The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, February 13, 2020 meeting:

Agenda Title: **Items Deemed Minor/Editorial**

FINAL Item 4

Agenda Title: **4A. Transfer Credit Approvals and Denials for February 2020, Office of the Registrar**

CARRIED MOTION:
THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the transfer credit approvals and denials for February 2020.

Agenda Title: **4B. Proposed Changes to Special Student Applicants, Faculty of Law**

CARRIED MOTION:
THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to entrance requirements for Special Students in the Faculty of Law.

Agenda Title: **Proposal to Update Entrance Requirements for Graduate Programs to Ensure English Language Proficiency Requirements Align With Increased FGSR Minimums**

CARRIED MOTION:
THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed updates to entrance requirements for graduate programs.

FINAL Item 5

Agenda Title: **Proposal for Direct Entry into BSc in Agricultural/Food Business Management, BSc in Fashion Business Management, and BSc in Forest Business Management**

CARRIED MOTION:
THAT Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed admission changes including direct entry from High School into BSc in Agricultural/Food Business Management, BSc in Fashion Business Management, and BSc in Forest Business Management, as set forth in attachment 1, to take effect for Fall 2021 admission and for publication in 2021-2022 University Calendar.

FINAL Item 6

Agenda Title: **Proposed Name Change and Suspensions of Majors in the Bachelor of Music Program and Associated Substantive Program Changes, Augustana Faculty**

CARRIED MOTION:
THAT the GFC Academic Standards Committee recommend that the GFC Academic Planning Committee approve the proposal to rename the 'Bachelor of Music Comprehensive major' offered through Augustana Faculty to the 'Bachelor of Music Performance-Based Pedagogy major', as set forth in Attachment 1, to take effect for Fall 2021.

CARRIED MOTION:
THAT the GFC Academic Standards Committee recommend that the GFC Academic Planning Committee recommend the suspension of admissions to the Bachelor of Music in 'Piano' and 'Voice' majors, as submitted by Augustana Faculty and as set forth in Attachment 2, to take effect for Fall 2021.

CARRIED MOTION:
THAT the GFC Academic Standards Committee recommend that the GFC Academic Planning Committee approve the proposed program changes to the Bachelor of Music program in the Augustana Faculty, as set forth in Attachment 3, to take effect for Fall 2021.

FINAL Item 7

FINAL Item No. 4

Governance Executive Summary
Action Item

Agenda Title	Items Deemed Minor/Editorial **4A. Transfer Credit Approvals and Denials for February 2020, Office of the Registrar** **4B. Proposed Changes to Special Student Applicants, Faculty of Law**

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Melissa Padfield, Vice-Provost and Registrar David Percy, Interim Dean, Faculty of Law
Presenter(s)	Tammy Hopper, Vice-Provost (Programs) and Chair, GFC Academic Standards Committee

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	See individual item for detail on proposed changes submitted by Faculties and the Office of the Registrar.
Executive Summary (*outline the specific item – and remember your audience*)	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 "'Routine and/or Editorial' - refers to proposals which do not involve or affect other Faculties or units and do not form part of a proposal for a new program. Editorial or routine changes include any and all changes to the wording of faculty or program specific admissions or academic standing regulations."
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • Vice-Provost (Programs) and Chair, GFC Academic Standards Committee • Faculty Councils • Representatives of the Office of the Registrar
	*Those who have been **consulted**:* •
	*Those who have been **informed**:* •
Approval Route (Governance) (including meeting dates)	• See individual item for Faculty approval information • GFC ASC February 13, 2020

Item No. 4

Strategic Alignment

Alignment with *For the Public Good*	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	☒ Enrolment Management	☐ Relationship with Stakeholders
	☐ Faculty and Staff	☐ Reputation
	☐ Funding and Resource Management	☐ Research Enterprise
	☐ IT Services, Software and Hardware	☐ Safety
	☐ Leadership and Change	☒ Student Success
	☐ Physical Infrastructure	
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy GFC Academic Standards Committee (ASC) Terms of Reference	

1. A - 2020-02-Approvals and Denials
2. B - Law Special Student Paper-based TOEFL

Prepared by: Heather Richholt, Assistant Secretary to GFC, heather.richholt@ualberta.ca

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
Proposals Recommended for APPROVAL of Transfer Credit at the Academic Standards Committee Meeting on February 13, 2020

Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
College of the Rockies	GEOG 101 (3)	EAS 100 (3) AUGEO 1XX (3) Science		
	GEOL 106 (3)	EAS 105 (3) AUGEO 1XX (3) Science		
	GEOL 220 (3)	EAS 2XX (3) AUGEO 2XX (3) Science		
	BIOL 202 (3)	BIOCH 200 (3) AUBIO 280 (3)		
Blue Quills University	SOCI 360 (3)	SOCI 3XX (3)		
St Mary's University	GREK 201 (3)	GREEK 101 (3)		
	GREK 203 (3)	GREEK 102 (3)		

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
Summary of Transfer Credit Proposals DENIED
Circulated for Information Only at the Academic Standards Committee Meeting on February 13, 2020

Proposal ID # and Sending Institution	Sending Institution Course	U of A Course Requested	Denial Date	Reason for Denial
Concordia University				
	MAT 103 (3)	MATH 1XX (3)	28-Jan-20	MATH 101 appear to be a survey courses, with depth being sacrificed for breadth. Reaching out to Adrian Biglands, an instructor at Concordia, to find more about MATH 103, I was informed that it was created as their biological science students were having difficulty in succeeding at the traditional calculus and linear algebra course.

Admission Requirements by Faculty - Faculty of Law	
Current	**Proposed**
Special Student Applicants National Committee on Accreditation students (NCA students): NCA Students are permitted to register in one or more courses which are not being taken for credit toward a degree or diploma at this or another institution. To be considered for admission as an NCA Student, applicants must normally have received a Law degree from an accredited postsecondary institution, equivalent to a Canadian JD or LLB degree, must meet English Language proficiency, and must provide documentation setting out their assigned requirements as assessed by Canada's National Committee on Accreditation. Applicants from outside of Canada may meet their English Proficiency requirement based on the university they have attended or the country in which they reside. Some conditions apply. Where applicable, a minimum TOEFL score of ~~600 (Paper-based) or total score of~~ 100 with a minimum of 25 in each section (Internet-based), a minimum Academic IELTS score of 7.0, with at least 5 on each band, a minimum Academic PTE score of 68, or the EAP 550 course is required. Since the Faculty of Law has limited enrolment, priority in admission is given to applicants to degree programs. NCA Students who wish to continue must reapply each year, and priority is given to students who have not previously attended as NCA Students.	**Special Student Applicants** National Committee on Accreditation students (NCA students): NCA Students are permitted to register in one or more courses which are not being taken for credit toward a degree or diploma at this or another institution. To be considered for admission as an NCA Student, applicants must normally have received a Law degree from an accredited postsecondary institution, equivalent to a Canadian JD or LLB degree, must meet English Language proficiency, and must provide documentation setting out their assigned requirements as assessed by Canada's National Committee on Accreditation. Applicants from outside of Canada may meet their English Proficiency requirement based on the university they have attended or the country in which they reside. Some conditions apply. Where applicable, a minimum TOEFL iBT (Internet-based) score of 100 with a minimum of 25 in each section, a minimum Academic IELTS score of 7.0, with at least 5 on each band, a minimum Academic PTE score of 68, or the EAP 550 course is required. Since the Faculty of Law has limited enrolment, priority in admission is given to applicants to degree programs. NCA Students who wish to continue must reapply each year, and priority is given to students who have not previously attended as NCA Students.

FINAL Item No. 5

Governance Executive Summary
Action Item

Agenda Title	Proposal to Update Entrance Requirements for Graduate Programs to Ensure English Language Proficiency Requirements Align With Increased FGSR Minimums

Motion

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, proposed editorial revisions to existing entrance requirements for graduate programs, to bring minimum ELP requirements in line with new FGSR minimums approved by GFC September 23, 2019 and January 27, 2020, and to remove reference to ELP tests no longer available, as set forth in Attachment 1 and for publication in the 2020-2021 Calendar.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Brooke Milne, Vice-Provost and Dean, FGSR
Presenter(s)	n/a

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee to ensure all graduate program entrance requirements reflect current FGSR minimum requirements.
Executive Summary (*outline the specific item – and remember your audience*)	These are editorial changes to department calendar entries to reflect two changes to FGSR minimum English Language Proficiency requirements that have been approved in the last year: 1. Raise the minimum internet-based TOEFL score to 90, and raise the minimum band score to 21; add a minimum MELAB band score of 80, and a minimum score of 3 on the speaking component; raise the minimum CAEL overall score to 70; raise the minimum Pearson overall score to 61 and add a minimum band score of 60; all for **implementation for Fall 2020 admissions** with the provision that students already admitted under the previous scores be grandparented through, and to be published in the 2020-2021 Calendar, approved: • FGSR Council March 20, 2019 • GFC Academic Standards Committee (recommendation) April 18, 2019 • GFC Academic Planning Committee (recommendation) May 8, 2019 • GFC September 23, 2019 2. Increase to the IELTS minimum band score from 5.5 to 6.0, **for implementation for Fall 2021 admissions** and to be published in the 2020-2021 calendar, approved: • FGSR Council October 16, 2019 • GFC Academic Standards Committee (recommendation) November 21 2019 • GFC January 27, 2020 Additional editorial changes are being made to the FGSR admissions section as well as department calendar entries to remove all reference to paper-based TOEFL and computer-based TOEFL (neither are available any longer) and to remove all reference to MELAB (not available after June 2020).

