be recommended by the GFC Executive Committee to provide overlapping terms of membership.
- In the instance that a given GFC standing committee requires a representative from each faculty and school other than those serving on the GFC, the nominations and election process conducted by Faculty and School Councils may be used to elect individuals interested in serving on that GFC standing committee.
- In cases where it is not possible to elect such members (typically due to membership requirement which do not align with “one representative per faculty or school”) staffing such positions shall normally be accomplished through a separate call for nominations, prepared by the GFC Executive Committee and supported by the secretariat. If there is a requirement for academic staff with a specific skill set, or from a certain academic unit, this will be specified. As with positions on the GFC, a brief statement of interest will be required of candidates.
- Once a call for nominations has been made and statements of interest received, the GFC Executive Committee will review and recommend to the GFC a slate of appointments to fill additional membership on its standing committees. This slate may be provided in the form of an electronic ballot. Requirements to replace academic staff members-at-large occurring outside the regular election schedule may be appointed by the GFC Executive Committee and reported to the GFC at the next regular meeting.
- In recommending members to fill any positions on GFC standing committees not reserved for current GFC members, the following principles shall apply:
  - In general, such positions will be used to provide a diverse representation. This may include representation for faculties or schools not significantly represented on the committee, equity considerations, providing developmental opportunities or experienced perspectives, and diversity amongst types of faculty positions.
  - Such positions may be staffed with consideration of service experience and other knowledge which would be of particular value to the committee. In some cases,
members with specific experience or current service at the faculty or school level may be requested.

Review of Apportionment Ratios

- No less than every two years, the GFC Executive Committee shall review the number and distribution of elected academic staff positions based on any changes in a) ex-officio membership and b) the number of academic staff in each faculty and school, and reappoint those elected academic staff positions based on any changes.
- Recognizing that academic staff typically commence employment on July 1 of a given year, the GFC Executive Committee will normally review apportionment in the first semester of a new academic year, so that the most recent faculty complement numbers are in effect when elections take place during the following winter/spring term. Reapportionment review must not take place later than February 1 of a given year, to allow adequate time for elections to be planned at the faculty and school level.
- Academic Governance Council Reapportionment Procedure B-3000-1, Article 3.3.1, provides a formula by which reapportionment ratios will be determined. This formula shall continue to be applied until such time as the Procedures are amended or rescinded.

Other

- Elected individuals may serve more than one term through reelection.
- In case of a resignation from the GFC, the GFC Executive Committee will liaise with the faculty or school in order to provide for the election of a replacement member for a portion of, or the remainder of, a term (by-election).
- Persons on leave normally do not serve on the GFC and would resign their position.

Commented [857]: Further definition will be required to specify the mathematical formula used to round positions and allot them, however for the interim period, we can move forward with the apportionment determined in 2019.
Assumptions and Questions for Discussion on GFC Elections Process

Assumptions

a) The portions of the procedures which call for 1) elections of representatives to the GFC from the Faculties and Schools are not controversial and can be implemented in 2020.

b) The portions of the procedures which would lead for the second round of nominations amongst GFC members to serve on standing committees of the GFC, and subsequent vote by the membership (likely over the summer, by electronic ballot) are not controversial, and can be implemented in 2020.

c) The portions of the procedures which call for a separate call for nominations to staff the seven additional academic staff members (one each per faculty, school, and the library) to the GFC are a complexity but can be managed through GFC Executive and simplified via a slate for an appointment. These additional members will be needed to populate GFC standing committees, if such committees are to be primarily, or entirely, comprised of GFC members.

d) A further election to populate remaining non-GFC positions on standing committees is not desirable from a logistical, timing, or election-fatigue perspective, though it is desirable from a democratic perspective. Therefore, another separate nominations and appointment process will be needed for these positions. The scope of this process will depend on the final makeup of GFC standing committees, however, having process provisions will allow the GFC to respond to the contingency.

e) The overall increased complexity of the process will be mitigated by 1) some positions being appointments, and possible delegation of carriage of those processes to the GFC Executive Committee, with a reporting mechanism to GFC; and, 2) by overlapping terms which mean that only a portion of positions on the GFC and its standing committees will need to be repopulated each year.

f) The secretariat will experience more complexity and workload related to tracking GFC and standing committee terms and population.

g) The GFC Executive can and should take on a role in identifying, recruiting and nominating non-GFC academic staff serving on standing committees. These could be presented to GFC as a slate, to obtain GFC involvement and assent; or, in the future, this responsibility could be devolved in its entirety, to the GFC Executive Committee.
h) The principle of 50% GFC members and 50% other academic staff originally discussed by the GFC Executive Committee as a basis for membership on standing committees is not tenable. Individual standing committees will have different make-ups and generally GFC members will make up the larger proportion of academic staff members.

i) The GFC Executive Committee will be composed of the faculty co-Chairs of the various standing committees.

j) GFC election activities will span into the spring and summer under this process, including, most likely, an electronic vote for electing GFC members to standing committees.

k) Most GFC standing committees will no longer have representation from each faculty-school (i.e. we will move away from the “one presentative per faculty and school” on each standing committee). It is possible other mechanisms will need to be reviewed and enhanced to make up for this change (ex. better consultation with Faculty and School Councils).

l) Marshall recommends standing committees between 8 and 15 members. Standing committee size must remain manageably small, to avoid the necessity of expanding GFC membership to have enough GFC members to populate its committees.

m) The existing AGC Apportionment Procedures can exist in a defunct/limbo state until Bylaws are revised as there is no immediate need to reapportion GFC given a normal space of three years between reapportionment per past procedures and the fact that our number of ex-officios has not changed this past year.

Questions

- Is the GFC comfortable enough with these draft terms to approve now, for the use this spring and summer? Knowing that there will likely be emergent process hurdles, can we agree that this process would be amended based on lessons learned (design-approach to process development using prototype)?

- What is GFC’s tolerance/appetite for appointments by the GFC Executive Committee, vs. the Executive Committee recommending to the GFC?

