

GFC Academic Standards Committee (ASC)

Approved Motions

The following Motions and attached final documents were approved by the GFC Academic Standards Committee (ASC) at the meeting of June 16, 2011:

Agenda Title: **Faculty of Education and Augustana Faculty Admissions/Transfer Requirements for the Bachelor of Science /Bachelor of Education (Secondary) Combined Degrees Program (Augustana)**

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, changes to admission/transfer requirements for the Bachelor of Science/Bachelor of Education (Secondary) Combined Degrees Program (Augustana) as submitted by the Faculty of Education and Augustana Faculty and as set out in Attachment 4A of the documentation, to be effective in 2011-2012.

Agenda Title: **Office of the Registrar and Student Awards Course Approvals for June, 2011**

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

Agenda Title: **Augustana Faculty Deletion of the Emergency Medical Technician Non-Credit Certificate Program, the Emergency Medical Responder Non-Credit Certificate Program and the Paramedic Diploma Program**

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the deletion of the Emergency Medical Technician Non-Credit Certificate Program, the Emergency Medical Responder Non-Credit Certificate Program and the Paramedic Diploma Program, as submitted by Augustana Faculty and as set out in Attachment 4C of the documentation, to be effective upon approval.

Final Approved Document: [Item 4A – 4C](#)

Agenda Title: **Faculties of Physical Education and Recreation and Native Studies (New) Embedded Certificate in Aboriginal Sport and Recreation**

Motion: That the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the new embedded certificate in Aboriginal Sport and Recreation, as submitted by the Faculties of Physical Education and Recreation and Native Studies and as set out in Attachment 1 of the documentation, for implementation in Fall.

Final Approved Document: [Item 5](#)

Agenda Title: Office of the Registrar and Student Awards Changes to the Fresh Start Program to Allow Registration in Spring Courses

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from GFC, changes to admission regulations in order to allow Fresh Start students to register in courses in the Spring term, as submitted by the Office of the Registrar and Student Awards and as set out in Attachment 1, to take effect upon approval and for publication in the 2012-13 University Calendar.

Final Approved Document: [Item 6](#)

Agenda Title: Faculty of Education Admission/Transfer and Academic Standing/Promotion Requirements for the Proposed First Year in the Bachelor of Education (BEd) Degree Program

Motion: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee admissions/transfer and academic standing/promotion requirements for the proposed first year in the Bachelor of Education (BEd) Degree Program, as submitted by the Faculty of Education and as set out in the Attachments to Item 6, to take effect in 2012-13.

Final Recommended Document: [Item 7](#)

Agenda Title: Faculty of Arts Admissions and Academic Standing Requirements for Various Degree Program

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from GFC, proposed changes to existing admission/transfer and academic standing/promotion requirements for various Degree Programs, as submitted by the Faculty of Arts and as set out in Attachment 7A and as amended, to be effective in 2012-2013.

Final Approved Document: [Item 8](#)

Agenda Title: English Language Proficiency Requirement for Undergraduate Admission

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from GFC, admission/transfer requirements regarding the Canadian Test of English for Scholars and Trainees (CanTEST), the Certificate of Advanced English (CAE), and the Certificate in Proficiency in English (CPE), specifically as recognized methods for meeting the English language proficiency requirement for admission to undergraduate programs, as submitted by the Office of the Registrar and Student Awards and as set out in Attachment 8, to take effect upon approval and for publication in the 2012-13 University Calendar.

Final Approved Document: [Item 9](#)

OUTLINE OF ISSUE

4A. Faculty of Education and Augustana Faculty Admissions/Transfer Requirements for the Bachelor of Science /Bachelor of Education (Secondary) Combined Degrees Program (Augustana)

4B. Office of the Registrar and Student Awards Course Approvals for June, 2011

4C. Augustana Faculty Deletion of the Emergency Medical Technician Non-Credit Certificate Program, the Emergency Medical Responder Non-Credit Certificate Program and the Paramedic Diploma Program

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Clive Hickson, Associate Dean, Faculty of Education Harry Prest, Associate Dean, Augustana Faculty Ada Schmude, Associate Registrar, Director of Records
Presenter	N/A
Subject	N/A

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	
The Impact of the Proposal is	
Replaces/Revises (eg, policies, resolutions)	Section(s) 15.6.8 of the University Calendar
Timeline/Implementation Date	Item 4A: To take effect in 2011-2012 and for the 2012-2013 Calendar Items 4B: to take effect upon approval and for the 2012-13 Calendar Item 4C: to take effect upon approval; no Calendar change
Estimated Cost	
Sources of Funding	
Notes	

Alignment/Compliance

Alignment with Guiding Documents	<i>Dare to Discover Values</i> : to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. PSLA: The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>3. UAPPOL Admissions Policy: “Admission to the University of</p>

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

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

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

4. **UAPPOL Admissions Procedure:**

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

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

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

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

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

	<p>include any and all changes to the wording of an admissions or academic standing policy” (3.A.i).</p> <p>Further, “ASC acts for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations” (Section 3.B.ii).</p> <p>6. GFC ASC’s Terms of Reference (Mandate): ASC’s delegated authority from GFC extends to the following:</p> <ul style="list-style-type: none"> a. ASC approves, for inclusion in the Alberta Transfer Guide, courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. Approval will be based upon an assessment of course content and level of instructor qualifications. b. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. c. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta. d. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta. (3.D.i-iv.) <p>7. UAPPOL Transfer Credit Articulation Procedure (Overview and Procedure): “The University of Alberta will accept for transfer credit the courses recommended by Faculties and approved by ASC for inclusion in the Alberta Transfer guide, to the extent that the courses fit the degree program that the student wishes to enter. Credit for such courses will be considered in a credit-no credit basis only and will not be included in the University grade point average calculation on the University transcript. Faculties may have other requirements...Transfer credit is assess on an individual course-by-course basis for by a block transfer agreement.”</p> <p>8. GFC ASC’s Terms of Reference (Mandate): G. Certificates (All Faculties): Approval Route</p> <p>GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC).</p>
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Vice-Provost (Academic), Associate Registrar and Director of Records, Associate Registrar and Director of Enrolment (June 7, 2011)
Approval Route (Governance) (including meeting dates)	Faculty Council, GFC Academic Standards Committee (June 16, 2011)
Final Approver	GFC Academic Standards Committee (June 16, 2011)



1. Item 4A - Attachment 1 (pages 1-3) – Faculty of Education and Augustana Faculty
2. Item 4B - Attachment 1 (pages 1-<>) – Office of the Registrar and Student Awards
3. Item 4C – Attachment 1 (page 1) – Augustana Faculty

Agenda Title: **Faculty of Education and Augustana Faculty Admissions/Transfer Requirements for the Bachelor of Science /Bachelor of Education (Secondary) Combined Degrees Program (Augustana)**

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, changes to admission/transfer requirements for the Bachelor of Science/Bachelor of Education (Secondary) Combined Degrees Program (Augustana) as submitted by the Faculty of Education and Augustana Faculty and as set out in Attachment 4A of the documentation, to be effective in 2011-2012.

Current	Proposed
<p>15.3.5 Bachelor of Science /Bachelor of Education (Secondary) Combined Degrees (Augustana) This program consists of □ 150, normally completed in five years, to fulfill both degree requirements.</p> <p>To gain admission to the Degrees program, students apply for admission to the Augustana Faculty, and are registered in that Faculty for the first three years of the program.</p> <p>I. High School Requirements Subject Requirements (1) English Language Arts 30-1. (2) Pure Mathematics 30 or Mathematics 30-1. (3) Two subjects from Group C (see additional requirements below for specific majors and minors). (4) One subject from Group A, B, C or Physical Education 30, Aboriginal Studies 30 or other approved 30-level subject.</p> <p>For other approved 30-level subjects, contact Augustana Faculty Prospective Student Office at: www.augustana.ualberta.ca/admissions/ or phone 1-800-661-8714.</p> <p>Additional Requirements (1) For a major or minor in Biology, Biology 30 and Chemistry 30 are required. (2) For a major or minor in Chemistry, Chemistry 30 is required. (3) For a major or minor in General Sciences, Biology 30, Chemistry 30, and Physics 30 are required. (4) For a major or minor in Mathematics and Physics, Physics 30 is required. (5) For a minor in Music: Choral, completion of a music questionnaire is required. Contact the Augustana Faculty Department of Music at (780) 679-1503 by April 15 for Fall Term and December 15 for Winter Term. (6) For a major or minor in Physical Sciences, Chemistry 30 and Physics 30 are required. (7) For a major or minor in Physics, Physics 30 is required.</p>	<p>15.3.5 Bachelor of Science /Bachelor of Education (Secondary) Combined Degrees (Augustana) This program consists of □ 150, normally completed in five years, to fulfill both degree requirements.</p> <p>To gain admission to the Degrees program, students apply for admission to the Augustana Faculty, and are registered in that Faculty for the first three years of the program.</p> <p>I. High School Requirements Subject Requirements (1) English Language Arts 30-1. (2) Pure Mathematics 30 or Mathematics 30-1. (3) Two subjects from Group C (see additional requirements below for specific majors and minors). (4) One subject from Group A, B, C or Physical Education 30, Aboriginal Studies 30 or other approved 30-level subject.</p> <p>For other approved 30-level subjects, contact Augustana Faculty Prospective Student Office at: www.augustana.ualberta.ca/admissions/ or phone 1-800-661-8714.</p> <p>Additional Requirements (1) For a major or minor in Biology, Biology 30 and Chemistry 30 are required. (2) For a major or minor in Chemistry, Chemistry 30 is required. (3) For a major or minor in General Sciences, Biology 30, Chemistry 30, and Physics 30 are required. (4) For a major in Mathematics and Physics, Physics 30 is required. (5) For a minor in Music: Choral, completion of a music questionnaire is required. Contact the Augustana Faculty Department of Music at (780) 679-1503 by April 15 for Fall Term and December 15 for Winter Term. (6) For a major or minor in Physical Sciences, Chemistry 30 and Physics 30 are required. (7) For a minor in Physics, Physics 30 is required.</p>

- (8) For a minor in **Second Languages: French**, French 30 is recommended.
- (9) For a minor in **Second Languages: German**, German 30 is recommended.

II. Transfer Requirements

Refer to §§14.2 and 15.3.7.

Note: An admission grade point average of at least 2.3 is required.

III. Nonmatriculated Applicants

Subject Requirements

- (1) English Language Arts 30-1.
 - (2) Pure Mathematics 30 or Mathematics 30-1.
- See additional requirements below for specific majors and minors.

Additional Requirements

- (1) For a major or minor in **Biology**, Biology 30 and Chemistry 30 are required.
- (2) For a major or minor in **Chemistry**, Chemistry 30 is required.
- (3) For a major or minor in **General Sciences**, Biology 30, Chemistry 30, and Physics 30 are required.
- (4) For a major **or minor** in **Mathematics and Physics**, Physics 30 is required.
- (5) For a minor in **Music: Choral**, completion of a music questionnaire is required. Contact the Augustana Faculty Department of Music at (780) 679-1503 by April 15 for Fall Term and December 15 for Winter Term.
- (6) For a major or minor in **Physical Sciences**, Chemistry 30 and Physics 30 are required.
- (7) For a **major or** minor in **Physics**, Physics 30 is required.
- (8) For a minor in **Second Languages: French**, French 30 is recommended.
- (9) For a minor in **Second Languages: German**, German 30 is recommended.

{...no further changes...}

- (8) For a minor in **Second Languages: French**, French 30 is recommended.
- (9) For a minor in **Second Languages: German**, German 30 is recommended.

II. Transfer Requirements

Refer to §§14.2 and 15.3.7.

Note: An admission grade point average of at least 2.3 is required.

III. Nonmatriculated Applicants

Subject Requirements

- (1) English Language Arts 30-1.
 - (2) Pure Mathematics 30 or Mathematics 30-1.
- See additional requirements below for specific majors and minors.

Additional Requirements

- (1) For a major or minor in **Biology**, Biology 30 and Chemistry 30 are required.
- (2) For a major or minor in **Chemistry**, Chemistry 30 is required.
- (3) For a major or minor in **General Sciences**, Biology 30, Chemistry 30, and Physics 30 are required.
- (4) For a major in **Mathematics and Physics**, Physics 30 is required.
- (5) For a minor in **Music: Choral**, completion of a music questionnaire is required. Contact the Augustana Faculty Department of Music at (780) 679-1503 by April 15 for Fall Term and December 15 for Winter Term.
- (6) For a major or minor in **Physical Sciences**, Chemistry 30 and Physics 30 are required.
- (7) For a minor in **Physics**, Physics 30 is required.
- (8) For a minor in **Second Languages: French**, French 30 is recommended.
- (9) For a minor in **Second Languages: German**, German 30 is recommended.

{...no further changes...}

15.6.8 Bachelor of Science /Bachelor of Education (Secondary) Combined Degrees Program (Augustana)

See §15.3.5 for admission requirements to Years 1, 2 and 3.

Students apply for admission to the Augustana Faculty and are registered in that Faculty for the first three years of the program. All qualified Year 3 BSc /BEd (Secondary) Combined Degrees Program (Augustana) students will be promoted to Year 4 in the Faculty of Education provided that:

- (1) An AGPA of at least 2.3 has been achieved.

(See §14.2.1(1) regarding the definition and calculation of the AGPA.)

(2) A minimum of ★90 applicable to this program has been successfully completed.

(3) A Major GPA of at least 2.3 has been achieved, calculated over all courses in the Major Subject (but not including prerequisite and supporting courses).

(4) Test of Spoken English (TSE): Applicants who are normally required to submit a satisfactory TOEFL score must also submit a minimum Test of Spoken English (TSE) score. See §13.3 "English Language Proficiency" for specific score requirements.

Note: Students in Year 3 who have completed less than ★90 toward the BSc/BEd (Secondary) Combined Degrees Program (Augustana) but who have an AGPA and major GPA of at least 2.3 may select one of two alternatives:

(1) remain in Year 3 of the BSc/BEd (Secondary) Combined Degrees Program (Augustana) in the Augustana Faculty for one additional year, or

(2) apply to enter the Augustana BA or BSc degree program.

FOR APPROVAL

Agenda Title: **Office of the Registrar and Student Awards Course Approvals for June, 2011**

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

Proposal ID # and Sending Institution	Sending Institution Course	U of A Course	Transfer Guide Footnotes	Comments
CANADIAN UNIVERSITY COLLEGE				
97595	ENGL 212 (3)	AUENG 2XX (3)		CUC's ENGL 212 (3) was previously approved for ENGL 2xx (3). The new agreement will be: ENGL 212 (3) = ENGL 2xx (3) OR AUENG 2xx (3).
GRANT MACEWAN UNIVERSITY				
122651	PEDS 245 (3)	AUPED 275 (3)		MacEwan's PEDS 245 (3) was previously approved for PEDS 245 (3). The new agreement will be: PEDS 245 (3) = PEDS 245 (3) OR AUPED 275 (3).
Lethbridge College				
111993	BIO 164 (3)	BOT 2XX (3)		A grandfathered merger agreement exists with Augustana Faculty. The new agreement will be: BIO 164 (3) = BOT 2xx (3) OR AUBIO 1xx (3). Student will not also receive credit for AUBIO 222 at UofA.
128195	ENG 150 (3)	ENGL 1XX (3) OR AUENG 1XX (3)	Student will also require 3 credits in junior English literature to fulfill program requirements in the Faculty of Arts at UofA.	
127681	PED 272 (3)	AUPED 2XX (3)		Lethbridge College's PED 272 (3) was previously approved for RLS 122 (3). Credit allowed for only one of Lethbridge College's PED 272 or TRG 164 at UofA. The new agreement will be: PED 172 (3) = RLS 122 (3) OR AUPED 2xx (3). Credit allowed for only one of Lethbridge College's PED 272 or TRG 164 at UofA.
127386	SPN 151 (3)	Option 1XX [Arts] (3)	This course will not fulfill the Faculty of Arts LOE requirement at UofA.	
127461	TRG 164 (3)	AUPED 1XX (3)		Lethbridge College's PED 164 (3) was previously approved for RLS 122 (3). Credit allowed for only one of Lethbridge College's PED 272 or TRG 164 at UofA. The new agreement will be: TRG 164 (3) = RLS 122 (3) OR AUPED 1xx (3). Credit allowed for only one of Lethbridge College's PED 272 or TRG 164 at UofA.
MOUNT ROYAL UNIVERSITY				

108540	ETOL 4405 (3)	AUPED 2XX (3)		MRU's ETOL 4405 (3) was previously approved for RLS 210 (3). The new agreement will be: ETOL 4405 (3) = RLS 210 (3) OR AUPED 2xx (3).
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Agenda Title: Augustana Faculty and the Deletion of the Emergency Medical Technician Non-Credit Certificate Program, the Emergency Medical Responder Non-Credit Certificate Program and the Paramedic Diploma Program

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the deletion of the Emergency Medical Technician Non-Credit Certificate Program, the Emergency Medical Responder Non-Credit Certificate Program and the Paramedic Diploma Program, as submitted by Augustana Faculty and as set out in Attachment 4C of the documentation, to be effective upon approval.

Note from University Governance: While non-credit certificates are normally provided for information to the GFC Academic Standards Committee (ASC), GFC ASC originally approved the three above-noted non-credit certificate/diploma programs on May 18, 2006, thus, they are now before members for approval of their deletion.

Rationale: As a result of an agreement between the University of Alberta and Lakeland College, which included consultation with and approval from the Ministry of Advanced Education and Technology, these three programs have been transferred to Lakeland College. All students who were registered in them at the time of the signing of this agreement have now either successfully completed their programs or have withdrawn from them.