	Changes are being made to the following sections of the calendar: FGSR Entrance Requirements Graduate Programs: - Agricultural, Food and Nutritional Science - Anesthesiology and Pain Medicine - Anthropology - Art and Design - Biochemistry - Biological Sciences - Biomedical Engineering - Cell Biology - Chemical and Materials Engineering - Civil and Environmental Engineering - Communication Sciences and Disorders - Comparative Literature Program - Computing Science - Dentistry - Earth and Atmospheric Sciences - East Asian Studies - Economics - Education - Educational Policy Studies - Educational Psychology - Educational Studies - Electrical and Computer Engineering - Elementary Education - Health Sciences Education - History and Classics - Internetworking - Law - Library and Information Studies - Linguistics - Mathematical and Statistical Sciences - Mechanical Engineering - Medical Genetics - Medical Sciences - Music - Neuroscience - Nursing - Obstetrics and Gynecology - Occupational Therapy - Oncology - Paediatrics - Philosophy - Political Science - Psychology - Public Health - Renewable Resources - Secondary Education - Sociology
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Item No. 5

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • Janice Causgrove Dunn, Associate Dean, FGSR • Maria Chia, Graduate Governance and Policy Coordinator, FGSR
	*Those who have been **consulted**:* •
	*Those who have been **informed**:* • FGSR Council was informed of these changes at the meeting January 22, 2020 • Each department with changes to their calendar entry was emailed after January 28, 2020. • Graduate Program Administrators Committee was informed at their meting January 29, 2020
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee February 13, 2020

Strategic Alignment

Alignment with *For the Public Good*	OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.
	☐ Enrolment Management ☐ Relationship with Stakeholders ☐ Faculty and Staff ☒ Reputation ☐ Funding and Resource Management ☐ Research Enterprise ☐ IT Services, Software and Hardware ☐ Safety ☐ Leadership and Change ☒ Student Success ☐ Physical Infrastructure
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference

Attachments (each to be numbered 1 - <>)

1. Graduate Programs Entrance Requirements calendar change (page(s) 1 - 26)

Prepared by: Maria Chia, Graduate Governance and Policy Coordinator, mchia@ualberta.ca

Document1

2020-2021 University of Alberta Proposed Calendar Graduate Program Changes:

Current All calendar language is from the draft of the 2020-2021 Calendar	Proposed
# Regulations of the Faculty of Graduate Studies and Research […] ### Graduate Program Entrance Requirements […] ### English Language Requirement […] The Faculty of Graduate Studies and Research recognizes <mark>five</mark> English language examinations: • the Test of English as a Foreign Language (TOEFL) • ~~the Michigan English Language Assessment Battery (MELAB)~~ • the International English Language Testing System (Academic IELTS) • the Canadian Academic English Language (CAEL) Assessment • the Pearson Test of English Academic (PTE Academic). [IELTS minimum band score of 6.0 is in the calendar document subject to approval by GFC Jan 27, 2020] The FGSR minimum acceptable scores are: • TOEFL: total score of 90 with a score of at least 21 on each of the individual skill areas (internet-based) or equivalent; • ~~MELAB: 85 with a minimum band score of 80 and a minimum score of 3 on the speaking component~~ • Academic IELTS: 6.5, with at least 6.0 on each test band. • CAEL: overall 70 with at least 60 on each subtest. • PTE Academic: 61 with a minimum band score of 60. Applicants who take the Pearson test must request that this University be given access to their score.	# Regulations of the Faculty of Graduate Studies and Research […] ### Graduate Program Entrance Requirements […] ### English Language Requirement […] The Faculty of Graduate Studies and Research recognizes <mark>four</mark> English language examinations: • the Test of English as a Foreign Language (TOEFL) • the International English Language Testing System (Academic IELTS) • the Canadian Academic English Language (CAEL) Assessment • the Pearson Test of English Academic (PTE Academic). The FGSR minimum acceptable scores are: • TOEFL: total score of 90 with a score of at least 21 on each of the individual skill areas (internet-based) or equivalent; • Academic IELTS: 6.5, with at least 6.0 on each test band. • CAEL: overall 70 with at least 60 on each subtest. • PTE Academic: 61 with a minimum band score of 60. Applicants who take the Pearson test must request that this University be given access to their score.

Individual graduate programs may require higher scores. Consult the appropriate departmental information in Graduate Programs.

[…]

Graduate Programs

[…]

Agricultural, Food, and Nutritional Science [Graduate]

[…]

Entrance Requirements
The Department's minimum admission requirements for an MSc, MAg, or MEng degree are an undergraduate degree with a grade point average (GPA) of at least 3.3 in the last two years of study at the University of Alberta, or an equivalent qualification from a recognized institution, and a TOEFL score of 550 (paper-based) or 88 (internet-based) where applicable. For admission to the PhD program the minimum requirements are a grade point average of at least 3.5 in the last two years of study at the University of Alberta, or an equivalent qualification from a recognized institution, and a TOEFL score of 550 (paper-based) or 88 (internet-based) where applicable (see English Language Requirement).

[…]

Anesthesiology and Pain Medicine[Graduate]

[…]

Entrance Requirements
Candidates must hold a baccalaureate or its academic equivalent to enter this program. The Department generally does not accept students with an overall grade point average of less than 3.1 in their undergraduate years at the University of Alberta, or an equivalent qualification from a recognized institution. Where applicable (see English Language Requirement), candidates must obtain a TOEFL score of at least 570 (paper-based) or 95 (internet-based), or equivalent IELTS, MELAB or CAEL scores.

[…]

Anthropology [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL score of 88 with no band less than 20 (internet-based) or equivalent;
- MELAB score of 85;
- IELTS (academic) overall band score of 6.5;
- CAEL overall score of 70 with at least 70 on each subtest;
- PTE overall score of 59.

[…]

Art and Design [Graduate]

[…]

Entrance Requirements
The Department's minimum admission requirements for all master's programs are a general undergraduate degree with a grade point average of 3.0 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution, and a minimum TOEFL score of 580 (paper-based) or 95 (internet-based, with at least 20 per section) or a minimum score of 65 on the Pearson Test of English where applicable (refer to English Language Requirement). A student with a MA in the History of Art (or a related field) may be admitted as a candidate for the PhD degree.

[…]

Biochemistry [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:

Anthropology [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL score of 90 with no band less than 21 (internet-based) or equivalent;

- IELTS (academic) overall band score of 6.5;
- CAEL overall score of 70 with at least 70 on each subtest;
- PTE overall score of 61.

[…]

Art and Design [Graduate]

[…]

Entrance Requirements
The Department's minimum admission requirements for all master's programs are a general undergraduate degree with a grade point average of 3.0 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution, and a minimum TOEFL score of 95 (internet-based, with at least 21 per section) or equivalent, or a minimum score of 65 on the Pearson Test of English where applicable (refer to English Language Requirement). A student with a MA in the History of Art (or a related field) may be admitted as a candidate for the PhD degree.

[…]

Biochemistry [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:

- TOEFL 100 (internet-based) or equivalent
- IELTS overall band score of 6.5 (with at least 5.5 on each academic test band).

[…]

Biological Sciences [Graduate]

[…]

Entrance Requirements

[…]

The Department's minimum admission requirements are a four-year undergraduate degree, or its academic equivalent, from a recognized university, and a grade point average of at least 3.3 in the last two years of undergraduate study. A minimum Test of English as a Foreign Language (TOEFL) of 600 (paper-based) or 100 (internet-based) is required, where applicable (see English Language Requirement).

[…]

Biomedical Engineering [Graduate]

[…]

Entrance Requirements

[…]

The Department's minimum admission requirements are an undergraduate degree with a grade point average of at least 3.3 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from another institution, and a TOEFL score of 600 or higher on the paper-based test or 95 on the internet-based test where applicable (refer to English Language Requirement).

[…]

Cell Biology [Graduate]

[…]

Entrance Requirements

[…]

- TOEFL 100 (internet-based) or equivalent
- IELTS overall band score of 6.5 (with at least 6.0 on each academic test band).

[…]

Biological Sciences [Graduate]

[…]

Entrance Requirements

[…]

The Department's minimum admission requirements are a four-year undergraduate degree, or its academic equivalent, from a recognized university, and a grade point average of at least 3.3 in the last two years of undergraduate study. A minimum Test of English as a Foreign Language (TOEFL) of 100 (internet-based) or equivalent is required, where applicable (see English Language Requirement).

[…]

Biomedical Engineering [Graduate]

[…]

Entrance Requirements

[…]

The Department's minimum admission requirements are an undergraduate degree with a grade point average of at least 3.3 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from another institution, and a TOEFL score of 95 or equivalent on the internet-based test where applicable (refer to English Language Requirement).

[…]

Cell Biology [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- 100 with 20 in each subtest (internet-based) in TOEFL or equivalent;
- 7.0 overall with 6.0 in each subtest in IELTS;
- 70 overall with 70 in each subtest in CAEL;
- 68 in Pearson Test of English (PTE); or
- 91 in MELAB.

[…]

Chemical and Materials Engineering [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a minimum TOEFL score of 92 (internet-based) with at least 20 in each section or equivalent
- an overall band score of 7.0 on IELTS with at least 6.0 on each band
- a minimum score of 90 on MELAB
- a minimum overall score of 65 on the CAEL with at least 60 on each subtest
- a minimum score of 62 on the PTE Academic.

[…]

Civil and Environmental Engineering [Graduate]

[…]

Entrance Requirements
The Department's minimum admission requirements are a four-year undergraduate degree with an average of 3.0 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution and a TOEFL score of 550 (paper-based) or 88 (internet-based with at least 20 per section) or an equivalent approved English language examination where applicable (see English Language Requirement).

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- 100 with 21 in each subtest (internet-based) in TOEFL or equivalent;
- 7.0 overall with 6.0 in each subtest in IELTS;
- 70 overall with 70 in each subtest in CAEL;
- 68 in Pearson Test of English (PTE); or

[…]

Chemical and Materials Engineering [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a minimum TOEFL score of 92 (internet-based) with at least 21 in each section or equivalent
- an overall band score of 7.0 on IELTS with at least 6.0 on each band

- a minimum overall score of 65 on the CAEL with at least 60 on each subtest
- a minimum score of 62 on the PTE Academic.

[…]

Civil and Environmental Engineering [Graduate]

[…]

Entrance Requirements
The Department's minimum admission requirements are a four-year undergraduate degree with an average of 3.0 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution and a TOEFL score of 90 (internet-based with at least 21 per section) or an equivalent approved English language examination where applicable (see English Language Requirement).