- Are we ready to move forward with elections from Faculty and School Councils, and elections from the GFC membership to GFC standing committees?
Excerpts from the Post-Secondary Learning Act relevant to Elections

Composition of general faculties council

23 Each university must have a general faculties council consisting of

(a) the following persons who are members by virtue of their offices:

(i) the president, who is the chair;

(ii) the vice-presidents;

(iii) the dean of each faculty;

(iv) the director of each school;

(v) the chief librarian, or if none, the officer performing comparable functions;

(vi) the director of extension, or if none, the officer performing comparable functions;

(vii) the registrar;

(b) the members elected under section 24(1) to represent the faculties and the schools that have school councils;

(c) the following student members:

(i) 2 students appointed by the council of the students association;

(ii) if there is a graduate students association, one student appointed by the council of the association;

(d) the members appointed from the staff and students of the university under section 25. 2003 cP-19.5 s23;2018 c19 s10

Elected members

24 (1) The faculty council of each faculty and the school council of each school that has a school council may elect from the full-time members of the academic staff of the faculty or school the number of members to the general faculties council that may be assigned to it pursuant to subsection (2).

(2) The general faculties council from time to time

(a) shall establish the total number of elected members to be on the general faculties council, which shall be twice the number of persons who are members of the general faculties council by virtue of their offices, and

(b) shall determine and assign to each faculty and school the number of members that may be elected by that faculty or school, which so far as is reasonably possible shall be in the same proportion to the total number of elected members as the number of full-time members of the academic staff of the faculty or school is to the total number of full-time members of the academic staff of all the faculties and schools.
(3) A member elected under subsection (1) holds office for a term of 3 years or until the member’s successor is elected.

(4) Notwithstanding subsection (3), a member elected under subsection (1) ceases to hold office if the member ceases to be a full-time member of the academic staff of the faculty or school.

(5) Notwithstanding subsection (3), a faculty council or school council
   
   (a) shall, as circumstances require, elect members to hold office for one-year or 2-year terms so as to provide overlapping terms of office for the representatives of the faculty or school, and

   (b) may, when a member ceases to hold office before the expiry of that member’s term of office, elect a new member to hold office for the remainder of the unexpired term

Additional members

25 The members of the general faculties council referred to in section 23(a), (b) and (c) shall appoint the members referred to in section 23(d) from the staff and students of the university, in the number and for the terms of office that the elected and student members and persons who are members by virtue of their offices determine.
<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Standing Committees of the GFC - Update</th>
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<tr>
<td>Resource Staff</td>
<td>• Bronwyn Snefjella, Governance Officer, GFC</td>
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<tr>
<td>Action Requested</td>
<td>For <strong>Discussion</strong></td>
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<tr>
<td>Recommendation/Motion</td>
<td>The following information is provided in order to update the GFC and seek an early consultative feedback.</td>
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**Context and Background**

- The standing committees of GFC are the most complex part of the GFC in terms of breadth, due to the range of issues and the amount of benchmarking, consultation, and alignment required to structure them.
- A sub-task team of GFC Executive Committee and the governance officer are now looking at the configuration of the GFC standing committees with the aim of re-developing the GFC standing committee architecture.
- Work on this part of the GFC project commenced in late November 2019, and will take up much of the Winter semester, into the spring/summer, as there are a range of deliverables. It is important to complete this aspect of the GFC project so that in Fall 2020, we have a functioning slate of committees, populated based on renewed GFC nominations and election processes.
- There are several Marshall Report items which relate to standing committees, and so completion of a renewed standing committee framework also would represent a significant step towards fulfilling those recommendations.

**Summary**

- The GFC Governance Officer, and supports from other areas, have begun the process of benchmarking various GFC standing committees at other Alberta universities, in some cases drawing on review of institutions outside Alberta. This provides insight into how other institutions have organized bodies under GFC and in some cases delegated authorities. The attached organizational chart (“committee architecture”) is a working document we are using to help conceptualize the possible structures.
- The draft committee architecture is provided so that GFC members can get a sense of how the Committees could develop and the possible scope of standing committee structures related to the GFC. It is not inconsistent with past AGC structures, in fact elements from past terms of reference can be adopted wholesale. However, there are some new draft proposed elements, for example, a Committee on Teaching and Learning, and grouping committee responsibilities in different ways.
- This briefing is also accompanied by two draft sample “mandate in principle” templates. As benchmarking continues, new elements are being added to these “mandate in principle” documents related to core role of the committee, membership, rationale, and interdependencies to help organize and structure the information. These documents will be used to create final terms of
The goal is to have a complete set for GFC review and feedback before finalizing the draft architecture and terms of reference.

- Initial thinking from the task-team of GFC Executive members now working on standing committee issues is that the number of GFC standing committees should be contained to as few as possible, and that likewise membership should be carefully constructed.

- Membership on GFC standing committees will likely vary, however, it will be critical to have 1) ex-officio administrative members who have portfolio interest in the committee themes, and 2) primarily GFC members serving on the standing committees to create better integration in GFC activities.

- Most of the committees would have a relationship to authorities listed in the PSLA and functions of the GFC as per Marshall’s recommendation. Importantly, it’s not necessary to have a committee for each subject matter area identified in the PSLA – they can be combined, addressed in policy (as with our new appeals approach), or left undefined as the responsibility would reside with GFC. Also, it’s not uncommon for GFCs to have standing committees which are under the general authority of the GFC for academic matters, such as committees on scholarship or teaching, which are common elsewhere.

- In some cases, GFC may delegate authority to make decisions altogether – for example, the delegation of decision-making for courses and changes to programs of study to Faculty and School Councils. In many cases, however, standing committees would work on issues and give advice to the GFC in the form of recommendations.

- With respect to the procedures of the GFC committees, the Governance Officer recommends the development of common procedural terms of reference for all standing committees which share common elements such as: statement of accountability, quorum, voting, terms of office, operations of the committee, and responsibilities of members. These would be developed separate from the “mandates in principle” and then joined together to form final terms of reference for GFC approval.

- Due to dissolution of several former AGC committees and the lag in committee functions in 2019-2020 for those committees which currently exist, it will be important for the new committees to reengage academic governance by taking up meaningful work again.