OUTLINE OF ISSUE

Agenda Title: Faculties of Physical Education and Recreation and Native Studies (New) Embedded Certificate in Aboriginal Sport and Recreation

Motion: That the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the new embedded certificate in Aboriginal Sport and Recreation, as submitted by the Faculties of Physical Education and Recreation and Native Studies and as set out in Attachment 1 of the documentation, for implementation in Fall.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Faculty of Physical Education and Recreation and the Faculty of Native Studies
Presenter(s)	Pierre Baudin, Associate Dean–Undergraduate Programs, Faculty of Physical Education and Recreation Tom Hinch, Professor and Associate Dean–Community and International Engagement, Faculty of Physical Education and Recreation Ellen Bielawski, Dean, Native Studies
Subject	New embedded certificate in Aboriginal Sport and Recreation

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The purpose of this proposal is to initiate a *30 embedded certificate in Aboriginal Sport and Recreation jointly sponsored by the Faculties of Native Studies and Physical Education & Recreation.
The Impact of the Proposal is	This certificate addresses a demonstrated need for graduates who can become leaders in sport and recreation in Aboriginal communities. Such leaders need technical expertise in sport and recreation in combination with a strong understanding of the culture and dynamics of Aboriginal communities.
Replaces/Revises (eg, policies, resolutions)	
Timeline/Implementation Date	Fall 2011
Estimated Cost	
Sources of Funding	See attached
Notes	<u>Note 1:</u> On April 28, 2008, the Board Educational Committee (BEAC) (now the Board Learning and Discovery Committee (BLDC)) approved free-standing credit certificates as a new credential for the University of Alberta. <u>Note 2:</u> (ASC’s Terms of Reference): “Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC).” <u>Note 3:</u> non-credit certificates are received by ASC for information; embedded certificates are approved by GFC ASC and do not require government approval.

	<u>Note 4</u> : Free-standing credit certificates may be approved by GFC APC and be forwarded to the Post-Secondary Programs Branch for approval.
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Alignment/Compliance

Alignment with Guiding Documents	<i>Dare to Discover Values</i> : to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth; <i>Dare to Deliver</i> .
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. GFC ASC’s Terms of Reference (Mandate): GFC delegated authority to ASC to approve “proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC).” (3.G.).</p> <p>3. PSLA: The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>4. UAPPOL Admissions Policy: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.).</p> <p>The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the <i>University Calendar</i>. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the <i>University Calendar</i>.</p> <p>The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”</p>



5. UAPPOL Admissions Procedure:

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

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

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

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

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

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

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

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

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



	<p>9. GFC ASC’s Terms of Reference (Mandate): The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are editorial in nature. GFC policy provides that “the term ‘routine and/or editorial’ refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy” (Section 12.1.2.1).</p> <p>Further, GFC policy allows for ASC “to act for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations” (Section 12.1.3.1).</p>
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Routing (Include meeting dates)

<p>Consultative Route (parties who have seen the proposal <i>or its earlier version as a proposed degree</i> and in what capacity)</p>	<p>On campus:</p> <ul style="list-style-type: none"> • Faculty of Native Studies (approved March 15, 2011) • Faculty of Physical Education and Recreation (approved March 29, 2011) • Office of the Registrar and Student Awards • Faculty of Science – Student Services • Faculty of Rehabilitation Medicine • Faculty of Agriculture, Life and Environmental Sciences • Faculty of Medicine & Dentistry • Faculty of Education • Augustana Campus • Campus Saint-Jean • Aboriginal Student Services Centre • Aboriginal Student Council, University of Alberta • Native Studies Student Association, University of Alberta <p>Off campus:</p> <ul style="list-style-type: none"> • Regional AFN of Treaties 6, 7, 8 • Assembly of Treaty Chiefs – 6, 7, 8 • Athabasca Tribal Council • Treaty 8 First Nations of Alberta • Métis Settlement General Council • Métis Nation of Alberta • Canadian Association for the Advancement of Women and Sport and Physical Activity • Aboriginal Sport Circle • Motivate Canada • Boyle Street Community Services • Ben Calf Robe Society • Bent Arrow Traditional Healing Society • NWT Recreation and Parks Association • Indian and Northern Affairs Canada
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	<ul style="list-style-type: none"> • Northwest Territories Municipal and Community Affairs • Aurora College, NWT • Decho Divisional Education Council • South Slave Divisional Education Council • Gwich'in Social and Cultural Institute • Maskwachees Cultural College • Portage College, Lac La Biche
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee (June 16, 2011-for approval)
Final Approver	GFC Academic Standards Committee

1. Attachment 1 Template IIIB (pages 1 – <>)

**Program Approval Template
Embedded Credit Certificates**

This template is to be used for proposals calling for the establishment of new University of Alberta embedded credit certificates. Embedded credit certificates are taken concurrently with a degree program of the University of Alberta. (Certificate in Peace and Post-Conflict Studies offered by the Faculty of Arts)

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

Section A: Basics	
Program Name	Certificate in Aboriginal Sport and Recreation
Sponsoring Faculty/ Academic Unit	Faculty of Native Studies Faculty of Physical Education and Recreation
Contact information	Name and Title Dr. Tom Hinch & Dr. Nathalie Kermoal
	Phone 780-492-2759 780-492-7207
	Email tom.hinch@ualberta.ca nathalie.kermoal@ualberta.ca
Institution(s) If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential.	University of Alberta
Units of Course Weight	*30
Program Synopsis Describe the program. Include curriculum content, target student group, target employment, further education options, etc.	<p>The Certificate in Aboriginal Sport and Recreation is jointly administered by the Faculty of Native Studies and the Faculty of Physical Education and Recreation, and is targeted at students enrolled in degree programs in the Faculties of Native Studies and Physical Education and Recreation (Appendix A).</p> <p>This certificate will produce the next generation of leaders in Aboriginal sport and recreation by providing students with a flexible and innovative environment that emphasizes academic excellence and experiential learning. To achieve this goal, the proposed curriculum positions sport and recreation as instruments for improving community health. This is accomplished by combining the expertise of the Faculty of Physical Education and Recreation in the realms of sport, recreation and physical activity with the Faculty of Native Studies' expertise in Aboriginal culture and community.</p> <p>Students wishing to be awarded the Aboriginal Sport and Recreation Certificate must apply either through the Faculty of Native Studies or the Faculty of Physical Education and Recreation early in their degree programs to ensure that they have access to the required courses.</p> <p>Students may pursue this certificate in Aboriginal Sport and Recreation while fulfilling existing requirements for their degree program by taking the designated courses for a minimum of ★30. The course requirements are as follows:</p> <p>(1) ★18 Certificate Core:</p> <p style="padding-left: 40px;">a. NS 110</p> <p style="padding-left: 40px;">b. NS 111</p>

	<p>c. NS 290</p> <p>d. PERLS 105</p> <p>e. PERLS 323</p> <p>f. RLS 100</p> <p>(2) ★ 12 Certificate Options:</p> <p>a. ★6 chosen from: NS 300, NS 345, NS 361, NS 362, NS 376, NS 390, NS 476, NS 485</p> <p>b. ★6 chosen from: HE ED 110, PEDS 245, PERLS 104, RLS 122, RLS 225, RLS 230</p> <p>To qualify for the certificate a student must satisfy all program requirements for their degree and demonstrate satisfactory academic performance by achieving a pass on all courses in the certificate program. This is an embedded certificate; the certificate will only be awarded when the degree is awarded.</p> <p>Recipients of this certificate will be well positioned to seek employment in community service areas related to sport and tourism in aboriginal communities, and communities in which aboriginal peoples represent a significant part of the population.</p>
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Section B: Rationale, Implications and Impact	
<p>Rationale for Introduction of Certificate</p> <p>Outline the rationale for the proposed embedded credit certificate and provide supporting data if applicable – eg. Results of student or economic demand analyses; consultation with wider community, etc.</p>	<p>The rationale for the proposed certificate is essentially twofold. First, Aboriginal communities have special health and wellness needs that can be successfully addressed in part, through community leaders versed in recreation, sport and physical activity. Second, beyond their technical expertise in sport and recreation, these leaders need to have a strong understanding of the cultural context of Aboriginal communities.</p> <p>Considerable investment was made from 2007 to 2010 in the development of a proposal for a joint degree in Aboriginal Sport, Recreation and Community Development. This proposal was approved by the Faculty Councils of Native Studies and Physical Education and Recreation but was postponed due to budget issues in 2010.</p> <p>The proposed embedded certificate presented here will enable the two Faculties and the University to serve demonstrated needs in the realm of community based Aboriginal sport and recreation (see Appendix B). It also helps to address Aboriginal community expectations for curricular development and will help to maintain the positive rapport that has been fostered through the consultations for the proposed degree over the past four years. Both Faculties have approved the Certificate through their respective governance structures: Native Studies – March 15, 2011 and Physical Education and Recreation – March 29, 2011.</p>
<p>Vision and Academic Plan</p> <p>How does the proposed program connect to the University’s vision <i>Dare to Discover</i>? How does the program further the University’s Academic Plan?</p>	<p>The proposed program is consciously positioned within the University’s vision. Its most direct linkages to the cornerstones of the vision articulated in the <i>Dare to Discover</i> and <i>Dare to Deliver</i> documents include the intent to: 1) improve “access for Aboriginal, and non-traditional students”; and 2) to connect to communities by engaging, serving, and drawing on “strengths from the diversity of our external communities, in particular Aboriginal... rural, and northern communities.”</p>

<p>Resource Implications Identify the resource implications of the proposed embedded credit certificate. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.</p>	<p>There will be minimal impact on human resources or facilities by this program as it is designed to draw on existing courses and services (Appendix A & B). In fact, it is designed to optimize capacity by directing students to courses in which there are spaces available. An existing tenure track appointment in PER with a specialization in Aboriginal Health will provide academic leadership for this certificate. This faculty member will be teaching one new course, PERLS 323 – Aboriginal Peoples and Physical Practices, designed to be the key integrating course in the certificate. Existing service providers, such as student advisors, will be trained to advise students in this certificate. No additional fiscal resources will be required to deliver the program.</p>
<p>Enrolment Outline the expected enrolment for the embedded credit certificate and any potential impacts on course offerings.</p>	<p>It is anticipated that the initial enrolment in the certificate will 5 to 10 students per year. Enrolment is expected to increase to 10 to 12 students per year by year four of the program. An incremental increase in enrolment of about 5 to 10 students in the courses identified is expected once the certificate is fully established. The courses listed in this certificate were identified in part because they were seen to have the capacity for increased enrolment.</p>
<p>Implications of Introduction of the Credit Certificate Identify the implications of the proposed embedded credit certificate for the system. For example, will it affect other programs at the U of A, programs at other institutions, etc.?</p>	<p>The implications of this certificate are seen as being very positive. Not only does the certificate address an expressed need in the broader community and offer students improved career opportunities, it captures synergies by strategically packaging the curricular offerings of two Faculties. There are no similar programs offered in Alberta at the current time. Further assessment will, however, be required prior to the re-initiation of a joint <u>degree</u> proposal in Aboriginal Sport, Recreation and Community Development. Key considerations will include the relative depth and breadth of the curriculum in the certificate and proposed degree along with the market potential for both programs.</p>
<p>Consultation Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student Services, etc.</p>	<p>Consultations for a joint degree program were held with a wide range of university and community groups as part of the preparation for an application for a joint degree in Aboriginal Sport, Recreation and Community Development. One of the outcomes of this consultation process are letters of support from 12 Aboriginal organizations and Regional Governments, the three levels of government, five educational institutions and boards, two student organizations and eight U of A Faculties (Appendix B). These letters indicate widespread support a program focused on Aboriginal sport and recreation. The proposed embedded certificate addresses these expressed needs to a significant degree. The certificate will therefore help to maintain the rapport and trust that have been developed with Aboriginal communities through this consultation process.</p> <p>The Office of the Registrar and Student Awards has been consulted and the calendar copy for the proposed certificate has been reviewed. The Library Impact Statement is included in Appendix B.</p>

<p>Appendices</p>	
<p>Appendix A – curriculum and program structure List course names, numbers, and descriptions. Indicate if the courses are new or existing. Include draft content for the University Calendar.</p>	<p>Calendar copy Course names Calendar description for new course PERLS 323 Aboriginal Peoples and Physical Practices</p>

<p>Appendix B – other Include any additional information in support of the proposal including the Library Impact Statement and letters of support.</p>	<p>Library Impact Statement List of Letters of Support for original degree proposal Sample Letters of Support for original degree proposal – Aboriginal Organizations only</p>
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Appendix A

- Calendar Copy
- Course Names
- Calendar Description for new course PERLS 323 – Aboriginal Peoples and Physical Practices

Certificate in Aboriginal Sport, Recreation	
120 Faculty of Native Studies	120 Faculty of Native Studies
NEW	124 Certificates
124 Certificate in Aboriginal Governance and Partnership	124.1 Certificate in Aboriginal Governance and Partnership
..	..
124.1 Academic Standing and Graduation	124.1.1 Academic Standing and Graduation
NEW	<p>124.2 Certificate in Aboriginal Sport and Recreation.</p> <p>The Certificate in Aboriginal Sport and Recreation is jointly administered by the Faculty of Physical Education and Recreation and the Faculty of Native Studies and is targeted at students enrolled in degree programs in the Faculties of Native Studies and Physical Education and Recreation.</p> <p>This certificate will produce the next generation of leaders in Aboriginal sport and recreation by providing students with a flexible and innovative environment that emphasizes academic excellence and experiential learning. To achieve this goal, the proposed curriculum positions sport and recreation as instruments for improving community health. This is accomplished by combining the expertise of the Faculty of Physical Education and Recreation in the realms of sport, recreation and physical activity with the Faculty of Native Studies' expertise in Aboriginal culture and community.</p> <p>Students wishing to be awarded the Aboriginal Sport and Recreation Certificate must apply either through the Faculty of Physical Education and Recreation or the Faculty of Native Studies early in their degree programs to ensure that they have access to the required courses.</p> <p>Students may pursue this certificate in Aboriginal Sport and Recreation while fulfilling existing requirements for their degree program by taking the designated courses for a minimum of ★30. The course requirements are as follows:</p> <p>(1) ★18 Core:</p> <ul style="list-style-type: none"> a. NS 110 b. NS 111 c. NS 290 d. PERLS 105 e. PERLS 323

	<p>f. RLS 100</p> <p>(2) ★ 12 Options:</p> <p>a. ★6 chosen from: NS 300, NS 345, NS 361, NS 362, NS 376, NS 390, NS 476, NS 485</p> <p>b. ★6 chosen from: HE ED 110, PEDS 245, PERLS 104, RLS 122, RLS 225, RLS 230</p> <p>To qualify for the certificate a student must satisfy all program requirements for their degree and demonstrate satisfactory academic performance by achieving a pass on all courses in the certificate program. This is an embedded certificate; the certificate will only be awarded when the degree is awarded.</p>
<p>150 Faculty of Physical Education and Recreation</p>	<p>150 Faculty of Physical Education and Recreation</p>
<p><i>NEW</i></p>	<p>155 Certificates</p>
<p><i>NEW</i></p>	<p>155.1 Certificate in Aboriginal Sport and Recreation.</p> <p>The Certificate in Aboriginal Sport and Recreation is jointly administered by the Faculty of Physical Education and Recreation and the Faculty of Native Studies and is targeted at students enrolled in degree programs in the Faculties of Native Studies and Physical Education and Recreation.</p> <p>This certificate will produce the next generation of leaders in Aboriginal sport and recreation by providing students with a flexible and innovative environment that emphasizes academic excellence and experiential learning. To achieve this goal, the proposed curriculum positions sport and recreation as instruments for improving community health. This is accomplished by combining the expertise of the Faculty of Physical Education and Recreation in the realms of sport, recreation and physical activity with the Faculty of Native Studies' expertise in Aboriginal culture and community.</p> <p>Students wishing to be awarded the Aboriginal Sport and Recreation and Certificate must apply either through the Faculty of Physical Education and Recreation or the Faculty of Native Studies early in their degree programs to ensure that they have access to the required courses.</p> <p>Students may pursue this certificate in Aboriginal Sport and Recreation while fulfilling existing requirements for their degree program by taking the designated courses for a minimum of ★30. The course requirements are as follows:</p>

(1) ★18 Core:

- a. NS 110
- b. NS 111
- c. NS 290
- d. PERLS 105
- e. PERLS 323
- f. RLS 100

(2) ★ 12 Options:

a. ★6 chosen from: NS 300, NS 345, NS 361, NS 362, NS 376, NS 390, NS 476, NS 485

b. ★6 chosen from: HE ED 110, PEDS 245, PERLS 104, RLS 122, RLS 225, RLS 230

To qualify for the certificate a student must satisfy all program requirements for their degree and demonstrate satisfactory academic performance by achieving a pass on all courses in the certificate program. This is an embedded certificate; the certificate will only be awarded when the degree is awarded.