[…]

Communication Sciences and Disorders [Graduate]

[…]

Entrance Requirements

[…]

English Language Proficiency

The Test of English as a Foreign Language (TOEFL) scores required for admission are as follows:

Internet Test (iBT) (Maximum 120)

CSD Minimum requirements:

Overall score: 115
Speaking: 28
Writing: 26
Listening: 24
Reading: 22

Computer Test (CBT) (Maximum 300)

CSD Minimum Requirement:

Overall score: 250
Essay Writing: 5
Test of Spoken English: 50
Paper Test (PBT) (Maximum 677)

CSD Minimum Requirement:

Overall score: 600
Test of Written English score: 5
Test of Spoken English score: 50

[…]

Comparative Literature Program [Graduate]

[…]

Entrance Requirements
Normally, minimum admission requirements for an MA in Comparative Literature are an undergraduate degree with an average of at least 3.0 in the last two years of

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undergraduate work at the University of Alberta, or an equivalent qualification from a recognized institution. Minimum requirements for a PhD are an MA with an average of at least 3.0 in the last two terms of graduate work. Exceptionally qualified students holding a BA degree can bypass the MA and be admitted directly into a doctoral degree program. In addition to these minimal requirements, a TOEFL score of 580 (paper-based) or 95 (Internet-based with at least 20 per section) where applicable is required. (see English Language Requirement).

[...]

Computing Science [Graduate]

[...]

Entrance Requirements

[...]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a minimum TOEFL score of 100 with a minimum score of 20 on each of the individual skill areas (internet-based), or equivalent
- a minimum score of 90 on the MELAB,
- a minimum of 6.0 on each band on the IELTS with an overall minimum score of 7.0,
- a minimum overall score of 70 on the CAEL with at least 60 on each subtest
- a minimum overall score of 68 on the PTE.

[...]

Dentistry [Graduate]

[...]

Graduate Program Requirements

[...]

The Degree of MSc in Medical Sciences - Dental Hygiene [Graduate]

[...]

Entrance Requirements

[...]

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undergraduate work at the University of Alberta, or an equivalent qualification from a recognized institution. Minimum requirements for a PhD are an MA with an average of at least 3.0 in the last two terms of graduate work. Exceptionally qualified students holding a BA degree can bypass the MA and be admitted directly into a doctoral degree program. In addition to these minimal requirements, a TOEFL score of 95 (Internet-based with at least 21 per section) or equivalent where applicable is required. (see English Language Requirement).

[...]

Computing Science [Graduate]

[...]

Entrance Requirements

[...]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a minimum TOEFL score of 100 with a minimum score of 21 on each of the individual skill areas (internet-based), or equivalent

- a minimum of 6.0 on each band on the IELTS with an overall minimum score of 7.0,
- a minimum overall score of 70 on the CAEL with at least 60 on each subtest
- a minimum overall score of 68 on the PTE.

[...]

Dentistry [Graduate]

[...]

Graduate Program Requirements

[...]

The Degree of MSc in Medical Sciences - Dental Hygiene [Graduate]

[...]

Entrance Requirements

[...]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL (internet-based) minimum score 95 with at least 20 per section or equivalent;
- MELAB minimum score of 91;
- CAEL minimum score of 70 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 6 on each band.

[…]

The Degree of MSc in Medical Sciences - Dentistry [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL (internet-based) minimum score 95 with at least 20 per section or equivalent;
- MELAB minimum score of 91;
- CAEL minimum score of 70 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 6 on each band.

[…]

The Degree of MSc in Medical Sciences - Oral Biology [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL (internet-based) minimum score 95 with at least 20 per section or equivalent;
- MELAB minimum score of 91;
- CAEL minimum score of 70 with at least 70 on each subtest;

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL (internet-based) minimum score 95 with at least 21 per section or equivalent;
- CAEL minimum score of 70 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 6 on each band.

[…]

The Degree of MSc in Medical Sciences - Dentistry [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL (internet-based) minimum score 95 with at least 21 per section or equivalent;
- CAEL minimum score of 70 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 6 on each band.

[…]

The Degree of MSc in Medical Sciences - Oral Biology [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL (internet-based) minimum score 95 with at least 21 per section or equivalent;
- CAEL minimum score of 70 with at least 70 on each subtest;

- or an IELTS (Academic) minimum score of 7.5 with at least 6 on each band.

[…]

The Degree of MSc in Medical Sciences- Oral Medicine (Graduate)

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24.
- MELAB minimum score of 91;
- CAEL minimum score of 80 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.

[…]

The Degree of MSc in Medical Sciences- Orthodontics (Graduate)

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement).Any one of the following is acceptable:
- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24.
- MELAB minimum score of 91;
- CAEL minimum score of 70 with at least 80 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.

[…]

- or an IELTS (Academic) minimum score of 7.5 with at least 6 on each band.

[…]

The Degree of MSc in Medical Sciences- Oral Medicine (Graduate)

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24.

- CAEL minimum score of 80 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.

[…]

The Degree of MSc in Medical Sciences- Orthodontics (Graduate)

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24.

- CAEL minimum score of 80 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.

[…]

The Degree of MSc in Medical Sciences-Periodontology (Graduate)

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24.
- MELAB minimum score of 91;
- CAEL minimum score of 70 with at least 80 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.

[…]

The Degree of PhD in Medical Sciences - Oral Biology [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL (internet-based) minimum score 95 with at least 20 per section or equivalent;
- MELAB minimum score of 91;
- CAEL minimum score of 70 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 6 on each band.

[…]

The Degree of PhD in Medical Sciences-Orthodontics (Graduate)

[…]

Entrance Requirements

[…]

The Degree of MSc in Medical Sciences-Periodontology (Graduate)

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24.

- CAEL minimum score of 80 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.

[…]

The Degree of PhD in Medical Sciences - Oral Biology [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL (internet-based) minimum score 95 with at least 21 per section or equivalent;

- CAEL minimum score of 70 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 6 on each band.

[…]

The Degree of PhD in Medical Sciences-Orthodontics (Graduate)

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24.
- MELAB minimum score of 91;
- CAEL minimum score of 70 with at least 80 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.

[...]

The Degree of PhD in Medical Sciences-Periodontology (Graduate)

[...]

Entrance Requirements:

[...]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL (internet-based) minimum score 95 the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24.
- MELAB minimum score of 91;
- CAEL minimum score of 70 with at least 80 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.

[...]

Earth and Atmospheric Sciences [Graduate]

[...]

Entrance Requirements
The Department's minimum admission requirements are a relevant undergraduate degree with an average of 3.0 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution, and a TOEFL score of 550 (paper-based) or 88 (Internet-based), where applicable (see English Language Requirement).

[...]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24.

- CAEL minimum score of 80 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.

[...]

The Degree of PhD in Medical Sciences-Periodontology (Graduate)

[...]

Entrance Requirements:

[...]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL (internet-based) minimum score 95 the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24.

- CAEL minimum score of 80 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.

[...]

Earth and Atmospheric Sciences [Graduate]

[...]

Entrance Requirements
The Department's minimum admission requirements are a relevant undergraduate degree with an average of 3.0 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution, and a TOEFL score of 90 (Internet-based) or equivalent, where applicable (see English Language Requirement).

[...]

The Degrees of MSc in Urban and Regional Planning (2 year)

[…]

Entrance Requirements for 2 year stream:
Four year bachelor's degree [minimum 3.00 GPA (B) in last two years of study]; may be in a field other than planning. Applicants are required to submit a letter of Interest, two letters of academic recommendation, resume/CV, transcripts, a TOEFL score of 550 (paper-based) or 88 (Internet-based), where applicable

[…]

The Degrees of MSc in Urban and Regional Planning (Accelerated 1 year)

[…]

Entrance Requirements for 1 Year Accelerated Stream
Applicants must have Bachelor's degree in planning [minimum 3.00 GPA (B)]; must have at least two calendar years of planning experience. Applicants with significant experience and degrees other than planning will be reviewed on a case by case basis. Statement of Interest, two letters of academic recommendation, resume/CV, transcripts, a TOEFL score of 550 (paper-based) or 88 (Internet-based), where applicable

[…]

East Asian Studies [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a minimum TOEFL score of 88 with a score of at least 20 on each of the individual skill areas (internet-based test) or equivalent;
- an IELTS score of 6.5, with a minimum score of 5.5 on each band.

[…]

Economics [Graduate]

[...]

Entrance Requirements

[...]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- A TOEFL score of 92 (Internet-based) where applicable with a minimum of 20 in each band, or equivalent.
- A minimum overall band score of 7.0 on IELTS, with at least 6.5 in each band.

[...]

Education [Graduate]

[...]

The Graduate Certificate in School Leadership [Graduate]

[...]

Entrance Requirements

[...]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- IELTS minimum overall score of 6.5 with a minimum of 6.5 on each band;
- TOEFL minimum score of 93 (internet-based) with a minimum of 24 on the Speaking and Writing Bands, and a minimum of 20 on the Reading and Listening bands, or equivalent

[...]

Educational Policy Studies [Graduate]

[...]

Entrance Requirements

[...]

[...]

Entrance Requirements

[...]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- A TOEFL score of 92 (Internet-based) where applicable with a minimum of 21 in each band, or equivalent.
- A minimum overall band score of 7.0 on IELTS, with at least 6.5 in each band.

[...]

Education [Graduate]

[...]

The Graduate Certificate in School Leadership [Graduate]

[...]

Entrance Requirements

[...]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- IELTS minimum overall score of 6.5 with a minimum of 6.5 on each band;
- TOEFL minimum score of 93 (internet-based) with a minimum of 24 on the Speaking and Writing Bands, and a minimum of 21 on the Reading and Listening bands, or equivalent

[...]

Educational Policy Studies [Graduate]

[...]

Entrance Requirements

[...]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:

- a minimum TOEFL score of 93 (Internet-based) with a minimum of 24 on the speaking and writing bands of the test, or equivalent. (FGSR's minimum for the reading and listening bands of the TOEFL test is 20.)
- a minimum score of 70 on the CAEL exam
- ~~a minimum score of 85 on the MELAB,~~
- a minimum of 7.0 on each band on the IELTS with an overall minimum score of 7.0,
- a minimum score of 63 on the Pearson Test of English (PTE).