**Implications**
- Once completed, the establishment of standing committees will represent a significant aspect of the work associated with implementing the Marshall Report and provide a structure which the GFC can delegate to and seek recommendations from.

**Review History**
- NA

**Next Steps**
- February – continued benchmarking and development of “mandates in principle”
<table>
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<tr>
<th>Briefing Note</th>
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<tr>
<td>• February-March – consultation with existing GFC standing committees for mandates-in-principle which relate to their current functions, consultation with administrators with related portfolios, possibly holding a workshop</td>
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<td>• April – return complete set of mandates-in-principle to GFC for consultation</td>
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<td>• June – return final terms of reference to GFC for approval</td>
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<tr>
<td>1. Draft GFC committee architecture</td>
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<tr>
<td>2. Additional analysis and background information, including assumptions, relevant Marshall Report recommendations, update on work/analysis with respect to specific committees or subjects.</td>
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LIVE DRAFT V 3.0 GFC COMMITTEE FRAMEWORK 2019-2020

General Faculties Council

- GFC Agenda
- Approval of procedures, recommendation of policies
- Nominations

Executive Committee

Admissions and Transfer (Standards)
- Admission Criteria
- Transfer
- Other issues related to standards

Curriculum Coordination and Program Planning
- Cross-faculty curriculum issues
- Review of and recommendation to GFC of program proposals and terminations
- Issues related to calendar and schedule

Quality Assurance (?)
- Review of and recommendation to GFC of program reviews
- Possible sub-committee of Curriculum and Academic Planning

Academic Planning
- Advisory academic input into ISP, CIP, and other Board mandate areas

Research and Scholarship
- Strategic planning related to research (advisory)
- Research awards

Teaching and Learning
- Insight and advice related to teaching, learning spaces, and learning tech
- Distinguished Teaching Awards
- Faculty Dev Funding

Convocation (?)
- Existing draft ToR from OUR
- Sub standing committee due to scope?

Council on Student Affairs
- Est. under PSLA S. 32 (1)
- Insight and advice related to student experience including student services
- Student awards/bursary policy

School of Continuing Education Council

Arts and Science Faculty Council

Nursing Faculty Council

Health and Community Studies Faculty Council

School of Business Council

Fine Arts and Communication Faculty Council

Library Council
- Equivalent to Faculty/School Councils

Research Ethics Board
- Arm’s length

Animal Research Ethics Board
- Arm’s length
Additional Background on GFC Standing Committees Work

1. Assumptions & Questions related to standing committees
2. Relevant Marshall Report recommendations
3. Updates on the current state of work on draft committees

1. Assumptions and Questions

Assumptions

a) The principle of 50% GFC members and 50% other academic staff originally discussed by the GFC Executive Committee as a basis for membership on standing committees is not tenable. Individual standing committees will have different make-ups and generally GFC members will make up the larger proportion of academic staff members. This would be in line with Marshall’s recommendations.

b) GFC Executive Committee will be composed of the faculty co-Chairs of the various standing committees.

c) Most GFC standing committees will no longer have representation from each faculty-school (i.e. we will move away from the “one presentative per faculty and school” on each standing committee). It is possible other mechanisms will need to be reviewed and enhanced to make up for this change (ex. better consultation with Faculty and School Councils)

d) Marshall recommends standing committees between 8 and 15 members. Standing committee sized must remain manageably small, to avoid the necessity of expanding GFC membership to have enough GFC members to populate committees.

e) The overall number of committees should be limited, and the number of members on each committee should also be limited, given staffing from the GFC. Members will need to serve on standing committees, and so the more committees and larger the membership, the heavier the service requirements on GFC members.

f) Some committees may require less GFC members, or members appointed based on specialized knowledge or other considerations. It is unlikely these positions would be electable, even those who are additional academic staff.
Standing committees would largely represent the authorities (per the PSLA) and the functions of the GFC, but it is not necessary to have a committee for each. Some areas of authority are of less interest (examiners) than others (programs).

Questions

- Is GFC open to staffing some standing committees entirely from GFC membership?

- If standing committees continue to have non-GFC academic staff as members in some or all cases, is GFC comfortable moving away from the principle of one (1) representative per faculty/school on standing committees?
  
  o For example, Marshall recommends staffing Executive Committee with the co-Chairs of all the other standing committees.
  
  o Also, if we did continue to have some non-GFC academic staff members on standing committees might we move away from staffing based on faculty/school representation to recruiting people with certain expertise.

- Relating back to how membership on standing committees is elected/appointed, what is GFC’s tolerance for GFC Executive Committee appointing versus GFC appointing members?

- Options for the committee structure include some variability – i.e. areas of GFC responsibility under the PSLA can be combined in different ways. Do GFC members have any early thinking or insights based on the draft architecture?


**MR6.** To review the current AGC Standing Committees with the following considerations:

a) That standing committees reflect the operating functions and the ‘statutory’ powers of the GFC.

b) That GFC standing committees consider contemporary trends (expectations) in academic governance in the design of standing committees.

**MR7.** All GFC standing Committees be co-chaired by a GFC faculty member and an ex-officio (voting) GFC member.
**MR8.** The core membership of MacEwan standing committees comprise GFC members and that additional (non-GFC members) be added as considered appropriate by the committee.

**MR9.** The provost (or designate) be a member of all Standing Committees.

**MR10.** GFC committees be between eight and 15 members.

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### 3. Updates on the current state of work on draft committees

**Library Council** – Library has developed draft terms of reference. GFC Executive has discussed incorporation of Library Council into the GFC framework and so a draft mandate-in-principle will be developed similar to other standing committees based on the ToRs. Library Council would align with Faculty and School Councils. Such a body would likely serve the function of making recommendations to the GFC with respect to the Library. Library membership confirmed on GFC in Fall 2019.

**For Curriculum and Quality Assurance** - Dawn Sadoway, Travis Hatt (PCC) and Bronwyn Snefjella (GFC Coord) conducted basic benchmarking for similar committees at other institutions in fall 2019. It will be necessary to consult with IAP and OUR, and key curriculum coordination staff in Faculties and Schools. We will need to provide GFC Executive with analysis and collect insight.