Faculty of Physical Education and Recreation

Faculty of Native Studies

Certificate in Aboriginal Sport and Recreation

Proposed Courses (Total of *30):

Core Courses (*18):

PER (*9)

PERLS 105 *3 Introduction to the Management of Sport and Leisure

PERLS 323 *3 **New** – Aboriginal People and Physical Practices
(Prerequisite: PERLS 104 or NS 111)

RLS 100 *3 Life, Leisure and the Pursuit of Happiness

NS (*9)

NS 110 *3 Historical Perspectives in Native Studies

NS 111 *3 Contemporary Perspectives in Native Studies

NS 290 *3 Introduction to Research and Inquiry

Option Courses (*12):

PER (*6) Two from the following list

HEED 110 *3 Introduction to Personal Health and Well Being

PEDS 245 *3 Introduction to the Profession of Coaching

PERLS 104 *3 Introduction to the Sociocultural Aspects of Sport and Leisure

RLS 122 *3 Leadership in Recreation and Leisure Organizations

RLS 225 *3 Program Planning for Leisure
(Prerequisite – RLS 100)

RLS 230 *3 Recreation and Community Development
(Prerequisite – RLS 100)

NS (*6) Two from the following list

- NS 300 *3 Traditional Cultural Foundations I
(Prerequisite – NS 110, 111 and 240 or 290 or consent of Faculty)
- NS 345 *3 Management Issues in Native Communities
(Prerequisite – NS 110, 111 and 240 or 290 or consent of Faculty)
- NS 361 *3 Challenging Racism and Stereotypes
(Prerequisite – NS 110, 111 and 240 or 290 or consent of Faculty)
- NS 362 *3 Aboriginal Women
(Prerequisite – NS 110 and 111)
- NS 376 *3 Native Demography and Disease
(NS 110, 111 and 240 or 290 or consent of Faculty)
- NS 390 *3 Research Methods in Native Studies
(Prerequisite – NS 110, 111 and 290)
- NS 476 *3 Perspectives on Aboriginal Health and Well Being
(Prerequisite – NS 376 or consent of Faculty)
- NS 485 *3 Urban Aboriginal Issues and Identities
(Prerequisite – NS 110, 111 and one 300-level NS course or consent of Faculty)

Current	Proposed
<i>New Course</i>	PERLS 323 Aboriginal Peoples and Physical Practices *3 (fi 6)(either term, 3-0-0) This course explores ways in which physical practices influence the health of Aboriginal peoples. In this context health is defined as a state of balance involving body, emotions, mind, and spirit. The various forms of physical activity, sport, recreation, and leisure activities in which Aboriginal peoples participate will be examined. Prerequisite: PERLS 104 or NS 111

Appendix B

- Library Impact Statement
- List of Letters of Support for original degree proposal
- Sample Letters of Support for original degree proposal – Aboriginal Organizations only

NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT CERTIFICATION
Submitted to the Academic Development Committee

A library impact statement was submitted in February 2009 for a joint BA in Aboriginal Sport, Recreation and Community. However, the proposal for this program did not go forward. In 2010, a 15-credit "Non-Credit certificate in Aboriginal Sport Recreation and Community Development" was proposed with no requirement of new courses and no enrolment of new students. The library determined that this certificate program would have no impact on library resources and services and submitted an impact statement to that effect. The certificate program has now been amended, and the current proposal is for a 30-credit "Embedded certificate in Aboriginal Sport and Recreation" based on existing elective courses with only one new course to be added. Enrolment will be drawn from the existing body of student with minimal enrolment of new students. It is therefore determined that the certificate program should have minimal impact on library resources and services.

We support the changes proposed by the Faculty of Native Studies and the Faculty of Physical Education and Recreation.

Executive summary of costs

Total Costs	Start Up	On going (expected annual maintenance costs)
1. Collections budget	0	0
2. Capital budget	0	0
3. Operating/staffing budget	0	0
Total Costs: Summary	0	0

Signed



Mary Jo Romaniuk
 Chief Librarian (Acting)



Kathy West
 Head, HT Coutts (Education & Physical Education Library)

LIST OF LETTERS OF SUPPORT

1. University of Alberta

- a. Faculty of Science – Student Services
- b. Faculty of Rehabilitation Medicine
- c. Faculty of Agriculture, Life and Environmental Sciences
- d. Faculty of Medicine & Dentistry
- e. Faculty of Education
- f. Augustana Campus
- g. Campus Saint-Jean
- h. Aboriginal Student Services Centre

2. Aboriginal Organizations

- a. Regional AFN of Treaties 6, 7, 8
- b. Assembly of Treaty Chiefs – 6, 7, 8
- c. Athabasca Tribal Council
- d. Treaty 8 First Nations of Alberta
- e. Métis Settlement General Council
- f. Métis Nation of Alberta

3. Service Organizations

- a. Canadian Association for the Advancement of Women and Sport and Physical Activity
- b. Aboriginal Sport Circle
- c. Motivate Canada
- d. Boyle Street Community Services
- e. Ben Calf Robe Society
- f. Bent Arrow Traditional Healing Society
- g. NWT Recreation and Parks Association

4. Other Levels of Government

- a. Indian and Northern Affairs Canada
- b. Northwest Territories Municipal and Community Affairs

5. Other Educational Institutions and Organizations

- a. Aurora College, NWT
- b. Decho Divisional Education Council
- c. South Slave Divisional Education Council
- d. Gwich'in Social and Cultural Institute
- e. Maskwachees Cultural College
- f. Portage College, Lac La Biche

6. Student Organizations

- a. Aboriginal Student Council, University of Alberta
- b. Native Studies Student Association, University of Alberta



Ms. Ellen Bielawski, Dean
Faculty of Native Studies
2031 Pembina Hall
University of Alberta
Edmonton, AB T6G 2H8

Dear Dean Bielawski:

RE: Bachelor of Arts in Aboriginal Recreation, Sport and Leisure

On behalf of the Regional AFN of Treaties 6, 7, 8 (Alberta), it is my pleasure to submit this letter of support for the proposed Bachelor of Arts in Aboriginal Recreation, Sport and Leisure.

To provide you background information, our organization is the political advocacy organization for the First Nations of Alberta; and office for the Regional Chief who represents the Chiefs at the Executive of the Assembly of First Nations, the national organization representing 633 First Nations across Canada.

The Regional office works closely with the Chiefs of the First Nations on issues impacting our communities and citizens, such as health, housing, education, social and economic development among others. We interact with federal and provincial governments to protect and enhance the inherent and Treaty rights of the First Nation peoples of this territory. The Chiefs of Treaty 6, 7 and 8 are on record supporting Sports and Physical Education initiatives in the past, for example: NAIG, WIN games and the Maskwacîs Declaration.

It was my honour to meet with Ms. Janice Forsyth, Assistant Professor with a joint appointment in the Faculties of Native Studies and Physical Education and Recreation on March 17, 2009 for the purpose of discussing the proposed program. It provided me with the opportunity to review the planned structure and courses. I am very impressed with the amount of work that has been done to date; and how committed the University and Faculties are in building this program.

We most assuredly support the focus on sports management, health and wellbeing and governance and community development as these areas are in urgent need of knowledgeable and qualified professionals who have been trained in the proper cultural competencies.

This is an exciting initiative and I applaud the University and the Faculties for acting upon an essential need that has long been identified by First Nation leaders and their allies in sport and recreation. As a professional (UofA Alumnus) with a Bachelors and Masters degrees in Physical Education, I am a firm believer that sports and recreation is an excellent medium for the development of our youth; and one that will aide in turning negative influences to positive outcomes for many of our First Nations' communities.

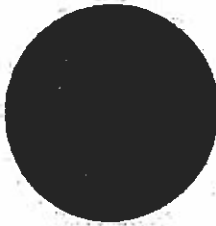
I extend the best wishes for a successful program and look forward to seeing it implemented in the near future.

Respectfully,



Dr. Wilton Littlechild, IPC
Regional Chief

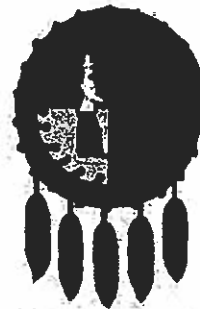
OFFICIAL DOCUMENT
12-05-2009/#004R



TREATY NO. 6



TREATY NO. 7



TREATY NO. 8

ASSEMBLY OF TREATY CHIEFS RESOLUTION

RESOLUTION: 12-05-2009/#004R

**SUBJECT: ABORIGINAL SPORTS AND RECREATION IN
EDUCATIONAL INSTITUTIONS**

WHEREAS the Chiefs of the Treaty No. 6, Treaty No. 7, Treaty No. 8 [Alberta] known as the Assembly of Treaty Chiefs [hereinafter] did meet in a duly convened Spring Sitting held at the River Cree Resort & Casino, in Enoch Cree Nation, Treaty No. 6 Territory on May 11th, 12th & 13th, 2009; and

WHEREAS the Faculty of Physical Education and Recreation and the Faculty of Native Studies at the University of Alberta are developing a jointly delivered degree in Aboriginal Sport, Recreation and Community Development with a proposed launch date of September 2010; and

WHEREAS the purpose of the degree is to enhance the ability of graduates to adapt to the social, cultural and political environments of Aboriginal communities in rural and urban Alberta and nationally, as well as take on leadership roles within government and the non-profit sector in fields related to sport, recreation and leisure; and

WHEREAS the degree will instruct students in a collaborative and positive environment where the goal is to make meaningful contributions to Aboriginal lives in Canada; and

WHEREAS the Chiefs of Treaty No. 6, Treaty No. 7 and Treaty No. 8 [Alberta] have gone on record many times in support of educational programs that contribute the building of strong families and communities.

OFFICIAL DOCUMENT
12-05-2009/#004R

**SUBJECT: ABORIGINAL SPORTS AND RECREATION IN
EDUCATIONAL INSTITUTIONS**

THEREFORE BE IT RESOLVED that the Chiefs of Treaty No. 6, Treaty No. 7 and Treaty No. 8 [Alberta] express their support in writing for the development and implementation of the University of Alberta's jointly delivered degree in Aboriginal Sport, Recreation and Community Development as requested by a representative of the University of Alberta (Janice Forsyth).

**MOVED BY: CHIEF WAYNE MOONIAS,
LOUIS BULL TRIBE**

**SECONDED BY: CHIEF CHARLES WEASELHEAD,
BLOOD TRIBE**

QUESTION CALLED


VOTE: PASSED UNANIMOUSLY

FOR: 29

AGAINST: 0

ABSTENTIONS: 0

RESOLUTION CHAIRPERSON:



Eunice Louis



ATHABASCA TRIBAL COUNCIL

9206 McCormick Drive, Fort McMurray, AB T9H 1C7 Phone: 791-6538 Fax: 791-0946

December 9, 2008

Representing:



Athabasca
Chipewyan
First Nation



Chipewyan Prairie
First Nation



Fort McKay
First Nation



Fort McMurray
No. 468
First Nation



Mikisew Cree
First Nation

Michael J Mahon
Dean, Faculty of Physical Education and Recreation
Ellen Bielawski
Dean, Faculty of Native Studies
2-31 – Pembina Hall
University of Alberta
Edmonton, AB. T6G 2H8

RE: BA Aboriginal Recreation, Sport, and Leisure.

I am pleased to write this letter of support on behalf of Athabasca Tribal Council, for the proposed B.A. in Aboriginal Recreation, Sport, and Leisure. My support is based on the fact that this is an interdisciplinary program focused on a critical issue in the health and wellness of Aboriginal people. It is important that institutions such as the University of Alberta continue to pursue programs such as the proposed degree which would provide appropriate education and cultural training necessary for graduates to work in Aboriginal communities both in rural and urban areas. I am also extremely supportive of the fact that the degree will educate students in the scientific, cultural, economic, moral, political and social dimensions of issues related to Aboriginal recreation, sport, and leisure. This holistic approach to understanding Aboriginal recreation, sport, and leisure is critically important with our ever evolving challenges related to this area, which are multi-faceted.

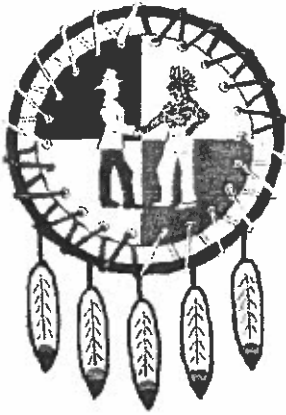
Good luck with the proposal. I hope that you are successful, because Aboriginal communities need professionals with appropriate education and training who can fit in and work with Aboriginal people.

Sincerely

Roy Vermillion
Chief Executive Officer
Athabasca Tribal Council

In unity with the Athabasca Tribal Council we have obtained our true value as healthy, productive and proud Cree and Dene people.

Treaty 8 First Nations of Alberta



HEAD OFFICE
Woodland Cree First Nation
General Delivery
Cadotte Lake, AB, T0H 0N0
Telephone: (780) 629-3803
Fax: (780) 629-3842

SUB OFFICE
c/o Santa Fe Plaza
18178 - 102 Avenue
Edmonton, Alberta T5S 1S7
Phone: (780) 444-9366
Fax: (780) 484-1465

March 10, 2009

Ellen Bielawski, Dean
Faculty of Native Studies

Michael Mahan, Dean
Faculty of Physical Education and Recreation
2 – 31 Pembina Hall
University of Alberta
Edmonton, Alberta T6G 2H8

Dear Ellen and Michael:

I have reviewed the proposal for a new degree – BA in Aboriginal Recreation, Sport and Leisure as provided by Dr. R. Mudalier, Administrative Professional Officer, Faculties of Native Studies and Physical Education and Recreation, University of Alberta, and am pleased to express the support of Treaty 8 First Nations of Alberta for this proposed degree.

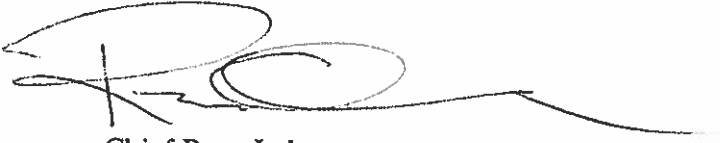
Treaty 8 First Nations of Alberta is pleased that the University of Alberta is continuing to expand the Native Studies faculty and we wish you every success with this endeavor.

We believe that a BA degree in Aboriginal Recreation, Sport and Leisure will be of benefit to graduates as the program has a community development focus as well as a sport, recreation and leisure emphasis.

Education plays an essential role in the building of a better future for First Nation peoples in Canada. It is our belief that programs such as this proposed BA degree will help many who will be involved in the process of bringing about this better future. In addition it is also our hope that such degree programs will help Aboriginal and non-Aboriginal Canadians come to a better understanding of one another.

Treaty 8 First Nations of Alberta are pleased to see the Faculty of Native Studies take the initiative of a degreed program in Aboriginal Recreation, Sport and Leisure and support your efforts.

Sincerely,

A handwritten signature in black ink, appearing to be 'R. Laboucan', with a long horizontal line extending to the right.

Chief Rose Laboucan
Chief of Education
Treaty 8 First Nations of Alberta



Metis Settlements General Council

April 2009

Ellen Bielawski, Dean
Faculty of Native Studies
2-31 Pembina Hall
University of Alberta
Edmonton, Alberta T6H 2H8

Michael Mahon, Dean
Faculty of Phys ED & Recreation
W1 – 34 Van Vliet Centre
University of Alberta
Edmonton, Alberta T6G 2H9

Dear Dean Bielawski and Dean Mahon,

RE: Support letter for proposed joint degree program

Thank you for including the Métis Settlements General Council (MSGC) in your considerations for support for a joint degree program between the faculties of Native Studies and Physical Education & Recreation.

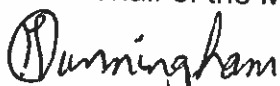
Indeed, MSGC is involved in sponsoring many sports related events and believes that sports and recreation in the Aboriginal community promotes healthy living and therefore healthy communities. A sports and recreation promoting Aboriginal students complements our goals and work in building healthy, sustainable communities.

We look forward in being part of a progressive program which responds to the needs of Métis Settlement students looking to develop their careers around sports and recreation. We hope considerations for entry into the new degree recognizes the challenges Métis students face entering post-secondary institutions and continues to encourage their applications and acceptance into the program.

MSGC will be following up our support by asking for outcomes in the program after a year of being offered. We are particularly interested in where the program will be publicized, which communities are targeted and how successful the program was in recruiting Métis Settlement students.

Support for the Joint Degree is taken very seriously by MSGC and see it as the building ground for future partnership/relationship. If we may be of further assistance, please contact our office at the number provided.

On Behalf of the MSGC Executive,


Gerald Cunningham
President



Métis
Nation of
Alberta

Office of the Provincial President

100 Delia Gray Building
11738 Kingsway Avenue
Edmonton, AB T5G 0X5

Phone: (780) 455 2200
Fax: (780) 452 8946
Toll Free: 1 800 252 7553

www.albertametis.com

June 16, 2009

Ellen Bielawski, Dean
Faculty of Native Studies
2-31 Pembina Hall
University of Alberta
Edmonton, Alberta
T6G 2H8

Michael Mahon, Dean
Faculty of Physical Education and Recreation
W1-34 Van Vliet Centre
University of Alberta
Edmonton, Alberta
T6G 2H9

RE: LETTER OF SUPPORT

Dear Ms. Bielawski and Mr. Mahon:

On behalf of the Métis Nation of Alberta (MNA), I am pleased to provide this letter of support for the development of the Bachelor of Arts degree in Aboriginal Sport, Recreation and Community Development at the University of Alberta.

The Métis Nation of Alberta is a democratic, open and accountable organization that aspires to maintain solid governance for the Metis people. As you may know the recent Statistics Canada survey shows there are 87,000 self-identified Métis in Alberta, with 42,000 of which are registered members of the Métis Nation of Alberta. For the past 81 years we have worked collaboratively with all levels of government to uphold Metis rights, ensure economic, social, health and educational opportunities for Metis people. The Metis Nation of Alberta strives to preserve and showcase our rich culture. We recognize the importance of education for all Metis people and have always advocated for enhanced educational opportunities.

The Métis Nation of Alberta's Education Manager reviewed the proposed degree program with Janice Forsyth, an Assistant Professor with a joint appointment in the Faculties of Native Studies and Physical Education and Recreation, at our office on April

9, 2009. Janice provided our organization with the background of the proposed program, its vision, mission and objectives, and structure and courses. After further discussions with our Education Manager we fully support the holistic approach of the proposed degree, as demonstrated through the three areas of concentration, specifically sports management, leisure, health and well-being, and recreation, governance and community development. These areas correspond to the overall direction in health that the Métis Nation of Alberta is taking, and we are pleased to see that a holistic approach to Aboriginal wellness is being implemented at the post-secondary level.