[…]

Educational Psychology [Graduate]

[…]

Entrance Requirements

[…]

For those students whose previous academic work was completed in a language other than English, the Department requires proof of proficiency in the English language. Any one of the following is acceptable:
- ~~TOEFL score of 580 paper-based; or~~
- ~~TOEFL score of 237 computer-based; or~~
- TOEFL score of 93 Internet-based, with a score of at least 24 on speaking and writing, and 20 on reading and listening; or
- An Academic IELTS score of 7.0 with no band less than 6.5; or
- An official CAEL (Canadian Academic English Language assessment system) score of at least 70 in all bands.

[…]

Educational Studies [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:

- a minimum TOEFL score of 93 (Internet-based) with a minimum of 24 on the speaking and writing bands of the test, or equivalent. (FGSR's minimum for the reading and listening bands of the TOEFL test is 21.)
- a minimum score of 70 on the CAEL exam

- a minimum of 7.0 on each band on the IELTS with an overall minimum score of 7.0,
- a minimum score of 63 on the Pearson Test of English (PTE).

[…]

Educational Psychology [Graduate]

[…]

Entrance Requirements

[…]

For those students whose previous academic work was completed in a language other than English, the Department requires proof of proficiency in the English language. Any one of the following is acceptable:

- TOEFL score of 93 Internet-based, with a score of at least 24 on speaking and writing, and 21 on reading and listening, or equivalent; or
- An Academic IELTS score of 7.0 with no band less than 6.5; or
- An official CAEL (Canadian Academic English Language assessment system) score of at least 70 in all bands.

[…]

Educational Studies [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a TOEFL score of at least ~~237 (computer-based) or a total score of~~ 92 (Internet-based) with a score of at least 24 on speaking and writing and 20 on reading and listening, or equivalent.
- An Academic IELTS overall score of 6.5 with a minimum score of 6.5 on each band
- A PTE Academic score of 63

[…]

Electrical and Computer Engineering [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a minimum TOEFL score of 92 (Internet-based) with at least 20 in each section or equivalent;
- an overall band score of 7.0 on IELTS with at least 6.0 on each band;
- ~~a minimum score of 90 on MELAB;~~
- a minimum overall score of 65 on the CAEL with at least 60 on each subtest;
- a minimum score of 62 on the PTE Academic.

[…]

Elementary Education [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a minimum TOEFL score of 93 (Internet-based) with a minimum of 24 on the speaking and writing and 20 on reading and listening bands of the test, or equivalent;
- IELTS with a minimum overall band score of 7.0, with at least 6.5 on each band;

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a TOEFL score of at least 92 (Internet-based) with a score of at least 24 on speaking and writing and 21 on reading and listening, or equivalent.
- An Academic IELTS overall score of 6.5 with a minimum score of 6.5 on each band
- A PTE Academic score of 63

[…]

Electrical and Computer Engineering [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a minimum TOEFL score of 92 (Internet-based) with at least 21 in each section or equivalent;
- an overall band score of 7.0 on IELTS with at least 6.0 on each band;

- a minimum overall score of 70 on the CAEL with at least 60 on each subtest;
- a minimum score of 62 on the PTE Academic.

[…]

Elementary Education [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a minimum TOEFL score of 93 (Internet-based) with a minimum of 24 on the speaking and writing and 21 on reading and listening bands of the test, or equivalent;
- IELTS with a minimum overall band score of 7.0, with at least 6.5 on each band;

- MELAB with a minimum score of 90;
- CAEL with an overall minimum score of 70, with at least 60 on each subtest.

[…]

Health Sciences Education [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL score of 93 (internet-based) with a score of at least 24 on speaking and writing, and 20 on reading and listening or equivalent; or
- An IELTS score of 7.0 with no band less than 6.5; or
- An official CAEL (Canadian Academic English Language assessment system) score of at least 70 in all bands.

[…]

History and Classics [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- A minimum TOEFL score of 95 (internet-based) with a minimum score of 20 on each of the individual skill areas, or equivalent.

[…]

Internetworking [Graduate]

[…]

Entrance Requirements

- CAEL with an overall minimum score of 70, with at least 60 on each subtest.

[…]

Health Sciences Education [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL score of 93 (internet-based) with a score of at least 24 on speaking and writing, and 21 on reading and listening or equivalent; or
- An IELTS score of 7.0 with no band less than 6.5; or
- An official CAEL (Canadian Academic English Language assessment system) score of at least 70 in all bands.

[…]

History and Classics [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- A minimum TOEFL score of 95 (internet-based) with a minimum score of 21 on each of the individual skill areas, or equivalent.

[…]

Internetworking [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a TOEFL score in excess of 100 (Internet-based) or equivalent;
- a minimum IELTS score of 6.5 with at least 5.5 on each band
- an equivalent score on an English Language Proficiency test approved by the Faculty of Graduate Studies and Research

[…]

Law [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a minimum TOEFL score of 100 (Internet-based, with at least 25 in each section), or equivalent
- an IELTS (Academic) score with a minimum overall band score of 7.0, with at least 5.5 on each band,
- a PTE (Academic) overall minimum score of 68

[…]

Library and Information Studies [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- 90 for the MELAB;
- 100 (Internet-based) for the TOEFL, or equivalent;
- 70 for the CAEL with a minimum of 70 on each subtest;

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a TOEFL score in excess of 100 (Internet-based) or equivalent;
- a minimum IELTS score of 6.5 with at least 6.0 on each band
- an equivalent score on an English Language Proficiency test approved by the Faculty of Graduate Studies and Research

[…]

Law [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a minimum TOEFL score of 100 (Internet-based, with at least 25 in each section), or equivalent
- an IELTS (Academic) score with a minimum overall band score of 7.0, with at least 6.0 on each band,
- a PTE (Academic) overall minimum score of 68

[…]

Library and Information Studies [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:

- 100 (Internet-based) for the TOEFL, or equivalent;
- 70 for the CAEL with a minimum of 70 on each subtest;

- 7.5 on the overall band for the IELTS (Academic) with a minimum of 7 on each test band

[…]

Linguistics [Graduate]

[…]

Entrance Requirements

[…]

English Language Proficiency: The minimum acceptable score on the Test of English as a Foreign Language (TOEFL) is 600 (paper-based) or 100 (Internet-based); on the Michigan Language Assessment Battery (MELAB) it is 85. The minimum acceptable score on the IELTS is an overall band score of 6.5, with a score of at least 5.5 on each test band. The minimum acceptable score on the CAEL is no less than 60 with at least 60 on each subtest.

[…]

Mathematical and Statistical Sciences [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a minimum TOEFL score of 100 (Internet-based) with a minimum score of 22 in each individual skill area, or equivalent;
- a minimum IELTS score of 7.0 overall with a minimum of 6.0 on each band;
- a minimum MELAB score of 88;
- a minimum PTE overall score of 68 with a minimum of 59 in each category.

All test scores must be less than two years old.

[…]

Mechanical Engineering [Graduate]

[…]

- 7.5 on the overall band for the IELTS (Academic) with a minimum of 7 on each test band

[…]

Linguistics [Graduate]

[…]

Entrance Requirements

[…]

English Language Proficiency: The minimum acceptable score on the Test of English as a Foreign Language (TOEFL) is 100 (Internet-based) or equivalent. The minimum acceptable score on the IELTS is an overall band score of 6.5, with a score of at least 6.0 on each test band. The minimum acceptable score on the CAEL is no less than 70 with at least 60 on each subtest.

[…]

Mathematical and Statistical Sciences [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a minimum TOEFL score of 100 (Internet-based) with a minimum score of 22 in each individual skill area, or equivalent;
- a minimum IELTS score of 7.0 overall with a minimum of 6.0 on each band;

- a minimum PTE overall score of 68 with a minimum of 60 in each category.

All test scores must be less than two years old.

[…]

Mechanical Engineering [Graduate]

[…]

Entrance Requirements

[...]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a TOEFL score of 93 (Internet-based) or equivalent;
- an overall IELTS score of at least 6.5 with at least 5.5 on each band;
- a minimum MELAB score of 85;
- an overall minimum CAEL score of 60 with at least 60 on each subset;
- an overall minimum PTE score of 59.

[...]

Medical Genetics [Graduate]

[...]

Entrance Requirements

[...]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL (internet based) minimum score overall 100 with at least 20 per section or equivalent,
- Pearson Test of English (Academic) minimum score of 70,
- CAEL minimum score of 70 with 70 per section,
- MELAB minimum score of 91.

[...]

Medical Sciences [Graduate]

[...]

Entrance Requirements
The minimum requirements a student must have for admission into the MSc or PhD in Medical Sciences programs are as follows: 1) an undergraduate degree with a GPA of at least 3.0 in the last two years of undergraduate or graduate study at the University of Alberta, or equivalent qualification from another institution, 2) a minimum TOEFL score of 570 (paper-based) or 95 with at least 20 per section (Internet-based); MELAB minimum score of 91; CAEL minimum score of 70

Entrance Requirements

[...]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a TOEFL score of 93 (Internet-based) or equivalent;
- an overall IELTS score of at least 6.5 with at least 6.0 on each band;

- an overall minimum CAEL score of 70 with at least 60 on each subset;
- an overall minimum PTE score of 61.

[...]

Medical Genetics [Graduate]

[...]

Entrance Requirements

[...]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL (internet based) minimum score overall 100 with at least 21 per section or equivalent,
- Pearson Test of English (Academic) minimum score of 70,
- CAEL minimum score of 70 with 70 per section,

[...]

Medical Sciences [Graduate]

[...]

Entrance Requirements
The minimum requirements a student must have for admission into the MSc or PhD in Medical Sciences programs are as follows: 1) an undergraduate degree with a GPA of at least 3.0 in the last two years of undergraduate or graduate study at the University of Alberta, or equivalent qualification from another institution, 2) a minimum TOEFL score of 95 with at least 21 per section (Internet-based) or equivalent; CAEL

with at least 70 on each subtest; or IELTS minimum score of 7.0 with at least 6 on each band

[…]

Graduate Program Requirements

[…]

The Graduate Embedded Certificate in Maternal and Child Health Research

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL (internet based) minimum score of 100 with at least 20 on each of the individual skill areas, or equivalent
- IELTS minimum score of 7.0 with at least 6.0 on each test band

[…]

Music [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a minimum TOEFL score of 100 (internet-based) with at least 20 on each of the individual skill areas
- a minimum overall band score of 7.0 on the IELTS with a minimum of 6.5 on each band
- an equivalent score on a recognized English language examination.