**Calendar and Schedule** – Key administrative consult is David McLaughlin as items align with OUR operations. Further benchmarking needed to assess potential alignment in Curriculum Coordination committee. We will need to provide GFC Executive with analysis and collect insight. Current thinking is to combine these with Curricular matters into a Curriculum Coordination Committee.

**Planning** – Most other GFCs have a committee, standalone, or combined, which provides recommendations with respect to academic planning matters. Current thinking is that this could be a standalone committee. The key consult would be Provost and President given the recommendatory responsibilities of the GFC.

**Convocation** – Key administrative consult is Johannes Beke. Currently, draft ToR for operationally focused committee to support convocation exists. Must benchmark against other GFC committees to assess what “level” of work/analysis such a committee would function at. Preliminary thinking suggests could be a sub-standing committee.

**Research/Scholarship** - GFC Executive sub-taskforce will consult with AVP Craig Kuziemsky. There’s currently an advisory task force reporting to the AVP which exists and can be tasked
with bringing forward a recommendation for mandate and membership of a renewed committee to replace Research Council.

**Student Awards** – A committee on student awards and scholarships common but not universal at other Alberta institutions. Currently, there are various terms of reference for awards under the policy, as well as a significant student scholarships and awards function within the Student Financial Aid Office. Initial consultation with Melissa Merrigan is required. Informal discussion at the GFC Executive raised the question of whether the tentative Council on Student Affairs could be a home for issues related to student awards and scholarships.

**Faculty Development Committee** - Currently exists as a GFC standing committee but this does not mirror other institutions. There’s a requirement for such a committee under policy and Collective Agreement. Initial consultation with Dir. OTLS and AVP Students and Teaching suggests FDC requirements most reasonably be moved into new Committee on Teaching and Learning. Need for further assessment due to policy and agreement interdependencies as currently framed.

**Council on Student Affairs** - Key administrative consult is Lynn Wells and SAMU leadership. Initial conversation suggested uncertainty with respect to functions relative to the former Student Affairs Committee. Also review similar bodies in other institutions has found only at the University of Alberta has GFC taken up its authority to create a Council on Student Affairs. Any such Council is, itself, responsible for developing Bylaws for GFC approval and so likely outcome would be establishing provisional terms of reference and striking a standing committee which then develops Bylaws.

**Student Appeals** - Appeals committees exist at some institutions but structure at MacEwan will be policy-based via new (2019) policy suite related to student academic and non-academic misconduct which provide for an appropriate process for addressing appeals.

**REB/AREB** - Key consult is Craig Kuziemsky, and resource is Rebecca Mitchell. The key issue is reviewing structure and terms to ensure an arm’s length. Current policy review underway. Previously, GFC secretariat coordinated membership and most likely need from GFC perspective is the development of an alternative appointment process to ensure members have appropriate expertise, but who are not appointed by the currently REB membership themselves.
EXECUTIVE COMMITTEE TO THE GENERAL FACULTIES COUNCIL

Core Mandate and Possible Functions

The General Faculties Council (GFC) hereby establishes the Executive Committee (Committee) for the GFC and delegates to the Committee the authorities set out in these terms of reference. The Committee shall:

- Provide steering and coordination with respect to the GFC agenda, including setting the agenda for GFC meetings and ensuring that materials are appropriately developed to allow GFC consideration. The Committee may receive items from GFC standing committees including Faculty and School Councils, GFC members, and members of the university administration.
- Reviewing major reports, policies, and other significant items submitted to the General Faculties Council prior to distribution. The Committee may opt to provide comments to GFC on any items.
- Making decisions on behalf of the GFC in urgent situations in the absence of a regularly-scheduled meeting, or the inability of GFC to meet in a timely manner, including the July-August period. In such situations, the Executive Committee shall have the authority of the GFC. Any such decisions will be reported to the GFC at the next regular meeting. In urgent situations, the Executive Committee may opt instead to call an extraordinary meeting of GFC.
- Serve as the nominating committee for the GFC, undertaking such tasks as coordination of apportionment of electable positions on the GFC, appointing to vacant positions on the GFC and its standing committees between regular elections, and recommending GFC members to other MacEwan University committees where GFC representation is required.
- Serve as the primary review body of the GFC when issuance, changes to, or rescission of policies related to GFC authorities are contemplated. The Committee may also act as the review body for policies submitted to the GFC for consultation and may suggest recommendations to the GFC.
- Approve on behalf of GFC minor changes to policy such as corrections or non-material wording changes. Approve on behalf of GFC procedures developed to fulfil the
- Make recommendations with respect to GFC governance procedures and structures.
- Advise or act upon matters not clearly within the mandate of another GFC standing committee and provide advice to the GFC and its standing committees, the Chair, Vice-Chair, and Secretary upon strategic issues, steering, and early-stage matters.
- Review delegations of GFC authorities at least every [X] years.
- Approve terms of reference for standing committees, except for itself
- Other activities and responsibilities delegated or assigned to it by GFC.
### Rationale
- It is necessary to have a body to act as a steering committee to coordinate the GFC agenda, as well as make decisions in urgent situations. Executive Committees are common across all Alberta GFCs and common for most Boards or similar deliberative assemblies.
- Taking up the recommendation of the Marshall report, the recommended membership of the GFC Executive Committee would be composed of the Chairs of the other GFC standing committees.
- It would formally come into effect September 1, 2020, though preliminary and follow-up staffing activities may be required to implement during the first year.

### Membership
- The President, who serves as Co-Chair
- The faculty Vice-Chair of the GFC, who serves as co-Chair
- The Provost
- The faculty Co-Chairs of all other GFC standing committees (except REB, AREB, CoSA and Faculty/School Councils)
- A student member of the GFC, appointed by the MacEwan University Students Association
- One Dean, appointed by the GFC
- Recording secretary (non-voting resource)

### Powers and Alignment with PSLA Provisions
- This committee is established based on the general authority of the GFC for academic matters, and the power of the GFC to delegate such authority, in this case, to provide functional coordination and strategic review on behalf of the GFC.