We believe the proposed degree will help build much needed capacity among individuals who are interested in, and committed to, working with Aboriginal people in sport and recreation. The inclusion of courses on Métis history and politics is a welcome sight at the university level.

As you move forward with the development of this program, we would appreciate being informed of any potential opportunities to contribute to the program, such as providing students with educational materials and by contributing our time through guest lectures. We would also welcome the opportunity to engage in discussions about potential partnerships in the area of research, student placements and training, as well as participate in an advisory capacity for the proposed degree should such an opportunity arise.

It is apparent that much thought has gone into the development of the program, and we sincerely hope that its focus remains rooted in addressing the needs and interests identified by Aboriginal people.

In light of what Dr. Forsyth has presented to us, we wholeheartedly support the development of the proposed program, and look forward to productive and mutually beneficial discussions about how we might be involved.

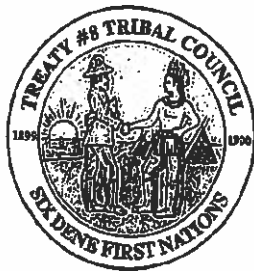
Sincerely,

Métis Nation of Alberta



Audrey Poitras
President

cc: James Atkinson, MNA Education Manager



Akaitcho Territory Government

Head Office: Salt Plains Reserve #195

November 16, 2009

Dr. R. Mudalier, RPA
Administrative Professional Officer
Faculties of Native Studies/Physical Education & Recreation
University of Alberta
2-31 Pembina Hall
Edmonton, AB
T6G 2H8

**RE: LETTER OF SUPPORT – INFORMATION ABOUT NEW AGREE – BA IN
ABORIGINAL SPORT, RECREATION & COMMUNITY DEVELOPMENT**

Dear Dr. Mudalier,

Akaitcho Territory Government is in receipt of your letter dated May 22, 2009, regarding request for support in a new degree, the BA for Aboriginal Sport, Recreation and Community Development. I reviewed the information that you have provided. I commend and support the University of Alberta in their efforts in expanding their native studies programs by proposing this new degree.


In Akaitcho Territory in the NWT and as Treaty 8 members, education is very important to the leadership who emphasize to each youth to complete their education and further their studies to become successful First Nation people for the betterment of each First Nation community, now and for the future.

For the past decade, especially in the north, many non aboriginal and aboriginal students who attend school get involved in sport and recreation, right from junior high, until they complete their education. Once complete, some students continue work in this area, most volunteer their time, and some become more interested and retain this as their career path. This would provide an educational opportunity for the youth who wish to pursue and advance their studies, to obtain a BA in sport, recreation and Community Development.

This new degree being proposed, is not only an excellent opportunity, it will benefit students who could enrol and further their studies in obtaining a bachelors degree. Especially aboriginal students who come from small northern remote communities who can come back to their home town and work on Sport, Recreational and Community activities.

Should the U of A be successful in implementing this new BA program, I would be very much interested in obtaining further information, that I can distribute to all Akaitcho Dene Member First Nations and Schools in Akaitcho Territory.

Sincerely,



Annie Boucher,
Executive Director

CC: Chiefs, Akaitcho Dene Member First Nations
AHRDA Coordinators, Akaitcho Dene Member First Nations.

OUTLINE OF ISSUE

Agenda Title: **Office of the Registrar and Student Awards Changes to the Fresh Start Program to Allow Registration in Spring Courses**

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from GFC, changes to admission regulations in order to allow Fresh Start students to register in courses in the Spring term, as submitted by the Office of the Registrar and Student Awards and as set out in Attachment 1, to take effect upon approval and for publication in the 2012-13 University Calendar.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Office of the Registrar & Student Awards, Office of the Dean of Students
Presenter	Ada Schmude, Associate Registrar and Director of Records, Office of the Registrar Wendy Doughty, Interim Director Student Success Centre, Office of the Dean of Students Susan Oliver, Assistant Registrar Special Registrations, Office of the Registrar
Subject	Fresh Start program registration regulation changes

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	Currently Fresh Start students can only register in courses during the Fall and Winter terms. The proposed change is to allow Fresh Start students with a GPA of 1.9 or higher to take Spring/Summer courses in order to re-establish satisfactory standing and regain eligibility for readmission to the Faculty in which they were originally registered or to another Faculty.
The Impact of the Proposal is	Students in the Fresh Start program with a GPA of 1.9 or higher will be allowed to register in Spring/Summer courses.
Replaces/Revises (eg, policies, resolutions)	Section 220.5.1 of the University Calendar Fresh Start Program
Timeline/Implementation Date	For implementation in September 2011 and for publication in the 2012 – 2013 <i>University Calendar</i>
Estimated Cost	N/A
Sources of Funding	N/A
Notes	<internal use only>

Alignment/Compliance

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



(Sections 26(1), 60(1)(c) and (d)).

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

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

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

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

4. **UAPPOL Admissions Procedure:**

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

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

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

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

5. **GFC ASC’s Terms of Reference (Mandate):** The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are **editorial** in nature. ASC’s terms of reference



	<p>provide that “the term ‘routine and/or editorial’ refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy” (3.A.i).</p> <p>Further, “ASC acts for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations” (Section 3.B.ii).</p>
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	May 2011 - Wendy Doughty, Interim Director Student Success Centre, Office of the Dean of Students; Robin Cowan, Assistant Dean, Faculty of Arts; Brenda Leskiw, Associate Dean, Faculty of Science June 2, 2011 – GFC ASC Subcommittee on Standards
Approval Route (Governance) (including meeting dates)	June 16, 2011 – GFC Academic Standards Committee (for final approval)
Final Approver	GFC Academic Standards Committee

Attachments:

1. Attachment 1 (page 1) – Overview of the Fresh Start Program Spring/Summer Option
2. Attachment 2 (page 1-2) – Proposed Changes for the 2012-13 *University Calendar*

Prepared by: Susan Oliver, Acting Assistant Registrar, Special Registrations, susan.oliver@ualberta.ca
& Carrie Holstead, Policy Development and Issues Advisor, carrie.holstead@ualberta.ca

Fresh Start Program Spring Option

Open Studies

Open Studies provides study options for those students who do not fall into traditional definitions of students. Open Studies students can take a maximum of 30 units of course weight. One of the student groups admitted into Open Studies is the Fresh Start program.

Fresh Start Program

The Fresh Start Program offers selected University of Alberta students who have been Required to Withdraw an alternate means to re-establish satisfactory academic standing and regain eligibility for admission or readmission to a faculty at the University of Alberta. The current program restricts Fresh Start Students to registering in the Fall and Winter terms as per Section 220.5.1 of the University Calendar. In addition, they can only register in a maximum of 24 credits in the Fresh Start Program.

Academic standing for Fresh Start students is conducted at the end of the Fall/Winter term regardless of whether the student was registered in both terms or not. Satisfactory academic standing is awarded to a student who obtains a GPA of 2.7 or higher on a minimum of 18 credits or a GPA of 2.0 on a minimum of 24 credits. Students who do not achieve a Satisfactory academic standing will be required to withdraw and will not be reconsidered for admission to the University of Alberta.

2010/2011 Academic Standing

There were 158 students registered in the Fresh Start program for Fall 2009 term. Fourteen students withdrew and did not register in Winter term while a total of 144 students did. For the 2009 Fall/Winter term there were 12 students with a GPA between 1.7 and 1.9 on 24 credits but who required a 2.0 GPA to be awarded Satisfactory Academic Standing. There were also 7 students who had a GPA of between 2.2 and 2.6 who were taking between 18 and 23 credits. These students required a GPA of 2.7 in order to be awarded Satisfactory Academic Standing. There is another group of 5 students who had completed between 18 and 23 credits with a GPA of either 1.7 or 1.8. If these students had been allowed to register in Spring term there is the possibility that they would have met the required GPA for Fresh Start.

Allowing Fresh Start students to register in the Spring gives them an opportunity to raise their GPA to a standing that would have made them eligible for readmission to a Faculty. This could have resulted in an additional 24 students registered in the Faculties. If they were allowed to register in Spring they would be over the 24 credit limit for Fresh Start, however they would be within the guidelines of Open Studies 30 maximum credits.

Historical Fresh Start Data *(Additional Detail Available upon Request)*

Total number of Fresh Start Students since 2002	1272
Total number that have graduated	284
Percentage of Fresh Start that graduate	22.33%
Students with GPA of 1.3 or less admitted	250
Students with GPA of 1.3 or less that Graduated	62

Recommendation

It is the intention of both the Dean of Student Services and Special Registration to support non-traditional students and to provide options and resources to help them achieve their full potential. Therefore, it is recommended that the Fresh Start program be revised to allow students with a GPA of 1.9 or greater to take courses in the Spring term to increase their GPA to the required 2.0 or 2.7 necessary for them to be awarded Satisfactory Academic Standing and take a maximum of 30 units of course weight.

Proposed Changes to the University of Alberta Calendar	
<i>2011-2012 Calendar (Current)</i>	<i>2012-2013 Calendar (Proposed)</i>
<p>220.5 Fresh Start Program The Fresh Start Program makes it possible for students in participating Faculties to remain on campus while attempting to re-establish satisfactory standing and regain eligibility for readmission to the Faculty in which they were originally registered or to another Faculty.</p> <p>Students may not apply directly to Fresh Start, they must be recommended by their Faculty. Participating Faculties include Agricultural, Life and Environmental Sciences; Arts; Education; Engineering; Faculté Saint-Jean; Native Studies; Nursing; Physical Education and Recreation; and Science.</p> <p>Students who were registered in a first qualifying year within the Faculty of Engineering (students directly from high school or with less than 15.0 engineering units of transfer credit) may be recommended to Fresh Start.</p> <p>Students in these participating Faculties will be admitted to the Fresh Start Program if they</p> <p>(1) are recommended for admission to this program by their Faculty, (2) have taken less than *60, including the work completed during the academic year under review, (3) have a GPA of 1.3 – 1.6 at the end of Fall/Winter term, (4) are assigned unsatisfactory standing and are required to withdraw (RTW), (5) have not been previously required to withdraw from any postsecondary institution, and (6) agree to comply with the requirements of the program.</p> <p>220.5.1 Requirements of the Fresh Start Program</p> <p>(1) The Fresh Start Program runs each Fall/Winter and is completed at the end of Winter term.</p> <p>(2) Students recommended for the Fresh Start Program must meet with the Fresh Start Academic Advisor to receive information concerning the program's policies, procedures, requirements, application form, and to plan their individual Fresh Start Programs.</p>	<p>220.5 Fresh Start Program The Fresh Start Program makes it possible for students in participating Faculties to remain on campus while attempting to re-establish satisfactory standing and regain eligibility for readmission to the Faculty in which they were originally registered or to another Faculty.</p> <p>Students may not apply directly to Fresh Start, they must be recommended by their Faculty. Participating Faculties include Agricultural, Life and Environmental Sciences; Arts; Education; Engineering; Faculté Saint-Jean; Native Studies; Nursing; Physical Education and Recreation; and Science.</p> <p>Students who were registered in a first qualifying year within the Faculty of Engineering (students directly from high school or with less than 15.0 engineering units of transfer credit) may be recommended to Fresh Start.</p> <p>Students in these participating Faculties will be admitted to the Fresh Start Program if they</p> <p>(1) are recommended for admission to this program by their Faculty, (2) have taken less than *60, including the work completed during the academic year under review, (3) have a GPA of 1.3 – 1.6 at the end of Fall/Winter term, (4) are assigned unsatisfactory standing and are required to withdraw (RTW), (5) have not been previously required to withdraw from any postsecondary institution, and (6) agree to comply with the requirements of the program.</p> <p>220.5.1 Requirements of the Fresh Start Program</p> <p>(1) The Fresh Start Program runs each Fall/Winter and is completed at the end of Winter term.</p> <p>(2) Students with a GPA of 1.9 or greater may be permitted to register for classes during Spring term to re-establish satisfactory standing. Students who achieve the minimum GPA but do not complete the required credit load in Fall/Winter may be permitted to register for Spring term courses to make up the credit load deficiency. All Spring registration must be approved by the Fresh Start Academic Advisor and will be handled on a case by case basis.</p> <p>(3) Students recommended for the Fresh Start Program must meet with the Fresh Start Academic Advisor to receive information concerning the program's policies, procedures, requirements, application form, and to plan their individual Fresh Start Programs.</p>

OUTLINE OF ISSUE

Agenda Title: Faculty of Education Admission/Transfer and Academic Standing/Promotion Requirements for the Proposed First Year in the Bachelor of Education (BEd) Degree Program

Motion: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee admissions/transfer and academic standing/promotion requirements for the proposed first year in the Bachelor of Education (BEd) Degree Program, as submitted by the Faculty of Education and as set out in the Attachments to Item 6, to take effect in 2012-13.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Faculty of Education
Presenter	Fern Snart, Dean, Faculty of Education, Clive Hickson, Associate Dean, Faculty of Education
Subject	

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	<p>The Faculty of Education is proposing a return of year one to the four year Bachelor of Education degree program.</p> <p>The primary reason for return of year one is to increase the pedagogical strength and comprehensiveness of our four year undergraduate degree, and the secondary reason is to maintain and increase our recruitment success.</p> <p>Over the past several years the inability to admit students directly into year one has become an impediment to recruitment in the Faculty, particularly as more provincial post-secondary institutions in Alberta gain teacher education programs. Students wanting a four year BEd express confusion about the path to admission; as transfer students they can only apply to the Faculty following 24 to 60 transferrable credits, and they then must pay an additional application fee.</p> <p>The Faculty of Education at the University of Alberta is one of the top research-intensive Faculties of Education in Canada and our professors consistently achieve success and acknowledgement through awards in both research and teaching. Our BEd program is currently the largest in Canada, including after-degree and combined degree options in addition to the four year degree. We feel strongly that our program will maintain its prominence in terms of attracting students, but we do have concerns about our ability to continue to recruit quality students to a 1+3 program. We have seen a concerning drop in applicant numbers to the 1+3 route.</p>
The Impact of the Proposal is	Having our students once again able to enter the program in year one will allow them to identify with the Faculty and the profession at the outset of their program. Pedagogically we would be able to once again enrich the program meaningfully by having coursework during year one. Importantly as well, this would renew the opportunity for applicants to have access to

	<p>entrance awards (and hence motivate the very top students to apply).</p> <p>At the moment all of our students come to us as transfer students. Approximately 50% of our admissions come from universities, primarily the University of Alberta, and 50% come from provincial colleges. Of those applicants who come from the University of Alberta, approximately 200 students transfer from the Faculty of Arts and approximately 100 – 150 from the Faculty of Science. We have met with these Faculties to discuss the impact of this proposal and in both cases we have received their support. We imagine admitting a total of 150 students into year one in 2012-13.</p>
Replaces/Revises (eg, policies, resolutions)	
Timeline/Implementation Date	2012-13
Estimated Cost	See proposal
Sources of Funding	See proposal
Notes	

Alignment/Compliance

Alignment with Guiding Documents	<p><i>Dare to Discover Values:</i> to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).</p> <p>2. PSLA: GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).</p> <p>3. PSLA: The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>4. PSLA: The <i>PSLA</i> gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p> <p>5. UAPPOL Admissions Policy: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas</p>

such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

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

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

**6. UAPPOL Admissions Procedure:
“PROCEDURE**

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

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

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

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

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

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

	<p>other individuals and offices.</p> <p>Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.</p> <p>10. GFC ASC’s Terms of Reference (Mandate): The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. ASC’s terms of reference provide that “the term ‘substantial’ refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept” (3.A.ii).</p> <p>Further, “ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing.” (3.B.iv)</p> <p>11. GFC APC’s Terms of Reference (Mandate): GFC delegated the following to GFC APC, the Provost and Vice-President (Academic) and the Dean of FGSR:</p> <p>“Existing Undergraduate and Graduate Programs: - Extension and/or Substantive Revision of Existing Programs - Revisions to or Extension of Existing Degree Designations</p> <p>All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic). [...]</p> <p>The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC. [...]" (3.13.)</p>
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	GFC ASC Subcommittee on Standards – June 2, 2011 (for discussion) Faculty of Arts – Dean, Associate Deans, Assistant Dean – meeting Faculty of Science – Dean, Associate Dean – meeting Campus Saint-Jean – Dean – e-mail and phone conversations Faculties of Physical Education and Recreation and AELS – e-mail Aboriginal Student Services – TYP program – phone conversations
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee (June 16, 2011 – admissions/academic standing recommendations to GFC Academic Planning Committee
Final Approver	GFC Academic Planning Committee



1. Attachment 1 (page(s) 1-12)

Prepared by: Marlene Lewis, Coordinator, GFC ASC, marlene.lewis@ualberta.ca

**Faculty of Education Course and Program Changes
For Implementation in 2012 – 2013**

**Current
§12.7 Application Deadlines**

Education					
	Admission		Readmission		Other Requirements
	Application	Documents	Application	Documents	
BEd (Elementary, Secondary Routes)					
Fall Term	May 1	June 15	May 1	June 15	
	After Degree — May 1		After Degree — May 1		
Winter Term	No admission		Previous students - November 15	Not applicable	
Spring/Summer	No admission		Previous students - March 1	Not applicable	
			Previous students contact Faculty office prior to applying.		
(...)					