[…]

Neuroscience [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a TOEFL score of at least 100 (Internet-based) with at least 20 on each of the individual skill areas
- equivalent scores on other language proficiency tests approved by the Faculty of Graduate Studies and Research

[…]

Nursing [Graduate]

[…]

Entrance Requirements

[…]

For the PhD in Nursing, the Faculty's minimum admission requirements are:

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL score of 237 (computer-based) or TOEFL score of 93 (internet-based) with a score of at least 24 on speaking and writing, and 20 on reading and listening, or equivalent;
- an IELTS overall score of 7.0 with the following minimum scores: Listening-7.5, Reading-6.5, Writing-7.0, Speaking-7.0, Overall-7.0.

[…]

Obstetrics and Gynecology [Graduate]

[…]

Entrance Requirements

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a TOEFL score of at least 100 (Internet-based) with at least 21 on each of the individual skill areas
- equivalent scores on other language proficiency tests approved by the Faculty of Graduate Studies and Research

[…]

Nursing [Graduate]

[…]

Entrance Requirements

[…]

For the PhD in Nursing, the Faculty's minimum admission requirements are:

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL score of 93 (internet-based) with a score of at least 24 on speaking and writing, and 21 on reading and listening, or equivalent;
- an IELTS overall score of 7.0 with the following minimum scores: Listening-7.5, Reading-6.5, Writing-7.0, Speaking-7.0, Overall-7.0.

[…]

Obstetrics and Gynecology [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL internet-based score equivalent of 95, with at least 20 per section, or equivalent
- ~~MELAB minimum score of 91~~
- CAEL minimum score of 70 with at least 70 on each subtest
- IELTS minimum score of 7.0 with at least 6 on each band
- PTE minimum score of 65

[…]

Occupational Therapy [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a minimum TOEFL score of 100 with a score of at least 25 on each of the individual skill areas (Internet-based), or equivalent;
- a minimum Academic IELTS overall score of 6.5, with at least 5.5 on each band;
- a minimum PTE Academic overall score of 59.

[…]

Oncology [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a TOEFL score of at least 100 (Internet-based), with a minimum of 20 on each subtest, or equivalent
- a minimum IELTS score of 7.0, with at least 6.0 in each of the four modules that include listening, academic writing, academic reading and speaking
- a minimum Pearson score of 68

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- TOEFL internet-based score equivalent of 95, with at least 21 per section, or equivalent

- CAEL minimum score of 70 with at least 70 on each subtest
- IELTS minimum score of 7.0 with at least 6 on each band
- PTE minimum score of 65

[…]

Occupational Therapy [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a minimum TOEFL score of 100 with a score of at least 25 on each of the individual skill areas (Internet-based), or equivalent;
- a minimum Academic IELTS overall score of 6.5, with at least 6.0 on each band;
- a minimum PTE Academic overall score of 61.

[…]

Oncology [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a TOEFL score of at least 100 (Internet-based), with a minimum of 21 on each subtest, or equivalent
- a minimum IELTS score of 7.0, with at least 6.0 in each of the four modules that include listening, academic writing, academic reading and speaking
- a minimum Pearson score of 68

[…]

Paediatrics [Graduate]

[…]

Entrance Requirements

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- the Test of English as a Foreign Language (TOEFL); the minimum acceptable score is 100 with at least 20 per section (Internet-based) or equivalent
- the International English Language Testing System (IELTS); the minimum acceptable score is 7.5 with at least 6.5 on each band

[…]

Philosophy [Graduate]

[…]

Entrance Requirements
The Department's minimum admission requirements are an undergraduate degree with an average of 3.3 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution, and a TOEFL score of 550 (paper-based) or 88 (Internet-based) where applicable (see English Language Requirement).

[…]

Political Science [Graduate]

[…]

Entrance Requirements

[…]

A TOEFL score of 100 (Internet-based) or 600 (paper-based) or an equivalent score on a test acceptable to FGSR is required where applicable.

[…]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- the Test of English as a Foreign Language (TOEFL); the minimum acceptable score is 100 with at least 21 per section (Internet-based) or equivalent
- the International English Language Testing System (IELTS); the minimum acceptable score is 7.5 with at least 6.5 on each band

[…]

Philosophy [Graduate]

[…]

Entrance Requirements
The Department's minimum admission requirements are an undergraduate degree with an average of 3.3 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution, and a TOEFL score of 90 (Internet-based) or equivalent where applicable (see English Language Requirement).

[…]

Political Science [Graduate]

[…]

Entrance Requirements

[…]

A TOEFL score of 100 (Internet-based) or an equivalent score on a test acceptable to FGSR is required where applicable.

[…]

Psychology [Graduate]

[...]

Entrance Requirements

[...]

Where applicable, applicants must have a minimum TOEFL score of 88 with a score of at least 20 on each individual skill area (Internet-based). An acceptable score on another approved English language proficiency exam will suffice where the Internet-based TOEFL is not available (see English Language Requirement).

[...]

Public Health [Graduate]

[...]

Entrance Requirements

[...]

If required (see English Language Requirement), a minimum overall score on an approved English language examination as described below: PTE Academic score of 59; a minimum acceptable TOEFL score of 580 (paper-based) or a total score of 92 with a score of at least 20 on each of the individual skill areas (Internet-based); or a minimum overall band score of 7.0, with at least 6 on each test band on the IELTS. Applicants should arrange for their English language test results to be sent directly to the School.

[...]

Renewable Resources [Graduate]

[...]

Entrance Requirements

[...]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a TOEFL score of 88 (Internet-based), or equivalent,
- an equivalent score on an approved English language examination.

[...]

Secondary Education [Graduate]

[...]

Entrance Requirements

[...]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a minimum TOEFL score of 93 with a score of at least 24 on speaking and writing and 20 on reading and listening (internet-based), or equivalent;
- IELTS with a minimum overall band score of 7.0, with at least 6.5 on each band;
- MELAB with a minimum score of 90;
- CAEL with an overall minimum score of 70, with at least 60 on each subtest;
- PTE (Academic) with an overall minimum score of 64

[...]

Sociology [Graduate]

[...]

Entrance Requirements

[...]

Where applicable (refer to English Language Requirement), applicants require a TOEFL score of 100 (Internet-based) or 600 (paper-based) or higher to be considered for admission.

[...]

Secondary Education [Graduate]

[...]

Entrance Requirements

[...]

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
- a minimum TOEFL score of 93 with a score of at least 24 on speaking and writing and 21 on reading and listening (internet-based), or equivalent;
- IELTS with a minimum overall band score of 7.0, with at least 6.5 on each band;

- CAEL with an overall minimum score of 70, with at least 60 on each subtest;
- PTE (Academic) with an overall minimum score of 64

[...]

Sociology [Graduate]

[...]

Entrance Requirements

[...]

Where applicable (refer to English Language Requirement), applicants require a TOEFL score of 100 (Internet-based) or equivalent, or higher to be considered for admission.

[...]

Justification:
These are editorial changes to department calendar entries to reflect two changes to FGSR minimum English Language Proficiency requirements that have been approved in the last year:

1. Raise the minimum internet-based TOEFL score to 90, and raise the minimum band score to 21; add a minimum MELAB band score of 80, and a minimum score of 3 on the speaking component; raise the minimum CAEL overall score to 70; raise the minimum Pearson overall score to 61 and add a minimum band score of 60; all for implementation for Fall 2020 admissions with the provision that

students already admitted under the previous scores be grandparented through, and to be published in the 2020-2021 Calendar, approved:
- FGSR Council March 20, 2019
- GFC Academic Standards Committee (recommendation) April 18, 2019
- GFC Academic Planning Committee (recommendation) May 8, 2019
- GFC September 23, 2019

2. Increase to the IELTS minimum band score from 5.5 to 6.0, for implementation for Fall 2021 admissions and to be published in the 2020-2021 calendar, approved:
- FGSR Council October 16, 2019
- GFC Academic Standards Committee (recommendation) November 21 2019
- GFC January 27, 2020

Additional editorial changes are being made to remove all reference to paper based TOEFL and computer-based TOEFL (neither are available any longer) and to remove all reference to MELAB (not available after June 2020).

FINAL Item No. 6

Governance Executive Summary
Action Item

Agenda Title	Proposal for Direct Entry into BSc in Agricultural/Food Business Management, BSc in Fashion Business Management, and BSc in Forest Business Management

Motion

THAT Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed admission changes including direct entry from High School into BSc in Agricultural/Food Business Management, BSc in Fashion Business Management, and BSc in Forest Business Management, as set forth in attachment 1, to take effect for Fall 2021 admission and for publication in 2021-2022 University Calendar.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Stanford Blade, Dean
Presenter(s)	Scott Jeffrey, Associate Dean (Academic)

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee because ALES would like to attract high-quality students to the BSc in Agricultural/Food Business Management, BSc in Fashion Business Management, and BSc in Forest Business Management. Direct entry allows recruiters to more effectively market these programs as part of the comprehensive high school recruitment activities undertaken by the Faculty and the Registrar's Office. This change is being proposed to facilitate recruitment into the ALES business management programs, and is being done in concert with a similar initiative for the Bachelor of Commerce program in the School of Business.
Executive Summary (*outline the specific item – and remember your audience*)	*What is the strategic impact of the proposal?* • To attract high-quality students into the BSc in Agricultural/Food Business Management, BSc in Fashion Business Management, and BSc in Forest Business Management. • To increase the number of domestic students in these programs through active recruitment in Alberta high schools. • To better serve students by allowing them to begin in their program of choice rather than having to transfer. • The proposal will have minimal impact administratively, as ALES is predominantly a direct entry Faculty, the affected programs require *120 credits, and the number of students will be small (5-6 additional students per year). • Currently, new students predominantly transfer from within ALES or as external postsecondary transfer students, so enrolment in other Faculties will not be affected. *What problems/opportunities will it address?* • The joint business management programs have experienced chronic under-enrollment (i.e., below the current total quota of 75 students). • The ratio of international students to domestic students is also high (2 to 1).