### Key Related Documents (Policies or others, if known)
- GFC Bylaws

### Considerations/questions/issues
- Definition of Academic Staff
- Does GFC wish to maintain approval of changes to standing committee terms of reference or delegate this?
- Should the Executive Committee appoint its own non-faculty members? Or, should the GFC or the represented organizations appoint them?
- Presume membership on GFC Executive will exclude the Chairs of Research Ethics Committee and Animal Research Ethics Committee, and the co-Chair of the Council on Student Affairs?
- Is the wording on the limits of delegated power needed?
COMMITTEE ON TEACHING AND LEARNING

Core Mandate and Possible Functions

The Committee on Teaching and Learning is established by the General Faculties Council with a mandate for the promotion of excellence in teaching and of an optimal learning environment. The committee shall:

- Act as a consultative body and providing strategic advice and recommendations on issues related to teaching, learning and pedagogy above the operational level. Typically, this advice may be provided to the GFC. However, the Committee may also be referred items for consultation from other bodies seeking insight on issues that intersect with the institution’s mandate for teaching and learning.
- Development/promotion of MacEwan’s teaching and learning culture
- Providing advice and liaising on learning technologies and learning spaces
- Providing advice to the Office of Teaching and Learning Services with respect to faculty development and continuing-education related to teaching
- Administering teaching awards
- Adjudicating faculty development funding (recognizing financial authority lies with executive officers)
- Providing policy advice and recommendations with respect to other activities and services in support of the teaching mission, including examinations, student evaluation of teaching, learning outcomes, eLearning, or similar portfolios.
- The Committee will report to the GFC at least annually.

Rationale

- As a teaching university, such a committee would represent a potentially significant governance body in support of MacEwan’s core mandate.
- The University of Calgary and the Mount Royal University have standing committees on teaching and learning. The University of Alberta has a standing committee on learning technologies. The University of Lethbridge does not have a standing committee incorporating these functions.
- This Committee would provide advice and insight into the teaching and learning aspects of the Academic Plan, for example.

Membership

- AVP, Students and Teaching (ex-officio)
- Director, Office of Teaching and Learning Services (ex-officio)
- Director, Office of eLearning (ex-Officio)
- Chief Information Officer or delegate
- One Dean or Associate Dean, appointed by Executive Committee to the GFC
- One Student member of the GFC, appointed by Executive Committee to the GFC on the recommendation of SAMU
- One Librarian, appointed by Executive Committee to the GFC
- Four members of the GFC (elected faculty)
- Four members of faculty-at-large
- Optional/Resource members (non-voting, typically recommended by ex-officios)
- Recording secretary (non-voting, Office of the University Secretary)

### Alignment with PSLA Provisions

- This committee is established under the general authority of the General Faculties Council for academic matters within the Post-Secondary Learning Act.

### Key Related Documents (Policies or others, if known)

- Distinguished Teaching Awards policy
- Faculty Development Policy
- The Mandate of the Office of Teaching and Learning Services
- Academic Advisory Councils

### Questions/Issues/Considerations

- *Nature of interface with academic affairs administration given lack of a specific authority? (i.e. relationship to OTLS, IT services, Provost’s Office, with Exam Services, eLearning, etc.)*
- *If approved, it will be critical to identify meaningful work and establish what the practical level of work is for the committee.*
- *Desirable to address a question to the Joint Committee for Management of the Collective Agreement about the removal of the clause related to faculty development funds being adjudicated by a committee under the GFC? Such a committee does not exist under the GFC mandate at other institutions and links together activities in an inflexible way.*
**Submission to** | General Faculties Council  
--- | ---  
**Meeting Date** | 2020-02-10  
**Submitted by** | Dr. Craig Kuziemsky, Associate Vice-President, Research  
--- | ---  
**Agenda Item** | Rescission of Study Abroad Policy (C2040)  
--- | ---  
**Resource Staff** |  
**Action Requested** | For Approval  
**Recommendation/Motion** | That the General Faculties Council approve the rescission of this policy.  
--- | ---  
**Context and Background** | The contents of the Study Abroad policy (C2040) are covered under other policies (e.g., travel, admissions), the academic calendar or MacEwan International’s processes.  
A scan of ten universities across Canada revealed none has a policy of this type. A previous request to Education Abroad colleagues at various Canadian institutions also indicated that none had a Study Abroad policy.  
Faculties and schools with students participating in education abroad programs will notice no difference in education abroad programming, procedures or processes.  
--- | ---  
**Summary** | Rescission of the Study Abroad policy will have no noticeable impacts on the institution’s education abroad programming. The rescission of the policy eliminates administrative duplication as all aspects of the policy are included elsewhere.  
--- | ---  
**Implications** | No negative implications of rescinding the policy have been identified.  
--- | ---  
**Review History** | During 2019, the following groups have reviewed the recommendation to rescind the Study Abroad Policy:  
PSLA Task Force  
Provost’s Group  
Students' Association MacEwan University  
Office of the University Registrar  
Student Affairs  
President’s Policy Committee  
Policy Advisory Group (including open feedback request from the university community)  
--- | ---  
**Next Steps** | If GFC approves the rescission of the policy, the policy will be rescinded effective immediately.  
--- | ---  
**Policy** | Study Abroad (C2040) and International Education Agreements policy (C2045), also being considered for rescission.  
--- | ---  
**FOIP** | N/A  
--- | ---  
**Attachment(s)** | 1. Study Abroad Policy (C2040)
1.0 POLICY

Grant MacEwan University promotes Study Abroad opportunities for students. Program students participating in student exchanges must satisfy eligibility criteria; fulfil registration requirements; and participate in pre-departure orientation activities.

2.0 RATIONALE AND GUIDING PRINCIPLES

2.1 Study Abroad experiences can raise students’ awareness of international issues and contribute to the development of global competencies and cross-cultural sensitivity.

2.2 Adequate preparation for Study Abroad participation is an essential and shared responsibility between students and the University.