Proposed

Education					
	Admission		Readmission		Other Requirements
	Application	Documents	Application	Documents	
BEd (Elementary, Secondary Routes)					
Fall Term	May 1	<u>External Transfer - June 15</u>	May 1	June 15	
		<u>High School – August 1</u>			
Winter Term	No admission		Previous students - November 15	Not applicable	
Spring/Summer	No admission		Previous students – March 1	Not applicable	
			Previous students contact Faculty office prior to applying.		
<u>BEd After Degree</u>					
<u>Fall Term</u>	<u>May 1</u>	<u>June 15</u>	<u>May 1</u>	<u>June 15</u>	
<u>Winter Term</u>	<u>No admission</u>		<u>Previous students - November 15</u>	<u>Not applicable</u>	
<u>Spring/Summer</u>	<u>No admission</u>		<u>Previous students – March 1</u>	<u>Not applicable</u>	
			<u>Previous students contact Faculty office prior to applying.</u>		
(...)					

<p>CURRENT</p> <p>Calendar Section Number (§)</p> <p><i>(use strike out for all changes and deletions)</i></p>	<p>PROPOSED</p> <p>Calendar Section Number (§)</p> <p><i>(Underline all changes)</i></p>
<p>13.1 Programs of Study</p> <p>Faculty of Education</p> <p>BEd (Elementary or Secondary route) (one preprofessional year plus) 3</p> <p>BEd (After Degree) 2</p> <p>BEd (Adult Education route) (one preprofessional year plus) 3</p>	<p>13.1 Programs of Study</p> <p>Faculty of Education</p> <p>BEd (Elementary or Secondary route) <u>4</u></p> <p>BEd (After Degree) 2</p> <p>BEd (Adult Education route) <u>4</u></p>
<p>CURRENT</p> <p>Calendar Section Number (§)</p> <p><i>(use strike out for all changes and deletions)</i></p>	<p>PROPOSED</p> <p>Calendar Section Number (§)</p> <p><i>(Underline all changes)</i></p>
<p>15.6 Faculty of Education</p> <p>All Applicants to the Faculty of Education</p> <p>Applicants to all routes of the Bachelor of Education should seek experience in work or service with children or youth before admission. Such experience may assist applicants in confirming their choice of education as a career.</p> <p>Because there are more applicants to the Faculty of Education than there are places, enrolment management is in effect for all undergraduate degree programs. Under enrolment management, an overall target for the Faculty is set each year. The number of new students admitted to any particular program or year of a program may vary depending on the number of available places and the promotion, departure, or graduation of continuing students.</p> <p>While the minimum average for application is 2.0, all admissions are competitive and the actual admission averages may be higher.</p>	<p>15.6 Faculty of Education</p> <p>All Applicants to the Faculty of Education</p> <p>Applicants to all routes of the Bachelor of Education should seek experience in work or service with children or youth before admission. Such experience may assist applicants in confirming their choice of education as a career.</p> <p>Because there are more applicants to the Faculty of Education than there are places, enrolment management is in effect for all undergraduate degree programs. Under enrolment management, an overall target for the Faculty is set each year. The number of new students admitted to any particular program or year of a program may vary from year to year depending on the number of available places and the promotion, departure, or graduation of continuing students.</p> <p><u>While the minimum admission average is 70% for high school applicants, and a minimum GPA of 2.0 for postsecondary applicants, all admissions are competitive and the actual admission averages may be higher than the minimum.</u></p>

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15.6.1 Bachelor of Education in Elementary, Secondary, and Adult Education Routes

Introduction

For admission purposes, *new* applicants for degree programs only are placed into one of **two** categories:

Transfer Applicants: Those students who have not yet completed a degree

After Degree Applicants: ~~Those students who have already completed a degree program at an accredited postsecondary institution~~

15.6.1 Bachelor of Education in Elementary, Secondary, and Adult Education Routes

Introduction

For admission purposes, *new* applicants for degree programs only are placed into one of **four** categories:

High School Applicants: ~~Those students applying directly from high school.~~

Transfer Applicants: Those students who have not yet completed a degree

After Degree Applicants: ~~Those students who have already completed a degree program, or will have completed a degree program prior to attendance, at an accredited postsecondary institution.~~

Non-Matriculated Applicants. ~~refer to §14.3~~

I. High School Applicants

~~High school applicants will be considered for admission based on their average on five subjects noted below.~~

Subject Requirements

English Language Arts 30-1

Four subjects from Group A, B and/or C. A Maximum of one Group B may be presented for admission. In order to maximize their future program and subject choices, all students are encouraged to present a broad range of subjects across Group A and C.

Mathematics 30-2 may be used for admission to the Faculty of Education although Pure Mathematics 30 or Mathematics 30-1 are prerequisites for some required courses in Mathematics/Science majors and minors (see note below)

For general high school admission requirements refer to §14.4.2

Notes

For a major/minor in Mathematics/Science in Secondary/Elementary Education students must present Pure Mathematics 30 or Mathematics 30-1 and a 30-level Science subject. Pure Mathematics 30, Mathematics 30-1, and a 30-level Science subject do not have to be included in the five 30-level subjects used for admission, but are required for the Mathematics/Science major/minor courses for which Pure Mathematics 30 or Mathematics 30-1, and a 30-level Science are prerequisites.

The Faculty of Education accepts proficiency in an Aboriginal language recognized in Canada (e.g., Cree, Slavey, etc.) to meet a Group A admission requirement. Proficiency is

	<p><u>measured either by a test, administered by the University if such can be arranged, or by boards of examiners appointed by the University. Candidates having passed the required test of an Aboriginal language have their averages calculated on the remaining four matriculation subjects.</u></p> <p><u>Applicants who do not present the high school requirements or the required admission average may be considered for admission if they successfully complete, at an accredited postsecondary institution *24 or more of course work transferable to the BEd program.</u></p>
<p>I. Transfer Applicants (1+3-Year Program)</p> <p>(1) General Requirements: One year of preprofessional study is required for admission to the Bachelor of Education program. Applicants must present</p> <p>a. successful completion of at least *24 transferable course weight applicable to the specific degree program for which they have applied;</p> <p>b. satisfactory standing in the Faculty or postsecondary institution from which they wish to transfer;</p> <p>c. an AGPA of at least 2.0. (See §14.2.1 for information about the calculation of the AGPA.)</p> <p>Notes</p> <p>...</p> <p>(2) Recommended Courses for the Preprofessional Year: Applicants should present those postsecondary courses relevant to the specific route in which they plan to enrol.</p> <p>Note: Students taking their Preprofessional Year in another Faculty or program are expected to choose courses consistent with the program in which they are currently enrolled.</p> <p>...</p> <p>II. After-Degree Applicants</p> <p>...</p>	<p>II. Transfer Applicants</p> <p><u>(1) General Requirements:</u></p> <p><u>a. Applicants must present successful completion of at least *24 transferable course weight applicable to the specific degree program for which they have applied. Those applicants who do not present at least *24, are considered as High School Applicants. See 15.6.1 - I, High School Applicants for admission information.</u></p> <p>b. <u>Satisfactory</u> standing in the Faculty or postsecondary institution from which they wish to transfer;</p> <p>c. <u>An</u> AGPA of at least 2.0. (See §14.2.1 for information about the calculation of the AGPA.)</p> <p>Notes</p> <p>...</p> <p>(2) <u>Recommended Courses for the first year(s) of study:</u> Applicants should present those postsecondary courses relevant to the specific route in which they plan to enrol.</p> <p><u>Note: Students taking courses in another Faculty or program are expected to choose courses consistent with the program in which they are currently enrolled.</u></p> <p>...</p> <p>III. After-Degree Applicants</p> <p>...</p> <p><u>IV. Non-Matriculated Applicants</u></p> <p><u>Subject Requirements:</u></p> <p><u>(1) English I language Arts 30-1 or *6 in transferable English at the 100-level.</u></p> <p><u>(2) Another 30-level subject from Group A, B, or C (or equivalent).</u></p> <p><u>(3) Presentation of Faculty minimum average on (1) and (2), and a competitive AGPA if any postsecondary-level course work is presented.</u></p> <p><u>(4) Presentation of no more than *21 of postsecondary-level course work.</u></p> <p><u>Any applicant who has successfully completed *24 or more at the postsecondary level will be considered a transfer applicant. (See</u></p>

<p>III. Admission of Aboriginal Applicants</p> <p>IV. Readmission After an Absence of 12 Months or Longer</p> <p>V. Special Students</p> <p>VI. Visiting Students</p> <p>VII. Applicants Who Have Previously Been Required to Withdraw</p>	<p><u>§§15.6.1 and 14.2.1.)</u></p> <p>V. Admission of Aboriginal Applicants</p> <p>VI. Readmission After an Absence of 12 Months or Longer</p> <p>VII. Special Students</p> <p>VIII. Visiting Students</p> <p>IX. Applicants Who Have Previously Been Required to Withdraw</p>
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<p style="text-align: center;">CURRENT Calendar Section Number (§) <i>(use strike out for all changes and deletions)</i></p>	<p style="text-align: center;">PROPOSED Calendar Section Number (§) <i>(Underline all changes)</i></p>
<p>75.1 Degree of BEd</p> <p>...</p> <p>(4) The Bachelor of Education degree consists of a minimum of *120, of which at least *24 are taken before admission to the Faculty of Education.</p> <p>75.3.2 Components of the Program</p> <p>All students in the Elementary Route are enrolled in a generalist program that prepares prospective teachers in the required elementary school subjects. This degree consists of *120 overall of which *30 are normally taken in a preprofessional year. Students planning to enter the Elementary Route are strongly encouraged to take the Non-Education elements in the Preprofessional Year.</p>	<p>75.1 Degree of BEd</p> <p>...</p> <p>(4) The Bachelor of Education degree consists of a minimum of *120.</p> <p>75.3.2 Components of the Program</p> <p>All students in the Elementary Route are enrolled in a generalist program that prepares prospective teachers in the required elementary school subjects. <u>This degree consists of *120. Students entering the Elementary Route are strongly encouraged in their first year(s) of study to take prerequisite and foundational courses that are required for the senior level coursework in the latter part of their program. Students should consult the program sheet provided at admission and seek advice from the Faculty of Education Undergraduate Student Services Office.</u></p>
<p>(7) Minor Courses (*18–21)</p> <p>All Elementary Route students must select a Minor to help develop further competence in an area of school instruction, or integrate knowledge from several disciplines. Some Minors may be completed more efficiently by taking specific courses in the Preprofessional Year. Students should examine the specific course requirements of each Minor when considering their choices. Full-year courses should be taken during students' first year in the Faculty of Education. Minors offered may vary each year. Minors currently offered are outlined in Education Chart 1.</p>	<p>(7) Minor Courses (*18–21)</p> <p>All Elementary Route students must select a Minor to help develop further competence in an area of school instruction, or integrate knowledge from several disciplines. Some Minors may be completed more efficiently by taking specific courses in the <u>first year(s) of study</u>. Students should examine the specific course requirements of each Minor when considering their choices. <u>Full-year courses should be taken during students' first year(s) of study.</u> Minors offered may vary each year. Minors currently offered are outlined in Education Chart 1.</p>

75.4.2 Components of the Program

All students in the Secondary Route must choose a Major teaching subject (*36) and a Minor teaching subject (*18) which prepares them for teaching in specific subjects of school instruction. Available Majors are listed in Education Chart 2, and available Minors are listed in Education Chart 3. Students planning to enter the Secondary Route are strongly encouraged to take as part of their ~~Preprofessional Year *6 in Language/Literature, *3 in Computing (EDIT 202 is recommended), *12 in the Major teaching subject, *6 in the Minor teaching subject.~~

75.4.2 Components of the Program

All students in the Secondary Route must choose a Major teaching subject (*36) and a Minor teaching subject (*18) which prepares them for teaching in specific subjects of school instruction. Available Majors are listed in Education Chart 2, and available Minors are listed in Education Chart 3. Students planning to enter the Secondary Route are strongly encouraged to take as part of their first year(s) of study *6 in Language/Literature, *3 in Computing (EDIT 202 is recommended), at least *12 in the Major teaching subject, at least *6 in the Minor teaching subject, and educational foundational courses required for later professional terms.

...

(8) Major Courses (*36)

Some Majors may be completed more efficiently by taking specific courses in the ~~Preprofessional Year~~. Students should examine the specific course requirements of each Major when considering their choices. Students should complete the remaining required courses for their Major teaching subject as Outlined in Education Chart 2.

(9) Minor Courses (*18)

Some Minors may be completed more efficiently by taking specific courses in the ~~Preprofessional Year~~. Students should examine the specific course requirements of each Minor when considering their choices. Students should complete the remaining required courses for their Minor teaching subject as outlined in Education Chart 3.

...

(8) Major Courses (*36)

Some Majors may be completed more efficiently by taking specific courses in the first year(s) of study. Students should examine the specific course requirements of each Major when considering their choices. Students should complete the remaining required courses for their Major teaching subject as outlined in Education Chart 2.

(9) Minor Courses (*18)

Some Minors may be completed more efficiently by taking specific courses in the first year(s) of study. Students should examine the specific course requirements of each Minor when considering their choices. Students should complete the remaining required courses for their Minor teaching subject as outlined in Education Chart 3.

CURRENT	PROPOSED
<p>Education Chart 1 Requirements for Minors in the Elementary Route</p> <p>Music (*21) Non-Education (*15) 1. MUSIC 151, 155, 156, 207, 230. Education (*6) 2. EDEL 328, 425, 427 (see Note 2). Notes (1) MUSIC101, 102, or 103 should be taken in the Preprofessional Year. (2) EDEL 328 must be taken in lieu of EDEL 325 in Education Core II. (3) EDEL 427 has a pre or corequisite of MUSIC 207 or consent of Department. (4) EDEL 428 has a prerequisite of EDEL 328 and 427. (5) EDEL 328 has a prerequisite of the IPT Term. (6) EDEL 425 has a prerequisite of MUSIC 230 or consent of Department.</p>	<p>Education Chart 1 Requirements for Minors in the Elementary Route</p> <p>Music (*21) Non-Education (*15) 1. MUSIC 151, 155, 156, 207, 230. Education (*6) 2. EDEL 328, 425, 427 (see Note 2). Notes (1) MUSIC101, 102, or 103 should be taken in the first year(s) of study. (2) EDEL 328 must be taken in lieu of EDEL 325 in Education Core II. (3) EDEL 427 has a pre or corequisite of MUSIC 207 or consent of Department. (4) EDEL 428 has a prerequisite of EDEL 328 and 427. (5) EDEL 328 has a prerequisite of the IPT Term. (6) EDEL 425 has a prerequisite of MUSIC 230 or consent of Department.</p>
<p>Education Chart 2 Requirements for Major Teaching Subject in the Secondary Education Route</p> <p>Biological Sciences (*36) 1. *6 BIOL 107/108 2. *6 BIOL 207/208 3. *3 BOT 205 4. *3 to *6 chosen from PHYSL 212, 214; ZOOL 241, 242 5. *3 to *6 chosen from ANTHR 230; BIOL 315, CHRTC 350, 352, CLASS 294; HIST 294, 391, 394, 396, 397, 398, 496; PHIL 217, 265, 317, 375; PHYS 261; STS 200, SOC 462, W ST 350 6. *9 to *15 but with no more than *9 in each of Astronomy, Biochemistry, Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology), Chemistry, Environmental Sciences (EAS [Faculty of Science], ENCS, REN R), Mathematics, Physics. Students must take EDSE 352 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 452 and 451 during the APT**, which is normally offered in both the Fall and Winter Terms. Notes (1) Introductory Biology courses should be taken in the Preprofessional Year. (2) Mathematics 153, 160, 253, and 260 are not eligible courses. (3) Because of the nature of school sciences, courses in Chemistry and Physics are recommended.</p>	<p>Education Chart 2 Requirements for Major Teaching Subject in the Secondary Education Route</p> <p>Biological Sciences (*36) 1. *6 BIOL 107/108 2. *6 BIOL 207/208 3. *3 BOT 205 4. *3 to *6 chosen from PHYSL 212, 214; ZOOL 241, 242 5. *3 to *6 chosen from ANTHR 230; BIOL 315, CHRTC 350, 352, CLASS 294; HIST 294, 391, 394, 396, 397, 398, 496; PHIL 217, 265, 317, 375; PHYS 261; STS 200, SOC 462, W ST 350 6. *9 to *15 but with no more than *9 in each of Astronomy, Biochemistry, Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology), Chemistry, Environmental Sciences (EAS [Faculty of Science], ENCS, REN R), Mathematics, Physics. Students must take EDSE 352 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 452 and 451 during the APT**, which is normally offered in both the Fall and Winter Terms. Notes (1) Introductory Biology courses should be taken in the first year(s) of study. (2) Mathematics 153, 160, 253, and 260 are not eligible courses. (3) Because of the nature of school sciences, courses in Chemistry and Physics are recommended.</p>
<p>Chemistry (*36) 1. *6 CHEM 101/102 2. *3 CHEM 261 3. *3 CHEM 263</p>	<p>Chemistry (*36) 1. *6 CHEM 101/102 2. *3 CHEM 261 3. *3 CHEM 263</p>