	• The change will allow an additional 5 or 6 domestic students to be admitted each year, bringing the program closer to capacity. • The School of Business is in the process of moving the Bachelor of Commerce program to direct entry. ALES Business Management programs, which are jointly offered with the School of Business, should logically move to direct entry as well. *Explain the alignment with the core risk area identified and include a brief summary of the associated risk(s) for each decision item* • Enrolment Management goals of increasing domestic student participation in the relevant programs will be facilitated by the proposal. The risk associated with the proposal would be possible over enrolment. ALES would carefully manage admissions to ensure that the quota of 75 students agreed to with the School of Business would not be exceeded. *What are the financial implications (costs and funding sources)?* • None *What are the next steps?* • ALES Student Services will work with the Office of the Registrar to update information for prospective students.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • ALES Business Management Program Committee • School of Business
	*Those who have been **consulted**:* • Department of Resource Economics and Environmental Sociology • Department of Renewable Resource • Department of Agricultural, Food and Nutritional Science • Department of Human Ecology • ALES Student Services
	*Those who have been **informed**:*
Approval Route (Governance) (including meeting dates)	ALES Business Management Program Committee, October 22, 2018 ALES Academic Coordinating Committee, March 27, 2019 ALES Faculty Council, April 15, 2019 GFC ASC Subcommittee on Standards, January 30, 2020 GFC Academic Standards Committee, February 13, 2020

Strategic Alignment

Alignment with *For the Public Good*	Excel: Objective 14, strategy i: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☒ Enrolment Management	☐ Relationship with Stakeholders

Item No. 6

	☐ Faculty and Staff	☐ Reputation
	☐ Funding and Resource Management	☐ Research Enterprise
	☐ IT Services, Software and Hardware	☐ Safety
	☐ Leadership and Change	☐ Student Success
	☐ Physical Infrastructure	
Legislative Compliance and jurisdiction	**Post-Secondary Learning Act (PSLA)** **UAPPOL Admissions Policy** **UAPPOL Undergraduate Admissions Procedure** **GFC Academic Standards Committee (ASC)** **GFC Academic Planning Committee (APC)** **General Faculties Council**	

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 – Proposed Calendar entry)
2. Attachment 2 (page(s) 1 – Letter of Support from School of Business)

Prepared by: Jim Bohun, Assistant Dean (Academic and Student Programs), Faculty of ALES

Document2

Attachment 1:

Current Calendar Entry	Proposed Calendar Entry

Undergraduate Admissions
Admission Requirements by Faculty
Faculty of Agricultural, Life and Environmental Sciences
…
BSc in Agricultural/Food Business Management
 	
~~Entrance to this program normally takes place after one year of university (or equivalent) preprofessional studies. The minimum entrance requirement is successful completion of ★24 transferable to the University of Alberta. The minimum admission grade point average is 2.3 (refer to Transfer from a Postsecondary Institutions). Students may prepare for the BSc in Agricultural/Food Business Management by completing their first year in the Faculty of Agricultural, Life and Environmental Sciences or in another Faculty or postsecondary institution.~~
 	
~~Students interested in Agricultural Business Management may begin in the BSc in Agriculture program. Recommended first year courses are ★3 BIOL or CHEM, ECON 101 and ECON 102, ★6 ENGL, Free electives (★6), MATH 113 or MATH 114, PL SC 221 and STAT 151.~~
 	
~~Students interested in Food Business Management may begin in the BSc in Nutrition and Food Science program. Recommended first year courses are BIOL 107 or BIOL 108, CHEM 101 and CHEM 261, ECON 101 and ECON 102, ★6 ENGL, MATH 113 or MATH 114, NU FS 100 and STAT 151.~~
 	
~~Some required courses in the BSc in Agricultural/Food Business Management program have high school prerequisites. Students are expected to make up any deficiencies before admission to the program. These courses include Chemistry 30, Biology 30 and Mathematics 30-1.~~
 	
…
	Undergraduate Admissions
	Admission Requirements by Faculty
	Faculty of Agricultural, Life and Environmental Sciences
	…
	BSc in Agricultural/Food Business Management
	
	Enrolment
	Combined enrolment in Agricultural/Food Business Management, Fashion Business Management, and Forest Business Management is limited and subject to a quota.
	
	I. **High School Requirements**
	
	   Subject Requirements
	
	1. English Language Arts 30-1
	2. Chemistry 30
	3. Biology 30
	4. Mathematics 30-1
	5. Subject from Group A, B, C or Macroeconomics 30 and Microeconomics 30, or a minimum of five credits in Career and Technology subjects at the Advanced level from the following strands: Agriculture, Foods, Forestry, or Wildlife.
	
	II. **Nonmatriculated Applicants**
	
	   Subject Requirements
	
	1. Chemistry 30
	2. Mathematics 30-1
	3. Biology 30
	
	   Other Requirements
	      See general nonmatriculated requirements Nonmatriculated Applicants.
	
	III. **Transfer Applicants**
	      Please refer to Postsecondary Transfer Applicants and Transfer Applicants.
	
	…

BSc in Fashion Business Management ~~Entrance to this program is competitive and normally takes place after one year of university (or equivalent) preprofessional studies. The minimum entrance requirement is successful completion of ★24 transferable to the University of Alberta. The minimum grade point average is 2.7 (refer to Transfer from a Postsecondary Institutions).~~	**BSc in Fashion Business Management** **Enrolment** Combined enrolment in Agricultural/Food Business Management, Fashion Business Management, and Forest Business Management is limited and subject to a quota. I. **High School Applicants** **Subject Requirements**

Current Calendar Entry	Proposed Calendar Entry
~~Students may prepare for the BSc in Fashion Business management by completing their first year in the Faculty of Agricultural, Life, and Environmental Sciences or in another Faculty or postsecondary institution.~~ ~~Students interested in Fashion Business Management may begin in the BSc in Human Ecology program. Recommended first year courses are ★6 ENGL, ECON 101 , ECON 102, STAT 151, MATH 113 or MATH 114, HECOL 170, HECOL 201, HECOL 241, and ★3 free elective.~~ ~~There are no high school entrance requirements for the BSc in Fashion Business Management. However, some required courses have high school prerequisites. Students are expected to make up any deficiencies before admission to the program. These courses include Pure Mathematics 30 or Mathematics 30-1.~~	1. English Language Arts 30-1 2. One of Biology 30, Chemistry 30, or Physics 30 3. Mathematics 30-1 4. Subject from Group A or C 5. Subject from Group A, B, C or Macroeconomics 30 and Microeconomics 30, or a minimum of five credits in Career and Technology subjects at the Advanced level from the following: Cosmetology, Design Studies, Fashion Studies, Foods. II. **Nonmatriculated Applicants** **Subject Requirements** 1. English Language Arts 30-1 2. One of Biology 30, Chemistry 30 or Physics 30 3. Mathematics 30-1 **Other Requirements** See also general nonmatriculated requirements Nonmatriculated Applicants. III. **Transfer Applicants** Please refer to Postsecondary Transfer Applicants and Transfer Applicants.
BSc in Forest Business Management ~~Entrance to this program normally takes place after one year of university (or equivalent) preprofessional studies. The minimum entrance requirement is successful completion of ★24 transferable to the University of Alberta. The minimum admission grade point average is 2.3 (refer to Transfer from a Postsecondary Institutions).~~ ~~Students may prepare for the BSc in Forest Business Management by completing their first year in the Faculty of Agricultural, Life and Environmental Sciences in the BSc in Forestry program or in another Faculty or postsecondary institution. Recommended first year courses include CHEM 101 or CHEM 164, ECON 101 and ECON 102, ENGL (★3), MATH 113 or MATH 114, Free Electives (★3), PL SC 221, REN R 110 and REN R 120, and STAT 151.~~ ~~Some required courses in the BSc in Forest Business Management program have high school prerequisites. Students are expected to make up any deficiencies before admission to the program. These courses include Chemistry 30, Biology 30 and Mathematics 30-1.~~ …	**BSc in Forest Business Management** **Enrolment** Combined enrolment in Agricultural/Food Business Management, Fashion Business Management, and Forest Business Management is limited and subject to a quota. II. **High School Requirements** **Subject Requirements** 6. English Language Arts 30-1 7. Chemistry 30 8. Biology 30 9. Mathematics 30-1 10. Subject from Group A, B, C or Macroeconomics 30 and Microeconomics 30, or a minimum of five credits in Career and Technology subjects at the Advanced level from the following strands: Agriculture, Foods, Forestry, or Wildlife. III. **Nonmatriculated Applicants** **Subject Requirements** 4. Chemistry 30

Current Calendar Entry	Proposed Calendar Entry
	5. Mathematics 30-1 6. Biology 30 **Other Requirements** See general nonmatriculated requirements [Nonmatriculated Applicants](#). IV. **Transfer Applicants** Please refer to [Postsecondary Transfer Applicants](#) and [Transfer Applicants](#). …

Proposed by: Sven Anders, Chair Business Management Program Committee

Rationale for Change: This is a proposal to change admission requirements for ALES' joint business management programs to allow direct entry from high school. This change is being proposed to facilitate recruitment into the business management programs, and is being done in concert with a similar initiative for the Bachelor of Commerce program in the School of Business

Detailed Rationale The joint business management programs have experienced chronic under-enrollment (i.e., below the current total quota of 75 students). One hypothesis for this situation is the lack of ability to do a good job of incorporating these programs into Faculty recruitment activities; specifically, high school students who may be interested in agricultural/fashion/food/forest business management are not able to apply for admission until after at least one year of post-secondary studies. One of the recommendations of the Undergraduate Programs Review Taskforce (2014) was to move to direct entry for these programs. The reason for bringing this forward now is that the School of Business is currently moving to direct entry for its B.Comm. program, citing similar reasons in terms of improved recruitment and attraction of talented students nationally.