2.3 Not all Study Abroad activities result in earned MacEwan University credits.

3.0 SCOPE AND DEFINITIONS

3.1 Study Abroad encompasses educational activities and arrangements by which MacEwan University program students complete part of their program through educational activities offered by MacEwan University outside of Canada, and through exchanges with institutions outside of Canada.

3.2 Transfer credits will only be considered for program students who are registered in Ministry approved programs (see policy C2030 (Inter-Institutional Transferability)).

3.3 The scope of this policy excludes research grant funded activity (see policy C5050 (Research, Scholarship and Creative Activity)), and faculty exchanges.

3.4 Definitions related to exchange students and visiting students are contained in policy C5010 (Admissions) and policy E1045 (Classification of Registered Students).

For purposes of this policy

3.5 A Visiting Student letter authorizes a MacEwan University student to register in specified courses at a recognized institution outside of Canada. The Visiting Student letter is issued by the Manager of International Admissions & Enrolment based on a chair request stipulating that transfer
credit has been approved, subject to a student producing an official transcript and achieving a minimum specified grade.

3.6 A Permission to Register is issued by the Manager of International Admissions & Enrolment in cases 1) whereby students are prohibited from registering at institutions outside of Canada without a letter from MacEwan University, and 2) whereby a Visiting Student letter is not authorized by a chair because of insufficient information upon which to base an approval of transfer credit.

4.0 REGULATIONS

4.1 Roles and Responsibilities

4.1.1 The Provost and Vice President Academic is responsible for overall management of this policy.

4.1.2 MacEwan International is responsible for providing advice, information and administrative support to faculties/schools and students for Study Abroad programs. The Director of MacEwan International is responsible for quality assurance functions related to Pre-Departure orientation structures and information.

4.1.3 Faculties and Schools are responsible for developing and evaluating Study Abroad activities through academic planning and administration, when appropriate.

4.1.4 The Office of the University Registrar is responsible for issuing a Visiting Student letter, and Permission to Register letter, and for managing all admission and registration processes.

4.1.5 Students are responsible for abiding by all MacEwan University policies, (including policy E3101 (Student Rights and Responsibilities)), abiding by international laws and regulations, meeting program/course requirements, and for submitting official documents (including transcripts) to the Office of the University Registrar upon returning from Study Abroad activities.

4.2 Orientation requirements

4.2.1 Adequate preparation for Study Abroad is a shared responsibility between travelers (students and any accompanying University faculty or staff) and the University.
4.2.2 Students participating in a Study Abroad Activity shall be required to complete a pre-departure orientation.

4.2.3 MacEwan International shall ensure consistent and comprehensive pre-departure information to students by preparing materials and resources, by consulting/advising with faculty members, and by approving orientation plans custom-designed for specific activities as developed by Faculties/Schools. Minimum requirements for orientation information shall be published and made available to Faculties/Schools. Orientations shall address information relevant to the Study Abroad activity including, but not limited to, items listed in Appendix 1.

4.3 MacEwan University Reciprocal Exchanges

4.3.1 All Study Abroad agreements shall be registered with MacEwan International and copied to the University Registrar so that transfer credit can be assessed as necessary.

4.3.2 MacEwan University shall establish and maintain institutional agreements with selected institutions or organizations to provide students with exchange opportunities.

4.3.3 Student Exchange Selection committees shall review applications and make selection decisions. Selection processes, criteria and deadlines shall be published.

4.3.4 MacEwan International, in consultation with Schools/Faculties and the Office of the University Registrar, administers student exchanges by communicating information, establishing procedures, advising students, liaising with partner institutions and record keeping.

4.3.5 MacEwan University students selected to participate in reciprocal exchanges do not require Visiting Student nor Permission to Register letters.

4.4 Permission for MacEwan University students to study at institutions outside of Canada.

In cases where program students request permission to study at an international institution, for which MacEwan University has no reciprocal exchange agreement, and would like to transfer credits back to MacEwan University, the following actions are required:
4.4.1. Students must provide the name and address of the potential host institution to the program chair or designate, so that MacEwan University’s International Admissions and Enrolment department can verify the institution is recognized. In cases where an institution is not verified as recognized, the student is so advised and no further action is taken.

4.4.2. After the institution is verified, students are responsible for familiarizing themselves with the application process as published by MacEwan International. Students are directed to obtain sufficient course information, including but not limited to course outline, syllabus, grading criteria and scale, and instructor’s credentials and provide it to program chair or designate to evaluate potential credits.

4.4.3. The chair or delegate, following receipt of sufficient course information, will assess and determine whether or how many credits can be transferred. In cases where transfer credit can potentially be transferred the chair requests a Visiting Student letter from the Office of the University Registrar which is issued stipulating the courses the student is permitted to take.

In cases where students are unable to obtain and provide sufficient course information, it may be possible under particular conditions to request a Permission to Register letter.

4.4.4. Students participating in Study Abroad activities with Letters of Permission or Permissions to Register Letters, are not subject to orientation requirements as described in section 4.2 of the policy.

4.4.5. Students will be subject to policies and procedures governing transfer credit at MacEwan University when receiving credits for coursework completed at other institutions (see policy C2030 (Inter-Institutional Transferability)).

4.4.6. The amount of transfer credit received for Study Abroad opportunities will be subject to the academic residency requirements of MacEwan University (policy C2100 Graduation), and the regulations of the program in which the student is currently accepted.

4.4.7. Upon completing the Study Abroad activity students are responsible for providing original transcripts and all necessary course information (including but not limited to course outlines) to the Office of the University Registrar.
4.5 Cancellations

MacEwan University may cancel a Study Abroad program or activity with reasons including, but not limited to:

(a) Foreign Affairs, Trade and Development Canada issues an advisory for Canadians not to travel to the destination country/region or to leave the destination country immediately.
(b) The airline cancels flights from the destination country for safety reasons.
(c) The University determines that it is not feasible to offer a program or activity during a particular time period.

In cases where Study Abroad activities are cancelled, MacEwan University shall refund tuition and university administrative fees to students as per policy E2112 (Refunds of Tuition and Student Fees). Students will not be compensated for costs other than tuition and university administrative fees.