<p>4. *6 in senior Chemistry or Biochemistry</p> <p>5. *3 to *6 chosen from ANTHR 230; BIOL 315; CHRTC 350, 352; CLASS 294; HIST 294, 391, 394, 396, 397, 398, 496; PHIL 217, 265, 317, 375; PHYS 261; STS 200; SOC 462; W ST 350.</p> <p>6. *12 to *15 but with no more than *9 in each of Astronomy, Biochemistry, Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology), Chemistry, (EAS [Faculty of Science], ENCS, REN R), Mathematics, Physics. Students must take EDSE 364 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 451 and 460 during the APT*, which is normally offered in both the Fall and Winter Terms.</p> <p>Notes</p> <p>(1) Introductory Chemistry courses should be taken in the Preprofessional year.</p> <p>(2) Mathematics 153, 160, 253, and 260 are not eligible Mathematics courses.</p> <p>(3) Because of the nature of school sciences, courses in Biology and Physics are recommended.</p>	<p>4. *6 in senior Chemistry or Biochemistry</p> <p>5. *3 to *6 chosen from ANTHR 230; BIOL 315; CHRTC 350, 352; CLASS 294; HIST 294, 391, 394, 396, 397, 398, 496; PHIL 217, 265, 317, 375; PHYS 261; STS 200; SOC 462; W ST 350.</p> <p>6. *12 to *15 but with no more than *9 in each of Astronomy, Biochemistry, Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology), Chemistry, (EAS [Faculty of Science], ENCS, REN R), Mathematics, Physics. Students must take EDSE 364 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 451 and 460 during the APT*, which is normally offered in both the Fall and Winter Terms.</p> <p>Notes</p> <p>(1) Introductory Chemistry courses should be taken in the first year(s) of study.</p> <p>(2) Mathematics 153, 160, 253, and 260 are not eligible Mathematics courses.</p> <p>(3) Because of the nature of school sciences, courses in Biology and Physics are recommended.</p>
<p>English Language Arts (*36)</p> <p>1. *6 ENGL 121, 122, 123, 124, 125 or equivalent</p> <p>2. *6 in senior level English (not 212 or 299)</p> <p>3. *6 in Composition and Language chosen from ENGL 212, 299, 300; LING; WRITE; or EDSE 430</p> <p>4. *3 in Canadian Literature chosen from Comparative Literature or senior English</p> <p>5. *6 Literature prior to 1900 (ENGL 320-354)</p> <p>6. *3 chosen from CHRTC 341, C LIT 228, 342, 352, any FS course, SOC 344 or 346</p> <p>7. *6 chosen from senior Comparative Literature, English, or Writing courses; or CLASS 102, 221, 321, 322; DRAMA 149, 247, 249, 331, 409; EDSE 429, 430; any FS course; LIS 403</p> <p>Students must take EDSE 327 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 427 and 451 during the APT*, which is normally offered in both the Fall and Winter Terms.</p> <p>Notes</p> <p>(1) Students in the Preprofessional Year should register in *6 from ENGL 121, 122, 123, 124 or 125 and may also register in *3 or *6 from CLASS 102; C LIT 171 or 172; LING 101, 102.</p> <p>(2) No more than *12 in this Major may be taken at the 100-level and no more than *6 of the *12 credits in 100 level English.</p>	<p>English Language Arts (*36)</p> <p>1. *6 ENGL 121, 122, 123, 124, 125 or equivalent</p> <p>2. *6 in senior level English (not 212 or 299)</p> <p>3. *6 in Composition and Language chosen from ENGL 212, 299, 300; LING; WRITE; or EDSE 430</p> <p>4. *3 in Canadian Literature chosen from Comparative Literature or senior English</p> <p>5. *6 Literature prior to 1900 (ENGL 320-354)</p> <p>6. *3 chosen from CHRTC 341, C LIT 228, 342, 352, any FS course, SOC 344 or 346</p> <p>7. *6 chosen from senior Comparative Literature, English, or Writing courses; or CLASS 102, 221, 321, 322; DRAMA 149, 247, 249, 331, 409; EDSE 429, 430; any FS course; LIS 403</p> <p>Students must take EDSE 327 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 427 and 451 during the APT*, which is normally offered in both the Fall and Winter Terms.</p> <p>Notes</p> <p>(1) Students in the first year(s) of study should register in *6 from ENGL 121, 122, 123, 124 or 125 and may also register in *3 or *6 from CLASS 102; C LIT 171 or 172; LING 101, 102.</p> <p>(2) No more than *12 in this Major may be taken at the 100-level and no more than *6 of the *12 credits in 100 level English.</p>
<p>General Sciences (*36)</p> <p>1. *6 BIOL 107/108</p> <p>2. *6 CHEM 101/102</p> <p>3. *6 PHYS 124/126 or 144/146</p> <p>4. *3 to *6 chosen from ANTHR 230; BIOL 315; CHRTC 350, 352; CLASS 294; HIST 294, 391, 394, 396, 397, 398, 496; PHIL 217, 265, 317, 375; PHYS 261; STS 200; SOC 462; W ST 350.</p> <p>5. *12 to *15 but with no more than *9 in each of Astronomy, Biochemistry, Biological Sciences,</p>	<p>General Sciences (*36)</p> <p>1. *6 BIOL 107/108</p> <p>2. *6 CHEM 101/102</p> <p>3. *6 PHYS 124/126 or 144/146</p> <p>4. *3 to *6 chosen from ANTHR 230; BIOL 315; CHRTC 350, 352; CLASS 294; HIST 294, 391, 394, 396, 397, 398, 496; PHIL 217, 265, 317, 375; PHYS 261; STS 200; SOC 462; W ST 350.</p> <p>5. *12 to *15 but with no more than *9 in each of Astronomy, Biochemistry, Biological Sciences, (including</p>

<p>(including Botany, Forestry, Genetics, Microbiology, Soils and Zoology), Chemistry, Environmental Sciences (EAS [Faculty of Science], ENCS, REN R), Mathematics, Physics.</p> <p>Students must take EDSE 360 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 456 and 451 during the APT*, which is normally offered in both the Fall and Winter Terms.</p> <p>Notes (1) Introductory science courses should be taken in the Preprofessional year. (2) Mathematics 153, 160, 253, and 260 are not eligible Mathematics courses.</p>	<p>Botany, Forestry, Genetics, Microbiology, Soils and Zoology), Chemistry, Environmental Sciences (EAS [Faculty of Science], ENCS, REN R), Mathematics, Physics.</p> <p>Students must take EDSE 360 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 456 and 451 during the APT*, which is normally offered in both the Fall and Winter Terms.</p> <p>Notes (1) Introductory science courses should be taken in the first year(s) of study. (2) Mathematics 153, 160, 253, and 260 are not eligible Mathematics courses.</p>
<p>Music: Wind Band (*36)</p> <ol style="list-style-type: none"> 1. *3 MUSIC 101 2. *3 MUSIC 126 3. *3 MUSIC 141 (see Note 5) 4. *3 MUSIC 151 5. *3 MUSIC 155 6. *3 MUSIC 156 7. *3 MUSIC 213 8. *3 MUSIC 214 9. *3 MUSIC 215 10. *3 MUSIC 315 11. *3 MUSIC 431 12. *3 MUSIC XXX (any music course) <p>Students must take EDSE 343 during the IPT*, which is normally offered in the Fall Term only. Students must take EDSE 443 and 451 during the APT*, which is normally offered in the Winter Term only.</p> <p>Notes (1) MUSIC 126, 151, 155, 156 are normally taken in the Preprofessional Year</p> <p>...</p>	<p>Music: Wind Band (*36)</p> <ol style="list-style-type: none"> 1. *3 MUSIC 101 2. *3 MUSIC 126 3. *3 MUSIC 141 (see Note 5) 4. *3 MUSIC 151 5. *3 MUSIC 155 6. *3 MUSIC 156 7. *3 MUSIC 213 8. *3 MUSIC 214 9. *3 MUSIC 215 10. *3 MUSIC 315 11. *3 MUSIC 431 12. *3 MUSIC XXX (any music course) <p>Students must take EDSE 343 during the IPT*, which is normally offered in the Fall Term only. Students must take EDSE 443 and 451 during the APT*, which is normally offered in the Winter Term only.</p> <p>Notes (1) MUSIC 126, 151, 155, 156 are normally taken in the first year(s) of study</p> <p>...</p>
<p>Physical Sciences (*36)</p> <ol style="list-style-type: none"> 1. *6 CHEM 101/102 2. *6 PHYS 124/126 or 144/146 3. *6 in senior Chemistry (CHEM 261/263 recommended) 4. *6 chosen from PHYS 208, 261, 271, 294, 297 5. *3 to *6 chosen from ANTHR 230; BIOL 315, CHRTC 350, 352; CLASS 294; HIST 294, 391, 394, 396, 397, 398, 496; PHIL 217, 265, 317, 375; PHYS 261; STS 200, SOC 462, W ST 350. 6. *6 to *9 but no more than *9 in each Astronomy, Biochemistry, Biological Sciences, (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology), Chemistry, Environmental Sciences (EAS [Faculty of Science], ENCS, REN R), Mathematics, Physics. <p>Students must take EDSE 364 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 460 and 451 during the APT**, which is normally offered in both the Fall and Winter Terms.</p> <p>Notes (1) Introductory Chemistry and Physics courses should</p>	<p>Physical Sciences (*36)</p> <ol style="list-style-type: none"> 1. *6 CHEM 101/102 2. *6 PHYS 124/126 or 144/146 3. *6 in senior Chemistry (CHEM 261/263 recommended) 4. *6 chosen from PHYS 208, 261, 271, 294, 297 5. *3 to *6 chosen from ANTHR 230; BIOL 315, CHRTC 350, 352; CLASS 294; HIST 294, 391, 394, 396, 397, 398, 496; PHIL 217, 265, 317, 375; PHYS 261; STS 200, SOC 462, W ST 350. 6. *6 to *9 but no more than *9 in each Astronomy, Biochemistry, Biological Sciences, (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology), Chemistry, Environmental Sciences (EAS [Faculty of Science], ENCS, REN R), Mathematics, Physics. <p>Students must take EDSE 364 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 460 and 451 during the APT**, which is normally offered in both the Fall and Winter Terms.</p> <p>Notes (1) Introductory Chemistry and Physics courses should</p>

<p>be taken in the Preprofessional Year.</p> <p>...</p>	<p>be taken in the first year(s) of study.</p> <p>...</p>
<p>Physics (*36)</p> <ol style="list-style-type: none"> *6 PHYS 124/126 or 144/146 *12 in senior level Physics (PHYS 208 or 271 and any of 261, 294, 297 recommended) *3 to *6 chosen from ANTHR 230; BIOL 315, CHRTC 350, 352; CLASS 294; HIST 294, 391, 394, 396, 397, 398, 496; PHIL 217, 265, 317, 375; PHYS 261; STS 200, SOC 462, W ST 350 *12 to *15 but with no more than *9 in each of Astronomy, Biochemistry, Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology), Chemistry, Environmental Sciences (EAS [Faculty of Science], ENCS, REN R), Mathematics, Physics. <p>Students must take EDSE 364 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 460 and 451 during the APT**, which is normally offered in both the Fall and Winter Terms.</p> <p>Notes</p> <p>(1) Introductory Physics courses should be taken in the Preprofessional Year.</p> <p>...</p>	<p>Physics (*36)</p> <ol style="list-style-type: none"> *6 PHYS 124/126 or 144/146 *12 in senior level Physics (PHYS 208 or 271 and any of 261, 294, 297 recommended) *3 to *6 chosen from ANTHR 230; BIOL 315, CHRTC 350, 352; CLASS 294; HIST 294, 391, 394, 396, 397, 398, 496; PHIL 217, 265, 317, 375; PHYS 261; STS 200, SOC 462, W ST 350 *12 to *15 but with no more than *9 in each of Astronomy, Biochemistry, Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology), Chemistry, Environmental Sciences (EAS [Faculty of Science], ENCS, REN R), Mathematics, Physics. <p>Students must take EDSE 364 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 460 and 451 during the APT**, which is normally offered in both the Fall and Winter Terms.</p> <p>Notes</p> <p>(1) Introductory Physics courses should be taken in the first year(s) of study.</p> <p>...</p>
<p>Education Chart 3 Requirements for Minor Teaching Subject in the Secondary Education Route</p>	<p>Education Chart 3 Requirements for Minor Teaching Subject in the Secondary Education Route</p>
<p>Second Languages: Arabic (*18)</p> <ol style="list-style-type: none"> *9 in Language courses chosen from ARAB 111, 112, 211, 212 *9 in Literature/Culture chosen from ARAB 499; HIST 117, 243, 245; POL S 380, 477; RELIG 220, 320, 322, 422. <p>Students must take EDSE 370 during the term that falls between the IPT* and APT**. It is normally offered in the Fall Term only.</p> <p>EDSE 370 is not open to students whose major is a Second Language. These students must register in EDSE 305, which is normally offered in both the Fall and Winter Terms, or they can register for another EDSE (Minor) provided they meet the course prerequisites.</p> <p>Note: ARAB 111 and 112 should be taken in the Preprofessional Year.</p> <p>...</p>	<p>Second Languages: Arabic (*18)</p> <ol style="list-style-type: none"> *9 in Language courses chosen from ARAB 111, 112, 211, 212 *9 in Literature/Culture chosen from ARAB 499; HIST 117, 243, 245; POL S 380, 477; RELIG 220, 320, 322, 422. <p>Students must take EDSE 370 during the term that falls between the IPT* and APT**. It is normally offered in the Fall Term only.</p> <p>EDSE 370 is not open to students whose major is a Second Language. These students must register in EDSE 305, which is normally offered in both the Fall and Winter Terms, or they can register for another EDSE (Minor) provided they meet the course prerequisites.</p> <p>Note: ARAB 111 and 112 should be taken in the first year(s) of study.</p> <p>...</p>
<p>Second Languages: French (*18)</p> <ol style="list-style-type: none"> *12 to *15 in Language courses chosen from FREN 211, 212; 297 and 298, 254, 310, 354, 355, 371, 372, 454, 473. *3 to *6 in Literature/Culture chosen from FREN 301, 311, 312, 313, 314, 315, 316, 333, 346, 399, 445, 463, 465, 466, 467, 468, 499. <p>Students must take EDSE 370 during the term that falls between the IPT* and APT**. It is normally offered in the Fall Term only.</p> <p>EDSE 370 is not open to students whose major is a Second Language. These students must register in</p>	<p>Second Languages: French (*18)</p> <ol style="list-style-type: none"> *12 to *15 in Language courses chosen from FREN 211, 212; 297 and 298, 254, 310, 354, 355, 371, 372, 454, 473. *3 to *6 in Literature/Culture chosen from FREN 301, 311, 312, 313, 314, 315, 316, 333, 346, 399, 445, 463, 465, 466, 467, 468, 499. <p>Students must take EDSE 370 during the term that falls between the IPT* and APT**. It is normally offered in the Fall Term only.</p> <p>EDSE 370 is not open to students whose major is a Second Language. These students must register in</p>

<p>EDSE 305, which is normally offered in both the Fall and Winter Terms, or they can register for another EDSE (Minor) provided they meet the course prerequisites.</p> <p>Notes</p> <p>(1) Students who have credit in French 30 should register in FREN 211, 212. All others consult the subject area advisor.</p> <p>(2) FREN 211, 212 should be taken in the Preprofessional Year.</p> <p>(3) Many courses offered by Faculté Saint-Jean may be credited toward the program. Consult the subject area advisor.</p>	<p>EDSE 305, which is normally offered in both the Fall and Winter Terms, or they can register for another EDSE (Minor) provided they meet the course prerequisites.</p> <p>Notes</p> <p>(1) Students who have credit in French 30 should register in FREN 211, 212. All others consult the subject area advisor.</p> <p>(2) FREN 211, 212 should be taken in the first year(s) of study.</p> <p>(3) Many courses offered by Faculté Saint-Jean may be credited toward the program. Consult the subject area advisor.</p>
<p>Second Languages: Mandarin (*18)</p> <p>1. *12 to *15 in Language courses chosen from CHINA 101, 102, 201, 202, 208, 211, 212, 301, 302, 308, 341, 342, 401, 402, 407, 428, 438</p> <p>2. *3 to *6 in Literature/Culture chosen from CHINA 240, 321, 322, 337, 376, 410, 414, 420, 421, 425, 455. Students must take EDSE 370 during the term that falls between the IPT* and APT**. It is normally offered in the Fall Term only.</p> <p>EDSE 370 is not open to students whose major is a Second Language. These students must register in EDSE 305, which is normally offered in both the Fall and Winter Terms, or they can register for another EDSE (Minor) provided they meet the course prerequisites.</p> <p>Note: CHINA 101/102 should be taken in the Preprofessional year</p>	<p>Second Languages: Mandarin (*18)</p> <p>1. *12 to *15 in Language courses chosen from CHINA 101, 102, 201, 202, 208, 211, 212, 301, 302, 308, 341, 342, 401, 402, 407, 428, 438</p> <p>2. *3 to *6 in Literature/Culture chosen from CHINA 240, 321, 322, 337, 376, 410, 414, 420, 421, 425, 455. Students must take EDSE 370 during the term that falls between the IPT* and APT**. It is normally offered in the Fall Term only.</p> <p>EDSE 370 is not open to students whose major is a Second Language. These students must register in EDSE 305, which is normally offered in both the Fall and Winter Terms, or they can register for another EDSE (Minor) provided they meet the course prerequisites.</p> <p>Note: CHINA 101/102 should be taken in the first year(s) of study</p>

OUTLINE OF ISSUE

Agenda Title: **Faculty of Arts Admissions and Academic Standing Requirements for Various Degree Program**

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from GFC, proposed changes to existing admission/transfer and academic standing/promotion requirements for various Degree Programs, as submitted by the Faculty of Arts and as set out in Attachment 7A and as amended, to be effective in 2012-2013.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Faculty of Arts
Presenter	Bill Street, Associate Dean, Faculty of Arts
Subject	

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	<p>There are different reasons behind the varied proposals.</p> <p>BA Honors English: to harmonize with current course offerings and describe current practice.</p> <p>BA Honors Psychology: to recognize that not all students are able to take *30 per year and to recognize some students do not find their affinity with the discipline at the very beginning of their programs.</p> <p>BA Honors Sociology: to harmonize admission requirements with promotion and graduation requirements in the discipline.</p> <p>BA Environmental Studies: regular program review plus addition of Academic Standing and Graduation requirements that were omitted from previous proposals.</p> <p>BA Honors Interdisciplinary East/West Stream: no student has ever taken this program and neither of the partner programs (East Asian Studies and Comparative Literature) wish to maintain.</p> <p>15.2.13 Postsecondary Applicants: to ensure applicants to the Environmental Studies program understand they must still present particular prerequisites for the program (specifically BIOL 30 and MATH 30-1).</p> <p>Cooperative Education (Work Experience) Program: The work experience program in the BA program has never been robust due to lack of support. This has now changed and since the program requirements had not been reviewed for at least a decade, we also took the opportunity to make changes to the requirements that better reflect what employers might expect, and what the program can support.</p>
The Impact of the Proposal is	
Replaces/Revises (eg, policies, resolutions)	Section(s) 15.2.2, 43.5.1, 44.8.2, 15.2.13, 43.14 of the University Calendar
Timeline/Implementation Date	2012-2013
Estimated Cost	
Sources of Funding	
Notes	

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p><i>Dare to Discover Values</i>: to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. PSLA: The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>3. UAPPOL Admissions Policy: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)</p> <p>The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the <i>University Calendar</i>. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the <i>University Calendar</i>.</p> <p>The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”</p> <p>4. UAPPOL Admissions Procedure:</p> <p><u>PROCEDURE</u></p> <p>1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS Following approval by GFC:</p> <p>a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the <i>University Calendar</i> for one full year (i.e., effective the second year that the information is published in the <i>University Calendar</i>).</p> <p>For example, a change approved in May 2005 would be first published in the 2006-2007 <i>University Calendar</i> in March 2006. Therefore the</p>

statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).”