Documentation of Approval/Consultation: As outlined in the the GES

Attachment 2:

UNIVERSITY OF ALBERTA

OFFICE OF THE ASSOCIATE DEAN (UNDERGRADUATE PROGRAMS)
ALBERTA SCHOOL OF BUSINESS

2-20 Business Building
Edmonton, Alberta, Canada   T6G 2R6
Tel: 780.492.5773
ugradbus@ualberta.ca
www.ualberta.ca/business/bcom

Date: October 10, 2019

To: Scott Jeffrey
      Associate Dean (Academic)
      Faculty of Agricultural Life and Environmental Sciences (ALES)

<u>Sent Electronically</u>

<u>Re: Letter of Support for Proposed Direct Entry to Joint Business Management Programs</u>

Dear Scott,

I am writing to express support from the Alberta School of Business for your proposed introduction of direct entry from High School into the BSc in Agricultural/Food Business Management, BSc in Fashion Business Management, and BSc in Forest Business Management programs. As a member of the Business Management Program Committee at ALES, I have participated in the development of the proposal from the start and I have received regular updates as the proposal moved forward. I also informed Dean Joseph Doucet and Vice Dean Murray about the Faculty of Agricultural Life and Environmental Sciences's planned changes to its admission process and they are both supportive of your plans.

The BCom program at the Alberta School of Business faces its own recruitment challenges due to our lack of direct entry and we also plan to start admitting students directly from high school. I agree that direct entry will help ALES attract high-quality domestic students into our joint programs and I think it is logical that our two faculties implement the proposed change to admissions at the same time. I value the strong relationship between the Alberta School of Business and the Faculty of Agricultural Life and Environmental Sciences, and I am looking forward to working together in the future.

Sincerely,

András Marosi
Associate Dean, Undergraduate Programs

FINAL Item No. 7

Governance Executive Summary
Action Item

Agenda Title	Proposed Name Change and Suspensions of Majors in the Bachelor of Music Program, and Associated Substantive Program Changes, Augustana Faculty

Motion I:

THAT the GFC Academic Standards Committee recommend that the GFC Academic Planning Committee approve the proposal to rename the 'Bachelor of Music Comprehensive major' offered through Augustana Faculty to the 'Bachelor of Music Performance-Based Pedagogy major', as set forth in Attachment 1, to take effect for Fall 2021.

Motion II:

THAT the GFC Academic Standards Committee recommend that the GFC Academic Planning Committee recommend the suspension of admissions to the Bachelor of Music in 'Piano' and 'Voice' majors, as submitted by Augustana Faculty and as set forth in Attachment 2, to take effect for Fall 2021.

Motion III:

THAT the GFC Academic Standards Committee recommend that the GFC Academic Planning Committee approve the proposed program changes to the Bachelor of Music program in the Augustana Faculty, as set forth in Attachment 3, to take effect for Fall 2021.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Demetres Tryphonopoulos, Dean, Augustana Faculty
Presenter(s)	Karsten Mündel, Associate Dean – Academic, Augustana Faculty

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee to change the name of the Augustana Faculty Bachelor of Music 'Comprehensive' major to 'Performance-Based Pedagogy' major, to suspend the Bachelor of Music 'Piano' and 'Voice' majors, and to make significant changes to the Augustana Faculty Bachelor of Music program associated with the changes to the majors.
Executive Summary (*outline the specific item – and remember your audience*)	Name Change The current 'Comprehensive' major will be renamed to 'Performance-Based Pedagogy' major, which will offer a rigorous set of Core music requirements and the opportunity to focus in one of four specialized streams of study – Comprehensive, Conducting, Keyboard, or Voice. Upheld by the widely accepted standard synonymous with a BMus professional degree, the proposed name change to Performance-Based Pedagogy program will build on strengths of Augustana's reputation and current faculty. Suspensions of remaining BMus majors The BMus program will be streamlined by the suspension of the two remaining BMus majors in Piano and Voice, with both of these continuing as streams within the Performance-Based Pedagogy major. Substantive program changes

Item No. 7

	The BMus program will undergo significant program changes, particularly in respect to enhancing the pedagogical elements of the degree, and enabling BMus students to fully participate in the new Augustana project-based Core. This includes increased ensemble participation, including opportunities to work with the Augustana Conservatory community music programs as well as the new 'Sing-Able' multigenerational inclusion choir, a diverse community ensemble, including those with disabilities and exceptionalities and their care-givers. Participation in the new Augustana Core will offer further practicum, community outreach, and experiential project-based learning opportunities. The new Music Education courses required in the program will also include elements of Indigenous perspectives in response to the TRC Calls for Action.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • Faculty members in Music at Augustana Faculty and instructors in Augustana Music Conservatory • Augustana Department of Fine Arts and Humanities, (Department Council includes undergraduate student representatives). • Augustana Academic Council
	*Those who have been **consulted**:* • Office of the Provost and Vice-President (Academic) (Tammy Hopper, Kate Peters) • Vice-Provost (Indigenous Programs and Research) • University Governance • Office of the Registrar • Augustana Faculty Curriculum Committee (which includes voting undergraduate student representatives) • Augustana Faculty Council (which includes voting undergraduate student representatives) • Departments of Music in the Faculty of Arts and Music faculty in the Faculty of Education and Faculté Saint Jean • Departments of Music, University of Calgary, University of Lethbridge, MacEwan University, King's University, Grand Prairie Regional College, and Medicine Hat College. • Choir Alberta
Approval Route (Governance) (including meeting dates)	Augustana Faculty Council (December 6, 2019) GFC ASC Subcommittee on Standards (for discussion): January 30, 2020 GFC Academic Standards Committee (for recommendation): February 13, 2020 GFC Academic Planning Committee (for name change and program revision approval; recommendation of suspensions): TBD General Faculties Council (recommendation of suspensions): TBD Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD Board of Governors (approval of suspensions): TBD

Strategic Alignment

Alignment with *For the Public Good*	*For the Public Good* **BUILD** **GOAL:** Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world. Objective 4: Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada. - Strategy1 Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation. **EXPERIENCE** **GOAL**: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success. Objective 7: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience. - Strategy 1 Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally Objective 9: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole. - Strategy 1 Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading a liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university. **EXCEL** **GOAL**: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service. Objective 14: Inspire, model, and support excellence in teaching and learning. **ENGAGE** **GOAL**: Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations. Objective 17:

	Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration. • Strategy 2 Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☒ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☒ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act GFC Academic Standards Committee Terms of Reference GFC Academic Planning Committee Terms of Reference	

Attachments (each to be numbered 1 - <>)

1. Attachment 1 Proposal Template: Program/Specialization Name Change (5 pages)
2. Attachment 2 Program Suspension templates (12 pages)
3. Attachment 3 BMus Admission and program changes Calendar copy (14 pages)
4. Letter of support from Choir Alberta (1 page)

Prepared by: Jonathan Hawkins, Assistant Registrar – Augustana Campus, jonathan.hawkins@ualberta.ca

Proposal Template: Program/Specialization Name Change

This template is for proposals to change the title of a ministry-approved program or specialization within an existing program.

Name change proposals for degree programs and applied degree programs are typically subject to review by the Campus Alberta Quality Council.

SECTION 1: PROPOSAL INFORMATION

1.1 Basic Information *(Complete the table below)*:

Institution	**University of Alberta**
Current program/specialization name	**Comprehensive**
Credential awarded	**Bachelor of Music**
Proposed implementation date	**July 1, 2021**

1.2 Proposed New Name *(Answer the following questions)*

1.2.1 *Specify the new name that is being proposed.*

Performance-Based Pedagogy

1.2.2 *Specify if the new name is for a program or a specialization within a program?*

☐ *Program*

☒ *Specialization*

1.3 Rationale for Proposed New Name *(Answer the following questions)*

1.3.1 *Describe the rationale for the proposed name change.*

Upheld by the widely accepted standards synonymous with a Bachelor of Music degree, the proposed name change of the Comprehensive specialization to Performance-Based Pedagogy will build on strengths of Augustana Faculty's reputation and current faculty. The Performance-Based Pedagogy specialization will include second-level specialization options in Vocal, Keyboard, Conducting and Comprehensive music education. In combination with study and practicum teaching within the UofA Augustana Conservatory, this specialization will provide opportunity to develop and inspire adaptable and dynamic musician-educators. Aligned with practices and programs at liberal arts institutions in the USA and Canada, this undergraduate progra, in Performance-Based Pedagogy will be unique in Canada and facilitate the broad exploration of clearly defined career pathways in performance, music education, music therapy, arts administration, and musicology.

The proposal to rename the Comprehensive specialization as Performance-Based Pedagogy within the Augustana BMus program was driven by a number of factors, including:

a) innovation and distinction—the current curriculum has not changed significantly since its inception in 2000
b) curriculum redesign at department and faculty levels
c) personnel changes
d) budgetary pressures
e) the reality that the vast majority of our music program performance graduates will also work in a teaching capacity
f) adaptation to the changing political and educational landscape that may necessitate future music graduates to fill potential voids (private conservatory teaching) left by future public school education music program reductions

These revisions intend to achieve the following objectives:

a) maintain quality instruction and standards synonymous with a BMus professional degree within a shifting pedagogical and financial climate
b) modify non-music credit requirements to enable BMus students to fully participate in the new Augustana project-based Core, offering further practicum, community outreach, and experiential learning opportunities
c) facilitate the role of Music within the new Bachelor of Arts Interdisciplinary Studies Creativity & Culture program in Augustana Faculty
d) streamline the current roster of courses, making course offerings more efficient through amended perquisite structures and optimizing course appeal by embracing a more interdisciplinary focus where possible. This includes increased ensemble participation, including opportunities to work with the Augustana Conservatory community music programs as well as the new 'Sing-Able' multigenerational inclusion choir, a diverse community ensemble including those with disabilities and exceptionalities and their care-givers.

Augustana believes that renaming Comprehensive as Performance-Based Pedagogy will offer an exciting balance between musical theory and creative artistry as well as practical experience and pedagogical skills that greatly broaden the career pathways and community desirability of graduates from the Augustana BMus program.