4.6 Appeals

Decisions with respect to Study Abroad cannot be appealed as per policy E3103 (Student Appeals).
FACT SHEET

DATES:
Approval 2010.03.09
Review 2015.03

SOURCE:
2009.10.08 Terminology updated to reflect name change to Grant MacEwan University. Approved by Board motion 01-10-8-2009/10.
2010.03.09 Amended as recommended by Academic Policies Committee, and approved by Academic Governance Council motion AGC-11-03-09-2010.
2014.10.28 Terminology updated to reflect housekeeping and textual changes, and approved by Academic Governance Council motion AGC-04-10-28-2014.
2014.12.22 Updated to reflect current policy names and numbers, references to retired policies, and Related Policy listings.

RELATED POLICIES:
C2030 Inter-Institutional Transferability
C2035 External Course Taking
C2045 International Education Agreements
C2060 Workplace Learning
C2100 Graduation
C5010 Admissions
C5050 Research, Scholarship and Creative Activity
D3445 Travel
E2112 Refunds of Tuition and Student Fees
E3101 Student Rights and Responsibilities
E3102 Student Discipline
E3103 Student Appeals

IMPLEMENTATION DATE: July 1, 2010
Appendix 1

Pre-Departure Orientation: Minimum requirements

Programs shall determine the most appropriate format for Study Abroad orientations and shall provide information:

Logistical Information

a. Passport, visa, and any other essential travel documents.
b. Travel itinerary and a delineation of where responsibilities lie between the University and the student regarding travel arrangements.
c. Currency, recommendations regarding required items to include in luggage.
d. Risk management
e. Cultural awareness

Course Outline Information

a. Students shall be provided with a course outline in cases where the Study Abroad Activity constitutes a credit course as per policy C1025 (Course Outlines).

Health, Safety and Legal Information

a. Students will be informed of likely health, safety, and legal issues that may arise during the Study Abroad Activity.
b. Students will be informed of the need to consult with external medical authorities with regard to any requirements for medical inoculation(s) as well as any other health requirements for the Study Abroad Activity.
c. Students will be informed of information regarding any requirement for supplemental medical insurance over and above the Alberta Health coverage provided as a student of the University.
d. Students will be informed how medical emergencies will be handled while participating in the Study Abroad Activity.
**Submission to** General Faculties Council  
**Meeting Date** 2020-02-10  
**Submitted by** Dr. Lynn Wells, Associate Vice President Students and Teaching

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Student Code of Conduct / Student Rights and Responsibilities Policy</th>
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<tr>
<td><strong>Resource Staff</strong></td>
<td>Laura Bruner, Student Conduct Officer</td>
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<tr>
<td><strong>Action Requested</strong></td>
<td>For <strong>Recommendation</strong></td>
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<tr>
<td><strong>Recommendation/Motion</strong></td>
<td>The recommendation is that GFC provide feedback on the draft Student Code of Conduct and related rescission of the Student Rights and Responsibilities Policy.</td>
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</table>
| **Context and Background** | • The revised “Student Code of Conduct” was developed in response to feedback from GFC in June 2019 asking for a more substantiated document than the original that was presented alongside the Student Non-Academic Misconduct Policy and Procedure. That feedback included the need for greater clarity around what sorts of conduct the code defines as acceptable/unacceptable.  
• The revised “Student Code of Conduct” takes the initial values from the original document and expands them into the expectations that the MacEwan University Community has regarding student behaviours and conduct.  
• The revised document has been developed in consultation with the SAMU Executive and we are now seeking GFC input on the revised draft.  
• The Policy Advisory Group approved consultation on the development of the new Student Code of Conduct and on the rescission of the Student Rights and Responsibilities document. GFC was included in the consultation list. |
| **Summary** | • With the shift to Part One under the Post-Secondary Learning Act, there is an expectation that MacEwan University will have an approved Student Code of Conduct.  
• The revised Student Code of Conduct outlines the expected behaviours of those who choose to be students at MacEwan University. This document works with the Student Academic and Non-Academic policies by providing students with a reference of expected conduct and behaviours. The Student Code of Conduct is a specific and clear reference for students seeking an understanding of their responsibilities as members of the Community. It clearly replaces the responsibilities listed in the Student Rights and Responsibilities Policy.  
• The document has been adapted to include considerations on expectations regarding activities with external partners (i.e. practicums, work experience, clinicals), athletics, student exchanges or study abroad opportunities, and various other areas where students’ behaviours have influence or reflect on the MacEwan University Community as a whole. |
| **Implications** | • Feedback from the GFC is critical to inform the consultation process as we move towards approval. |
| **Review History** | • Policy Advisory Group – September 20, 2019  
• Provost Group – October 21, 2019  
• SAMU Executive – December 18, 2019 |
| **Next Steps** | • Consultation with the SAMU Student’s Council – February 19, 2020  
• On-Line consultation  
• Final approval by GFC (by April 2020) |
- Communication plan (Fall 2020)

**Policy**
- Approval of the Student Code of Conduct would coincide with the rescission of the Student Rights and Responsibilities Policy. The Student Rights and Responsibilities Policy covers a number of areas that will soon be included in the new or revised policies and procedures: the Student Academic Integrity Policy and the Student Academic Misconduct Procedure, the Student Non-Academic Misconduct Policy and Procedure, the Student Code of Conduct, and the Statement on Freedom of Expression. With the (re) development of these policy documents, the Student Rights and Responsibilities Policy can be rescinded to avoid overlap and to ensure clarity.

**FOIP**
This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for **Internal** distribution.

**Attachment(s)**
1. Student code of Conduct (draft)
2. Student Rights and Responsibilities Policy
MacEwan University Student Code of Conduct

MacEwan University provides students with a transformative, academically rigorous, personal learning experience in a creative, collaborative and supportive learning environment. We are focused on a learner-centred approach to providing programs and services. Central to this approach is the need to foster a strong community in which students are safe to critically engage in all aspects of their education.

The Student Code of Conduct outlines the expectations required to ensure the integrity and values of the university, while supporting a positive learning and working environment for all.