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

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

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

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

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

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

8. **GFC ASC’s Terms of Reference (Mandate):** The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are **editorial** in nature. GFC policy provides that “the term ‘**routine and/or editorial**’ refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy” (Section 12.1.2.1).

Further, GFC policy allows for ASC “to act for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations” (Section 12.1.3.1).

Routing (Include meeting dates)



Consultative Route (parties who have seen the proposal and in what capacity)	Vice-Provost (Academic) and Associate Registrar and Director of Records (June 7, 2011)
Approval Route (Governance) (including meeting dates)	Faculty Council, GFC Academic Standards Committee (June 16, 2011, 2010)
Final Approver	GFC Academic Standards Committee (June 16, 2011)

1. Attachment 1 (page(s) 1-6)

Prepared by: Marlene Lewis, Coordinator, GFC ASC, marlene.lewis@ualberta.ca

<p>15.2.2 BA HONORS</p> <p>Admissions Chart 3 – English</p> <p>There is no admission to first year Honors in English. Students planning to enter the second year of the Honors program should consult the Undergraduate Program Advisor for advice on first year course selection which should include the following: *6 selected from ENGL 121, 122, 123, 124, 125, WRS 101, or equivalent; *6 in a Language other than English; *12 selected from Breadth and Diversity Requirements Groups 1, 2 and 3; and *6 in approved Science courses.</p>	<p>15.2.2 BA HONORS</p> <p>Admissions Chart 3- English</p> <p>Application to the Honors program in English is normally made at the end of the first year, when students will have completed *6 selected from ENGL 121, 122, 123, 124, 125, 126, WRS 101, or equivalent. Students applying for admission to the Honors program in English should consult §15.2.2. See §43.6 for Faculty regulations concerning the Honors program.</p>
<p>15.2.2 BA HONORS</p> <p>Admissions Chart 3 - Psychology</p> <p>AGPA Requirements: A minimum overall AGPA of 3.3, a minimum GPA of 3.3 on *30 in each of the preceding Fall/Winter terms, and a minimum GPA of 3.3 on required Psychology and Statistics courses.</p> <p>Other: Entrance to Honors in Psychology can take place only at the end of the second year (after completion of *60). Students must complete PSYCO 104, 105, 212, two of PSYCO 223, 233, 241, 258, two of PSYCO 267, 275, 281, and STAT 141 or 151 prior to admission. Acceptance is dependent upon written approval from a potential research supervisor by August 7. Students planning to apply for admission should consult the Department Honors advisor.</p>	<p>15.2.2 BA HONORS</p> <p>Admissions Chart 3 - Psychology</p> <p>GPA Requirements: A minimum GPA of 3.3 on *24 in each of the two preceding Fall/Winter terms, and a minimum GPA of 3.3 on required Psychology and Statistics courses.</p> <p>Other: Entrance to Honors in Psychology can take place only at the end of the second year (after completion of a minimum of *48). Students must complete PSYCO 104 or SCI 100, PSYCO 105, 212, two of PSYCO 223, 233, 241, 258, two of PSYCO 267, 275, 281, and STAT 151 (STAT 141 may be substituted) prior to admission. Acceptance is dependent upon written approval from a potential research supervisor by August 7. Students planning to apply for admission should consult the Department Honors advisor.</p>
<p>15.2.2 BA HONORS</p> <p>Admissions Chart 3 - Sociology</p> <p>A minimum AGPA of 3.3 with an average of 3.3 or better in all Sociology courses.</p>	<p>15.2.2 BA HONORS</p> <p>Admissions Chart 3 - Sociology</p> <p>A minimum AGPA of 3.3 with an average of 3.3 or better in all Sociology courses and no grade of less than B- in any Sociology course.</p>
<p>43.5.1 PROGRAM REQUIREMENTS (*120)</p> <p>Residency Requirements: In the *120 required to complete the degree, the following must be included: (1) *60 must be successfully completed at the U of A (2) a minimum of (*30) must be taken while registered in the Faculty of Arts. The following courses, comprising *63, are common to all routes within the program:</p> <p>(3) *6 ENGL (4) *3 Humanities (See Arts Chart 1, Group 2)</p>	<p>43.5.1 PROGRAM REQUIREMENTS (*120)</p> <p>Residency Requirements: In the *120 required to complete the degree, the following must be included: (1) *60 must be successfully completed at the U of A (2) a minimum of (*30) must be taken while registered in the Faculty of Arts. The following courses, comprising *78, are common to all routes within the program:</p>

- (5) *3 Fine Arts (See Arts Chart 1, Group 1)
- (6) BIOL 108
- (7) ECON 101
- (8) ENCS 352
- (9) NS-210
- (10) NS-211
- (11) PHIL 355
- (12) POLS 101 or SOC 100
- (13) REN R 250
- (14) STAT 141 or 151
- (15) *6 from ANTHR 230, ENCS 260, STS 200
- (16) *6 from ENCS 201, PL SC 221, SOILS 210
- (17) *3 from ECON 365, 369, or AREC 365
- (18) *3 from EAS 221, REN R 410
- (19) *6 ENST 400

In addition to the courses listed above, students must select one of the following concentrations:

Environment and Conservation, Environment and Development, or Environment and Policy.

Environment and Conservation Concentration

(1) General Information: This concentration provides a focus on the management of natural resources, in the context that decisions related to complex, interrelated natural systems affect the public interest and are often irreversible. Principles of management and conservation are emphasized.

(2) Requirements of the Concentration (*18 from three areas listed below). Other courses may be approved annually if they relate significantly.

Updated lists will be available from Student Services in Agricultural, Life and Environmental Sciences (231 General Services Building) or Arts (6-5 Humanities).

a. Foundation Courses: *6 from ANTHR 323; BIOL 208; EAS 391; ENCS 307, 364, 376, 462; FOR 372; RLS 452; R-SOC 450.

b. Conservation Courses: *6 from BIOL 332, 333, 364, 366, 367, 381; EAS 208; ENCS 201, 356, 360, 461, 464, 474.

c. *6 from Foundation and/or Conservation courses listed above.

Environment and Development Concentration

(1) General Information: This concentration provides a focus on the links between resource management and economic development. The economic tools required to examine short and long term tradeoffs are emphasized as

are the links between resource management and community development.

(2) Requirements of the Concentration (*18 from three areas listed below). Other courses may be approved annually if they relate significantly.

- (3) *6 Junior ENGL
- (4) *3 Humanities (See Arts Chart 1, Group 2)
- (5) *3 Fine Arts (See Arts Chart 1, Group 1)
- (6) BIOL 108
- (7) ECON 101
- (8) ENCS 352

(9) NS 200

(10) PHIL 355

(11) POLS 101

(12) RENR 250

(13) STAT 141 or 151

(14) *3 from ANTHR 230, ENCS 260, STS 200

(15) *6 from ENCS 201, PL SC 221, SOILS 210, RENR 120

(16) *3 from AREC 365 or ECON 369

(17) EAS 221

(18) *6 ENST 400

(19) AREC 173

(20) EAS 205

(21) NS 435

(22) POLS 230 or 240

(23) BIOL 208

(24) *3 from AREC 313, NS 390, EAS 392, SOC 210

(25) *3 from ENCS 473 or EAS 491

In addition to the courses listed above, students must select two of the following concentrations:

Urban Environments, Sociology of the Environment, Global Political Ecology, Indigenous Environmental Studies, and Canadian Environmental Studies, for additional courses up to *30. There are *12 credits in free electives

Urban Environments

(1) General Information: This concentration focuses on the links between the environment and human settlement. Principles and practices of land use planning and environmental planning will be used to examine the development and use of urban areas. Students will explore current urban issues.

(2) Requirements of the Concentration (*15 from below). Updated lists of courses will be posted on the website.

EAS 293, EAS 296, EAS 391, EAS 499; POLS 434

Sociology of the Environment Concentration

(1) General Information: This concentration will offer students an in-depth understanding of the applications of sociology to environmental problems.

(2) Requirements of the Concentration (*15 from below). Other courses may be approved annually if they relate significantly. Updated lists of courses

Updated lists will be available from Student Services in Agricultural, Life and Environmental Sciences (231 General Services Building) or Arts (6-5 Humanities):
a. Development Courses: *6 from ANTHR 323; EAS 391; ENCS 307, 364; FOR 372; NS 435; POLS 325, 333; RLS 452; R SOC 365, 450.

b. Economics Courses: *6 from AREC 333, 365, 450, 465; ECON 355, 365, 366, 369, 473 or 467; FOREC 345.

c. *6 from Development and/or Economics courses listed above.

Environment and Policy Concentration

(1) General Information: This concentration provides a focus on the political processes involved in resource and environmental decisions as well as the analysis of intended and unintended outcomes of policy decisions.

(2) Requirements of the Concentration (*18 from three areas listed below). Other courses may be approved annually if they relate significantly.

Updated lists will be available from Student Services in Agricultural, Life and Environmental Sciences (231 General Services Building) or Arts (6-5 Humanities):

a. Policy Courses: *6 from AREC 485; EAS 192; ECON 467 or ENCS 473; FOREC 473; SOC 269, 462; WST/RSOC 310.

b. Politics Courses: *6 from EAS 491; ENCS 271; NS 320; POLS 220, 325, 327, 333, 385, 432.

c. *6 from Policy and/or Politics courses listed above.

that can be counted towards this concentration will be posted on the website.

SOC 212, SOC 334, SOC 352, RSOC 355, RSOC 365, RSOC 450

Global Political Ecology

(1) General Information: This concentration introduces students to political ecology as an interdisciplinary, multi-scalar framework for analyzing social problems and ecological problems. Political ecology has roots in the discipline of human geography and has been strongly shaped by the theoretical approaches of political economy, cultural studies, and gender analysis.

(2) Requirements of the Concentration (*15 from below). Other courses may be approved annually if they relate significantly. Updated lists of courses that can be counted towards this concentration will be posted on the website.

POLS 333; RSOC 355; one of SOC 269, POLS 345, 364, RSOC 365, or WST 310; one of EAS 493 or POLS 434; one of INTD 303, AREC 375, AREC 485.

Indigenous Environmental Studies

(1) General Information: The concentration introduces students to indigenous perspectives and issues in environment and resource management.

(2) Requirements of the Concentration (*15 from below). Updated lists of courses that can be counted towards this concentration will be posted on the website.

EAS 254; NS 390; RSOC 355, ANTH 323; one of HIST 460 or NS 380; NS 403.

Canadian Environmental Studies

1) General Information: This concentration brings together the diverse knowledge required to understand the environmental challenges facing Canadians as well as the proposed solutions that are the subject of public debates.

(2) Requirements of the Concentration (*15 from below). Other relevant courses may be approved annually. Updated lists of courses that can be counted towards this concentration will be posted on the website.

POLS 333; one of BIOL 333, 366, 367 or ENCS 364, BIOL 381; one of POLS 327 or NS 240; HIST 359; one of POLS 325, 385, 429, 432, 440, 470, or SOC 372.

	<p>Academic Standing and Graduation (1) Refer to Academic Standing regulations described in §42.6.) for annual review requirements. (2) Academic Performance for Graduation are the same as for those students registered in the BA program. See §43.3 Academic Performance for Graduation for details. (3) Degrees With Distinction: Regulations governing degrees with distinction are the same as for those students registered in the BA program. See §43.3 Degrees with Distinction for details.</p>
<p>44.8.2 HONORS IN INTERDISCIPLINARY EAST/WEST STREAM: COMPARATIVE LITERATURE WITH AN EMPHASIS IN EAST ASIAN STUDIES</p> <p>Note: See Honors in Comparative Literature in an Interdisciplinary East/West Stream with an emphasis on East Asian Studies (§44.5.1(3)) for these requirements.</p> <p><i>Promotion Requirements</i></p> <p>Promotion from year to year in any of the department's honors programs requires a minimum GPA of 3.0 with an average of at least 3.3 on all courses applied to the major.</p> <p><i>Graduation Requirements</i></p> <p>Graduation with Honors in any of the department's honors programs requires a graduation average of at least 3.0 with an average of at least 3.3 in all courses applied to the major. Graduation with First Class Honors requires an average of at least 3.7 in all senior courses applied to the major and a GPA of at least 3.5 or better in all courses in the final year (last *30).</p>	<p>44.8.2 HONORS IN INTERDISCIPLINARY EAST/WEST STREAM: COMPARATIVE LITERATURE WITH AN EMPHASIS IN EAST ASIAN STUDIES</p> <p>[No text would replace this section since it is proposed to eliminate this particular honors track; however, succeeding sections would have to be renumbered so that 44.8.1 does not skip directly to 44.8.3]</p>
<p>15.2.13 POSTSECONDARY APPLICANTS</p> <p>(1) Readmission and Transfer: These regulations are for applicants with previous postsecondary education who want to apply for readmission to the Faculty after an absence, or to change programs within Arts, as well as those who wish to transfer from other faculties and other postsecondary institutions.</p> <p>a. Applicants who do not present either the high school requirements or the required matriculation average may be considered for admission if they successfully complete, at an accredited postsecondary institution, *24 or more of course work transferable to the Faculty of Arts with a competitive average for the appropriate program. This work is accepted in place of matriculation subject requirements, except for English Language Arts 30-1 (or equivalent), which is required for all applicants.</p>	<p>15.2.13 POSTSECONDARY APPLICANTS</p> <p>(1) Readmission and Transfer: These regulations are for applicants with previous postsecondary education who want to apply for readmission to the Faculty after an absence, or to change programs within Arts, as well as those who wish to transfer from other faculties and other postsecondary institutions.</p> <p>a. Applicants to programs except BA Environmental Studies who do not present either the high school requirements or the required matriculation average may be considered for admission if they successfully complete, at an accredited postsecondary institution, *24 or more of course work transferable to the Faculty of Arts with a competitive average for the appropriate program. This work is accepted in place of matriculation subject requirements, except for English Language Arts 30-1 (or equivalent), which is</p>

Note: This course work may not include any courses equivalent to ones previously passed at this or any other institution. For a course to be considered transferable from another postsecondary institution a minimum final grade of C- is required.

- b. Students may apply for admission or readmission to the BA program in the Faculty if they have a competitive AGPA (minimum 2.0) and meet all other admission requirements. Applicants should note, however, that presentation of the minimum requirements does not guarantee admission. Some programs, for example, BA Honors, BA (Criminology), Bachelor of Music, and BMus/BEd Combined Degrees require minimum averages greater than 2.0. Refer to specific program requirements.
- c. See also §14.2.1.

required for all applicants.

Note: This course work may not include any courses equivalent to ones previously passed at this or any other institution. For a course to be considered transferable from another postsecondary institution a minimum final grade of C- is required.

b. Post-Secondary applicants to the BA Environmental Studies program must meet specific high school course requirements as outlined in §15.2.12 in order to meet prerequisite requirements for required courses in the program. Any deficiencies in matriculation subjects must be rectified prior to admission.

- c. Students may apply for admission or readmission to the BA program in the Faculty if they have a competitive AGPA (minimum 2.0) and meet all other admission requirements. Applicants should note, however, that presentation of the minimum requirements does not guarantee admission. Some programs, for example, BA Honors, BA (Criminology), Bachelor of Music, and BMus/BEd Combined Degrees require minimum averages greater than 2.0. Refer to specific program requirements.
- d. See also §14.2.1.

43.14 COOPERATIVE EDUCATION (WORK EXPERIENCE) PROGRAM

Students should contact their Department Office to determine if the Department is participating in this program. For those Departments that are participating, students may consult the Department Coordinator, Cooperative Education (Work Experience) for further information on the program including admission requirements. In participating Departments, the Cooperative Education (Work Experience) Program provides students who have completed their third year of study in the Faculty of Arts with an opportunity to apply for an extended, paid work experience. The program lasts for 12 to 16 months, and after completing the reporting requirements, a student may receive university credit for the experience.

Academic requirements to be met by students wishing to participate may vary by Department but a minimum Faculty Grade Point Average of at least 2.3 is always required. Possession of the minimum FGPA requirement may not be sufficient to qualify for participation. Additional requirements (i.e., an interview) may also be required at the discretion of the participating Department. Students should be aware that under the *Protection for Persons in Care Act*, they can be required to satisfy a criminal records check before being allowed to serve a period of internship/practicum placement/work experience placement. Refer to §23.8.3.

43.14 COOPERATIVE EDUCATION (WORK EXPERIENCE) PROGRAM

Students should contact the Faculty of Arts Career Development Officer (CDO) for detailed information and complete program requirements. Specific questions related to a student's Academic program will be referred to an Academic Advisor in the Faculty of Arts Undergraduate Student Services Office.

The Work Experience Program in the Faculty of Arts provides students an opportunity to apply for an extended, generally paid work experience (unpaid appointments may be considered and approved by the CDO on an individual basis).

To be eligible to register in this program a student must

- i. be registered in the Faculty of Arts
- ii. have successfully completed a minimum of *75 (with at least *30 earned at the University of Alberta) toward the Arts program
- iii. have a minimum Grade Point Average of 2.3 on all courses completed. Possession of the minimum GPA requirement may not be sufficient to qualify for participation and individual programs, or departments may require a higher GPA

Students should be aware that under the *Protection of Persons in Care Act*, students can be required to satisfy a criminal records check before being

A student must successfully complete WKEXP 801, 802, and 803 and the final year of their academic program to graduate with the Cooperative Education (Work Experience) Program designation. Students are not permitted to register in any academic courses during the period of work experience, but are considered to be full-time students at the University of Alberta for the periods in which they are enrolled in WKEXP courses.

Student participation in the program is voluntary; however, it is not possible to guarantee that all students wishing to participate will be able to do so, as participation is dependant on the availability of suitable work placements. Participating Departments will make every effort to assist in finding suitable employment for those students wishing to take part in the program, but ultimately the responsibility for obtaining suitable employment rests with the student who wishes to participate. Students choosing to participate should also be aware that participation in the program may result in difficulties in selecting courses for their program, as participating Departments may not have the flexibility to offer desired courses in terms suitable to all students. If particular courses are required or strongly desired, students must plan work terms around the availability of such courses.

Following is the normal sequence of required courses in the Cooperative Education Program:

Year	Term	Course	Weight	Grade
Year 4	One	WKEXP 801	0	CR/NC
Year 4	Two	WKEXP 802	0	CR/NC
Year 4	Three	WKEXP 803	0	CR/NC

allowed to serve a period of work experience. Refer to section 23.8.3. As well, additional non-academic requirements, such as participation in pre- and post employment workshops, may be required. Typical work terms are 12 months in duration. Work terms must be a minimum of 4 months to constitute a single WKEXP course. Successful completion of the following are required for students to graduate with the Work Experience Program designation on their parchments.

- WKEXP 801, 802, 803 (with a minimum one work term during the academic year),
- required pre and post employment workshops, and
- remaining academic program requirements

Students wishing to register in a single WKEXP course should consult the Career Development Officer for more information.

Students are advised not to register in academic credit courses during the period of work experience, but are considered to be full-time students at the University of Alberta for the period in which they are enrolled in WKEXP courses.

Student participation in the program is voluntary and it is not possible to guarantee that all students wishing to participate will be able to do so. Students may not find a suitable job opportunity, or might not be successful in the interview. An interview with the participating employer is mandatory.

Every effort will be made to assist in finding suitable employment for those students wishing to take part in the program, but ultimately the responsibility for obtaining suitable employment rests with the students who wish to participate. Available positions will be posted on the CAPS job board.

Students choosing to participate should also be aware that participation in the program may result in challenges when selecting courses for their program, as Departments may not have the flexibility to offer required courses in terms desirable to all students. If particular courses are required or strongly desired, students are encouraged to plan work terms around the availability of such courses.

Following is the normal sequence of required courses in the Cooperative Education Program:

Year	Term	Course	Weight	Grade
Year 4	One	WKEXP 801	0	CR/NC
Year 4	Two	WKEXP 802	0	CR/NC
Year 4	Three	WKEXP 803	0	CR/NC

OUTLINE OF ISSUE

Agenda Title: **English Language Proficiency Requirement for Undergraduate Admission**

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from GFC, admission/transfer requirements regarding the Canadian Test of English for Scholars and Trainees (CanTEST), the Certificate of Advanced English (CAE), and the Certificate in Proficiency in English (CPE), specifically as recognized methods for meeting the English language proficiency requirement for admission to undergraduate programs, as submitted by the Office of the Registrar and Student Awards and as set out in Attachment 8, to take effect upon approval and for publication in the 2012-13 University Calendar.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Office of the Registrar and Student Awards
Presenters	Pat Dalton, Associate Registrar & Director of Enrolment Management, and Lihong Yang, Assistant Registrar, International Admissions
Subject	English Language Proficiency Requirement

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To add the Canadian Test of English for Scholars and Trainees (CanTEST), the Certificate of Advanced English (CAE), and the Certificate in Proficiency in English (CPE) as recognized methods for meeting the English language proficiency requirement for admission to undergraduate programs as outlined in the proposed Calendar copy.
The Impact of the Proposal is	To provide an additional test choices for undergraduate applicants who need to demonstrate English language proficiency. The recommended test results are the same as those used in other Canadian universities that accept the test scores, such as the University of Toronto, University of British Columbia, and McGill University. Note that CAE and CPE are two of the three English Language Proficiency exams for academic and general purposes that Cambridge ESOL Examinations offer. The third test offered by Cambridge ESOL Examinations is IELTS, which the U of A has accepted for applicants to meet English Language Proficiency requirements for many years.
Replaces/Revises (eg, policies, resolutions)	<i>University of Alberta Calendar</i> Section 13.3.1
Timeline/Implementation Date	Early implementation: to take effect upon approval and for publication in the 2012-13 edition of the <i>University Calendar</i> .
Estimated Cost	N/A
Sources of Funding	N/A
Notes	

Alignment/Compliance

Alignment with Guiding Documents	<i>Dare to Discover</i> Values: to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth
Compliance with Legislation, Policy and/or Procedure	1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over



Relevant to the Proposal
(please quote legislation and
include identifying section
numbers)

academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).

2. **GFC ASC's Terms of Reference (Mandate)** allow for ASC to act for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations. (Section 3Bii).

3. **GFC ASC's Terms of Reference (Mandate)** allow for ASC to respond to proposals that may affect the admission or transfer of students to the University of Alberta. (Section 3Bx).

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

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

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

5. **UAPPOL Admissions Procedure:**

PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

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

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



	2006).” b. Where changes to admission regulations are deemed by the approving body to be “advantageous to students”, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee—for final approval (June 16, 2011)
Final Approver	GFC Academic Standards Committee (June 16, 2011)

Attachments

1. Attachment 1 (pages 1-3) – About the Proposed Tests
2. Attachment 2 (pages 1-2) Proposed Changes for the 2012-13 *University Calendar*

Prepared by: Carrie Holstead, Policy Development and Issues Advisor, carrie.holstead@ualberta.ca

About the Proposed Tests

CanTEST (Canadian Test of English for Scholars and Trainees)

By the Official Languages and Bilingualism Institute, University of Ottawa

Information taken from: <http://www.olbi.uottawa.ca/en/cantest.php>

The CanTEST is a standardized English proficiency test used to determine if the test taker is able to meet admission requirements of Canadian post-secondary institutions or fluency requirements of professional licensing associations. The CanTEST is administered in Ottawa and Toronto at regular intervals.

The CanTEST measures four skills: Listening, Reading, Writing and Speaking.

Listening: The Listening test is made up of about 40 multiple-choice or short-answer questions based on recorded material delivered at normal speed. The listening passages include dialogues, announcements, interviews, and short lectures. The test lasts about 1 hour, and listening passages vary in length from about one to five minutes.

Reading: Reading is measured by 2 tests. The first is a Skimming and Scanning test with 10 to 20 questions, which requires that the candidate reads quickly to find specific information in authentic texts such as newspapers, university calendars, web pages, and bibliographies. The second reading test lasts about 1 hour and measures Reading Comprehension. For this test, test-takers read passages of 400-700 words, and answer multiple-choice and short-answer questions about them. They also complete a 20 to 30 item cloze test, in which words are deleted from a passage. The test is in multiple-choice format.

Writing: The Writing test involves writing a composition on a topic which is provided. The time for this test is 45 minutes.

Speaking: The Speaking test involves a face-to-face interview with two evaluators who ask questions about the candidates' personal and professional life, as well as more general topics. The interview lasts about 15 minutes.

A separate score is given on each of the four skills (called Band levels).

Band	Description
[5+]	Fluent User. Consistently effective command of the language in demanding familiar and unfamiliar contexts of language use. Full comprehension. No language problems that would impede academic or professional success. (This band is awarded only in the productive skills.)
[5]	Very Good User. Very good command of the language, even in demanding contexts. High degree of comprehension. Only occasional unsystematic inaccuracies and inappropriate language use in communication, which very rarely impede communication. Level of proficiency considered adequate for full time academic study.
[4]	Competent User. Generally effective command of the language in fairly demanding contexts, with a satisfactory level of comprehension. Some inaccuracy and misunderstandings in less familiar contexts with more complex language. Weaknesses exist which sometimes impede communication, and could affect performance in an academic program. Additional language training would be helpful to improve accuracy, speed and overall proficiency.
[3]	Limited User. Fair command of the language only in familiar language contexts or in interactions with a sympathetic speaker. Limited comprehension. Markedly reduced effectiveness in demanding or unfamiliar situations. Systematic inaccuracies and misunderstandings significantly impede communication and comprehension. Requires additional language training before being considered for academic placement.
[2]	Very Basic User. Some ability to function in highly contextualized, familiar situations, but no real command of the language. Frequent breakdowns in communication.
[1]	Novice. Extremely limited command of the language.

CAE (Certificate in Advanced English or Cambridge English: Advanced)

By Cambridge ESOL Examinations

Information taken from: <http://www.cambridgeesol.org/exams/general-english/cae.html>

CAE is an in-depth assessment of English language ability offered by University of Cambridge ESOL Examinations. The exam can be taken in a choice of either paper-based or computer-based format; both versions lead to the same certificate.

The test consists of five papers, each contributing 20% of the total marks available: Reading, Writing, Use of English, Listening and Speaking.

Reading: The Reading test consists of 34 questions over four sections. A variety of text types are used including articles from newspapers, magazines, journals, extracts from books (fiction and non-fiction), promotional and informational materials. The types of tasks used include multiple choice, matching and a gapped text task where candidates read a text from which six paragraphs have been removed and placed in a jumbled order.

Writing: The Writing test consists of two tasks which require candidates to be able to write a variety of different text types such as essays, proposals, reports and reviews. Part 1 consists of one compulsory task. Candidates write an article, a report, a proposal, or a letter based on material of up to 150 words. In Part 2, candidates must complete one task from a choice of five. Two of the five questions are based on set reading texts.

Use of English: The Use of English test consists of 50 questions over five parts. The test uses a variety of tasks: multiple choice, gap-fill, word formation, key word transformation and gapped sentences.

Listening: The Listening test consists of 30 questions in four sections. Types of task used include multiple choice, sentence completion and multiple matching. Candidates must answer questions after listening to either short monologues or interacting speakers.

Speaking: The Speaking test uses a paired format where two candidates are assessed by two trained Cambridge ESOL examiners. One examiner acts as an 'interlocutor' and conducts the test, while the second examiner acts as an assessor and does not join in the conversation. The Speaking test requires candidates to carry out a range of speaking tasks: each candidate has a short conversation with the interlocutor about themselves and subjects from daily life. Each candidate then has a 1-minute turn where they are asked to make comparisons, express opinions, describe and speculate about visual stimuli. Both candidates are asked to engage in conversation together while completing a collaborative task. They must then engage with the interlocutor in a wider discussion about the completed task.

Scoring

Cambridge English: Advanced – CEFR Level C2	Cambridge English: Advanced – CEFR Level C1	CEFR Level B2 Certificate
If you achieve grade A in your exam, you will receive the <i>Certificate in Advanced English</i> stating that you demonstrated ability at Level C2.	If you achieve grade B or C in your exam, you will be awarded the <i>Certificate in Advanced English</i> at Level C1.	If your performance is below Level C1, but falls within Level B2, we will recognize your achievement with a Cambridge English certificate stating that you demonstrated ability at B2 level.

CPE (Certificate of Proficiency in English or Cambridge English: Proficiency)
By Cambridge ESOL Examinations

Information taken from: <http://www.cambridgeesol.org/exams/general-english/cpe.html>

CPE is for learners who have achieved an extremely high level of skill in the English language.

The test has five papers: Reading, Writing, Use of English, Listening, and Speaking.

Reading: 1 hour 30 minutes. To test the ability to read and understand the meaning of written English at word, sentence, paragraph and whole text level.

Writing: 2 hours. Test takers will be asked to produce a number of different pieces of writing such as a short story, a letter, an article, a report, a review or an essay, each of about 300-350 words.

Use of English: 1 hour 30 minutes. Test takers will be tested on how well they control r grammar and vocabulary, and how well they can summarize information.

Listening: 40 minutes (approx). Test takers will need to show they can understand the meaning of a range of spoken material, including lectures, news programmes and public announcements.

Speaking: 19 minutes. Test takers will take the Speaking test with one or two other candidates, and will be required to demonstrate different types of speaking, including by oneself and in discussion with the examiner and other candidates.

Scoring

Cambridge English: Proficiency – CEFR Level C2	Cambridge English: Proficiency – CEFR Level C1
If you achieve grade A, B, or C in your exam, you will receive the <i>Certificate of Proficiency in English</i> stating that you demonstrated ability at Level C2.	If your performance is below Level C2, but falls within Level C1, we will recognize your achievement with a Cambridge English certificate stating that you demonstrated ability at C1 level.

Proposed Changes to the University of Alberta Calendar	
<i>2011-2012 Calendar (Current)</i>	<i>2012-2013 Calendar (Proposed)</i>
<p>13.3 Language Proficiency Requirements</p> <p>13.3.1 English Language Proficiency</p> <p>English is the primary language of instruction in all Faculties except Faculté Saint-Jean. All undergraduate applicants to any program or course except Faculté Saint-Jean need an adequate level of English language proficiency before admission, regardless of their citizenship status or country of origin.</p> <p>The University of Alberta reserves the right to use discretion in determining adequate levels of language proficiency to ensure success in academic programs. In some cases, additional English language testing, conducted by the Faculty of Extension, may be required to confirm English proficiency.</p> <p>Proficiency in English may be fulfilled in one of the following ways:</p> <p>(1) Successful completion of three years of full-time education in English</p> <ol style="list-style-type: none"> a. in Canada including the grade 12 year. This can be a combination of secondary and postsecondary education. (See notes 1, 2, and 3). b. in another country where English is recognized as an official language of instruction. (See notes 1, 2, 3, and 5). c. at a recognized school/institution which uses English as the primary language of instruction. (See notes 1, 2, 3, and 5). <p>(...)</p> <p>(7) A score of at least 6.5 on the IELTS (International English Language Testing System) with no band less than 5.0. (See note 4)</p> <p>(8) A score of at least 70 on the CAEL (the Canadian Academic English Language assessment exam). (See note 4)</p> <p>(9) A score of at least 59 on the PTE Academic (Pearson Test of English Academic)</p>	<p>13.3 Language Proficiency Requirements</p> <p>13.3.1 English Language Proficiency</p> <p>English is the primary language of instruction in all Faculties except Faculté Saint-Jean. All undergraduate applicants to any program or course except Faculté Saint-Jean need an adequate level of English language proficiency before admission, regardless of their citizenship status or country of origin.</p> <p>The University of Alberta reserves the right to use discretion in determining adequate levels of language proficiency to ensure success in academic programs. In some cases, additional English language testing, conducted by the Faculty of Extension, may be required to confirm English proficiency.</p> <p>Proficiency in English may be fulfilled in one of the following ways:</p> <p>(1) Successful completion of three years of full-time education in English</p> <ol style="list-style-type: none"> a. in Canada including the grade 12 year. This can be a combination of secondary and postsecondary education. (See notes 1, 2, and 3). b. in another country where English is recognized as an official language of instruction. (See notes 1, 2, 3, and 5). c. at a recognized school/institution which uses English as the primary language of instruction. (See notes 1, 2, 3, and 5). <p>(...)</p> <p>(7) A score of at least 6.5 on the IELTS (International English Language Testing System) with no band less than 5.0. (See note 4)</p> <p>(8) A score of at least 70 on the CAEL (the Canadian Academic English Language assessment exam). (See note 4)</p> <p>(9) A score of at least 59 on the PTE Academic (Pearson Test of English Academic). (See note 4)</p> <p><u>(10) A score of at least 4.5 on the CanTEST (Canadian Test of English for Scholars and Trainees) with no part lower than 4. (See note 4)</u></p> <p><u>(11) A score of at least B on the CAE (Certificate in Advanced English). (See note 4)</u></p>

(12) A score of at least C on the CPE (Certificate of Proficiency in English). (See note 4)

(10) Successful completion of the University of Alberta's ESL 140/145.

Applicants with superior academic standing who do not meet the English language requirements but who have a TOEFL score between 70 and 85 (internet-based), or 530 and 577 (paper-based) and who meet all other Faculty-specific program requirements may be considered for admission to the Bridging Program. For more information, students should contact the Office of the Registrar and Student Awards, International Admissions Unit, 105 Administration Building, Edmonton, Alberta, T6G 2M7.

(13) Successful completion of the University of Alberta's ESL 140/145.

Applicants with superior academic standing who do not meet the English language requirements but who have a TOEFL score between 70 and 85 (internet-based), or 530 and 577 (paper-based) and who meet all other Faculty-specific program requirements may be considered for admission to the Bridging Program. For more information, students should contact the Office of the Registrar and Student Awards, International Admissions Unit, 105 Administration Building, Edmonton, Alberta, T6G 2M7.