Definition of Student

Student: Any individual registered, enrolled or participating in any program, credit or non-credit, in the current or future term.

Expectations

MacEwan University expects students to:

1. Conduct themselves in a manner suited to the best interests of the MacEwan University Community and refrain from behaviours that would bring the institution or the community into disrepute.
2. Treat confidential information appropriately and with adherence to university and legal policies.
3. Apply themselves to their studies and act with propriety and conformity regarding university policies, procedures, rules and regulations. Students are responsible to know and follow the policies and procedures of the university.
4. Follow and adhere to the requirements for payments, application, registration, and enrolment processes as set out by the Office of the University Registrar.
5. Communicate with appropriate university offices and personnel in a timely and respectful manner, while also utilizing university services to ensure proper orientation to their studies, monitoring academic progress and being aware of graduation requirements.
6. Access and use their university-assigned email account as required, noting that all official communication from the University will be directed to this account. Students are expected to be responsible for the appropriate use of technology, including all social media platforms.
7. Conduct themselves appropriately when engaged in activities with external partners or when students are acting as ambassadors of the university. These activities may include athletics, student employment, volunteer opportunities, practicums, clinicals, study abroad opportunities, international exchanges, and academic placements. Students will also adhere to the policies, procedures, rules and regulations of the external partners as required.
8. Adhere to the standards of Academic Integrity as outlined in the Student Academic Integrity Policy including, but not limited to, the appropriate sharing of information and ensuring that academic successes are gained fairly.
9. Behave in a manner that supports a learning and working environment free from disruption or interference.
10. Show respect for the diversity of views and opinions, allowing for freedom of expression and independent critical thought while adhering to the University’s “Free Expression on Campus Policy”.
11. Respect standards of responsible journalism and communication by avoiding the creation or distribution of material of a slanderous, defamatory or indecent nature, unfounded allegations, slights to personal dignity and malevolent insinuations.

12. Be open to new ideas, beliefs and values while showing consideration and support for all individuals. Have the courage to challenge, test and refine ideas in the pursuit of knowledge.

13. Be aware of the course prerequisites and co-requisite requirements, course outlines, content, evaluation methods, timelines and methodology of their programs and courses.

14. Be familiar with procedures to be followed regarding rescheduling or replacement classes, assessments, and examinations.

15. Address any concerns first with the instructor or, if this is not feasible, with the Chair.

16. Be punctual and attend classes regularly.

17. Submit assignments to instructors within the required deadlines, retaining copies of all submitted work until the end of term.

18. Take advantage of educational activities offered, attend and participate in meetings during which topics concerning them will be discussed.

19. Show respect for the health, safety and welfare of all members of the MacEwan University Community, ensuring an environment that is free from any form or threat of discrimination, harassment, abuse and violence.

20. Respect the property rights of other individuals and the university; using university property, facilities, equipment or materials only for authorized purposes.

21. Follow all Residence Community Standards while living in or visiting University Residence.

22. Act against unethical conduct while following current procedures for the proper notification of university officials or employees.

23. Be responsible for adhering to municipal, provincial, and federal laws.
Related Policies and Procedures

Student Rights and Responsibilities
MacEwan.ca/Student Rights and Responsibilities (will be rescinded and replaced with Student Code of Conduct and Student Rights documents)

Student Academic Integrity Policy
MacEwan.ca/Student Academic Integrity Policy

Student Non-Academic Misconduct Policy (*will replace the Student Discipline Policy)

Student Discipline
MacEwan.ca/Student Discipline (will be rescinded and replaced with Non-Academic Misconduct Policy)

Student Appeals
MacEwan.ca/Student Appeals

Harassment Policy
MacEwan.ca/Harassment Policy (to be replaced with the Harassment and Violence Policy)

Impairment Policy
MacEwan.ca/Impairment Policy

Sexual Violence Policy
MacEwan.ca/Sexual Violence Policy

Smoking
MacEwan.ca/Smoking

Students with Disabilities Policy
MacEwan.ca/Students with Disabilities

Interuniversity Athletics
MacEwan.ca/Interuniversity Athletics

Privacy Policy
MacEwan.ca/Privacy

Protection of Minors Policy and Procedures
MacEwan.ca/Protection of Minors Policy
MacEwan.ca/Protection of Minors Procedures

MacEwan University’s Statement on the Freedom of Expression
MacEwan.ca/Free Expression on Campus

Work Integrated Learning - Confidentiality Agreement
MacEwan.ca/Confidentiality Agreement Form

Assessment and Payment of Tuition and Student Fees
MacEwan.ca/Assessment and Payment of Tuition and Student Fees
MacEwan University is focussed on a learner-centred approach to providing programs and services. Central to this approach is the need to foster a strong community in which students are safe to critically engage in all aspects of their education.

The Student Code of Conduct outlines the principles required to foster and sustain an environment of honesty, respect, fairness, openness, responsibility, and courage.¹

**Honesty**
- Honesty in academics
- Honesty in sharing information

**Respect**
- Respect for a diversity of views and opinions
- Respect, consideration, and support for individuals
- Respect for University property and the property of individuals
- Respect for the University’s mission

**Fairness**
- Freedom from harassment and discrimination
- Transparency
- Equal opportunity and equal rights

¹International Center for Academic Integrity, 2013, “The Fundamental Values of Academic Integrity” identifies six fundamental values: honesty (prerequisite for trust and foundation of teaching, learning, research and service), trust (collaboration and circulation of new ideas), fairness (predictability, transparency, clear expectations), respect (diversity of opinions and allowing for the challenging, testing and refinement of ideas), responsibility (accountability to self, group action to discourage and prevent misconduct), and courage (ability to follow decision with action).
OPENNESS

❖ Openness to new ideas, beliefs and values
❖ Independent critical thought
❖ Freedom of expression

RESPONSIBILITY

❖ Personal accountability
❖ Commitment to action against unethical conduct
❖ Meaningful and intentional action in the pursuit of excellence

COURAGE

❖ Courage to challenge, test and refine ideas
❖ Courage to follow decisions with action