1.3.2 *Is comparable nomenclature used for similar programs/specializations offered across Campus Alberta and, where relevant, in other jurisdictions?*

While there are several institutions in Campus Alberta that offer a Bachelor of Music program, renaming the Comprehensive specialization as the Performance-Based Pedagogy major will make it a distinct offering.

SECTION 2: SYSTEM IMPACT

2.1 Impact on Learners *(Answer the following questions)*

2.1.1 *Were students consulted regarding this proposed name change? If so, what was the feedback received as a result of this consultation?*

Current students registered in Music programs at Augustana have been regularly included in the discussions regarding the proposed changes, including the name change, with responses generally being understanding of the need for change and excited about the new possibilities. The name change proposal went through several levels of review and discussion at Augustana, with student representatives having both voice and vote in the process.

2.1.2 *Describe benefits for students of proposed new name.*

The proposed name change to the Comprehensive specialization to the Performance-Based Pedagogy specialization will continue to provide students with the opportunity to develop their musical skills and theoretical foundations at a level that will enable them to capably seek performance opportunities upon graduation, but will also provide a strong pedagogical and practicum skillset that will compliment performance abilities to offer much wider pathways to future career success and community engagement.

2.1.3 *Describe plans to accommodate:*

a) *active students who may wish to graduate with the established credential; and*

b) *previous graduates who may request to exchange their parchment for one with the new program or specialization name.*

a) Many of the elements of the current Bachelor of Music program will continue as requirements in the proposed substantive changes to the Comprehensive program to be renamed as the Performance-Based Pedagogy specialization , meaning there will be little difficulty in accommodating students who are already enrolled in the BMus at Augustana who desire to graduate in their current program.

b) The name change to the specialization does not have an impact on the requirements and skills that were completed by previous graduates.

2.2 Potential Risks *(Identify the potential risks associated with implementing the name change, if any, and your institution's risk mitigation strategies.)*

No risks are anticipated. The Performance-Based Pedagogy specialization continues to meet the professional standards established by the Canadian University Music Society as mandated by the Campus Alberta Quality Council. The proposed changes

do not diminish the core elements of the current BMus program but rather enhance the opportunities to utilize the skills already acquired. As such, the risks are negligible.

2.3 Consultation/Collaboration *(Answer the following questions)*

2.3.1 *Identify which stakeholder groups, if any, were consulted*:

☒ *Faculty*   ☐ *Employers*

☒ *Advisory committee*   ☒ *Other (identify below)*

☐ *Regulatory*
bodies/professional associations

Aside from a variety of faculty committees and Councils in Augustana Faculty (see Sec 3.1 below), the proposed change was also presented to the Music Department in the Faculty of Arts, and Music faculty members in the Faculty of Education and Faculté Saint Jean at the University of Alberta for feedback and to address any concerns about the proposal in general, and any impact it might have on their units.   The proposal was also shared with the Music Department at the University of Calgary, and Choir Alberta.

2.3.2 *Summarize feedback received including anticipated impacts on stakeholders.*

See above in 2.3.1. Feedback from faculty at Augustana, governance units within Augustana Faculty and at the wider University of Alberta level, and from other University of Alberta Faculties offering similar programs has been strongly supportive and encouraging of the proposal.

2.4 Communication *(Describe how information about the name change will be communicated to students and applicants.)*

Current students and applicants for the 2020-2021 academic year have already been informed of the proposal to change the name. Applicants for Fall 2021 admission will be informed of this change over the course of that recruitment and admission cycle by the appropriate units in Augustana Faculty.

The Augustana Fine Arts and Humanities Department is developing strategies to further market the change to this specialization. Faculty members in Music have already begun coordinating strategies and recruitment possibilities with the recruitment team at Augustana.

SECTION 3: INSTITUTIONAL AND REGULATORY APPROVAL/SUPPORT

3.1 *Provide specific information about which internal governance body approved this proposed name change and the date of approval.*

- Augustana Faculty Department of Fine Arts and Humanities (November 8, 2019) (includes an undergraduate student voting representative)
- Augustana Faculty Curriculum Committee (November 19, 2019) (includes undergraduate students comprising one-third of the voting membership)
- Augustana Faculty Council (December 6, 2019) (includes five undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): January 30, 2020
- GFC Academic Standards Committee (for recommendation): February 13, 2020
- GFC Academic Planning Committee (for name change and program revision approval; recommendation of suspensions): TBD

3.2 *If applicable, describe authorization/endorsement(s) from relevant professional organizations, regulatory bodies, and/or advisory committees.*

No concerns were expressed by any of the institutions or organizations contacted regarding this proposal (see 2.3.1). Endorsement and strong support was received from the University of Alberta Faculty of Arts - Department of Music, the University of Calgary Department of Music, and Choir Albera.

RECOMMENDATION (FOR DEPARTMENT USE)

Do Any Issues or Information Gaps Remain?

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Basic Information (all proposals must complete this section)

Institution	**University of Alberta, Augustana Faculty**
Program/specialization name	**Piano**
Credential awarded	**Bachelor of Music**
Proposed start date of suspension	**July 1, 2021**
Proposed end date of suspension	**June 30, 2026**

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 *Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

Augustana Faculty is proposing to suspend the current Piano specialization offered in its Bachelor of Music program, effective July 1, 2021. This proposal comes as a recommendation by Augustana arising from a multi-year examination of the entire curriculum offered by the Faculty.

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and Core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

As part of this commitment towards curriculum renewal, teaching faculty in the area of Music, supported by colleagues in the Department of Fine Arts and Humanities, examined the Bachelor of Music (BMus) program at Augustana. The current program has strong traditions and attachments to both Augustana Faculty and the local community, and a reputation of producing highly-skilled graduates. However, the program has not been significantly reviewed since its inception in 2000, the Department is facing the impacts of recent personnel changes and ongoing budgetary pressures, and the BMus program features a relatively small cadre of students spread over three resource-intensive majors: Comprehensive, Piano, and Voice.

The outcome of the renewal discussions is a proposal to streamline the program by undertaking substantive changes and a name change to Performance-Based Pedagogy for the Comprehensive specialization and suspending the remaining two specializations in Piano and Voice. The proposed name change to Performance-Based Pedagogy maintains quality instruction and standards synonymous with a BMus degree within a shifting pedagogical and financial climate. At the same time, substantive program changes include streamlining the current roster of courses, making course offerings more efficient through amended perquisite structures and optimizing course appeal by embracing a more interdisciplinary focus where possible. It offers a rigorous set of core music requirements, but also offers students the opportunity to choose a second-level specialization in one of four areas: Voice, Keyboard, Conducting, and Comprehensive.

1.1.1 *Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.*

Enrolment	2019	2018	2017	2016	2015
Total head count	2	2	2	4	3
● Full-Time Year 1	0	0	0	2	1
● Full-Time Year 2	0	0	2	0	2
● Full-Time Year 3	1	2	0	1	0
● Full-Time Year 4	1	0	0	1	0
Total FLE	NA*	0	0	3	3
● FLE Year 1	NA	0	0	2	0
● FLE Year 2	NA	0	2	0	1
● FLE Year 3	NA	2	0	0	2
● FLE Year 4	NA	0	0	1	0

*FLE counts for 2019 not currently available.

1.1.2 *Indicate when admissions into program/specialization will be or were closed.*

July 1, 2021

1.1.3 *Explain how the proposed end date of the suspension was determined.*

A five-year suspension will allow sufficient time for currently enrolled students to complete their program prior to termination of the specialization.

1.1.4 *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

- Augustana Faculty Department of Fine Arts and Humanities (November 8, 2019) (includes an undergraduate student voting representative)
- Augustana Faculty Curriculum Committee (November 19, 2019) (includes undergraduate students comprising one-third of the voting membership)
- Augustana Faculty Council (December 6, 2019) (includes five undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): January 30, 2020
- GFC Academic Standards Committee (for recommendation): February 13, 2020
- GFC Academic Planning Committee (for name change and program revision approval; recommendation of suspensions): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

1.2 *Check the applicable box to specify the longer-term plan.*

☒ *To terminate the program.*

☐ *To reactivate the program.*

SECTION 2: ACCESS

2.1 *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into the Performance-Based Pedagogy second-level specialization in Keyboard. Advisors in the Augustana Learning, Advising and Beyond (LAB) Office will assist students with course selection and planning. Essential courses will still be on offer.

Augustana will notify each of the students enrolled in the BMus Piano specialization of the suspension of the program and of the continued commitment to providing them with assistance in completing their degrees. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the Performance-Based Pedagogy program.

2.1.1 *If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.*

Students in the current Bachelor of Music, Piano specialization, would be able to find a few comparable programs at other post-secondary institutions in Alberta, including the Faculty of Arts on North Campus, and the majority of the courses in the program have active transfer agreements in the ACAT system.

2.2 *Describe the consultation process that occurred with students at your institution regarding this programming change.*

Current students registered in Music programs at Augustana have been regularly included in the discussions regarding the proposed changes, including the suspension, with responses generally being understanding of the need for change and excited about the new possibilities. The proposals, including this suspension, went through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

2.3 *Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

Advisement staff in LAB will be meeting with the members and administrators in the Music discipline in order to plan for supporting current students in the BMus program.

Augustana's instructors and support staff in Music will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new BMus opportunities.

Advisement staff and administrators will work with the Fine Arts and Humanities Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

2.4 *Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.*

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 *Identify which stakeholder groups were consulted:*

☒ *Faculty*

☐ *Regulatory and other Accreditation Bodies*

☐ *Employers and Professional Associations*

☐ *Advisory Committee(s)*

☒ *Other (identify below)*

3.1.1 *Describe the consultation process conducted with these stakeholders and summarize the feedback received.*

Aside from a variety of faculty committees and Councils in Augustana Faculty (see Sec 3.1 below), the proposed change was also presented to the Music Department in the Faculty of Arts, and Music faculty members in the Faculty of Education and Faculté Saint Jean at the University of Alberta for feedback and to address any concerns about the proposal in general, and any impact it might have on their units. No concerns were identified by any of those consulted. The proposal was also shared with the Music Department at the University of Calgary, who expressed strong support and enthusiasm for the proposed changes in the Augustana BMus program.

3.2 *Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.*

One of the primary mandates of the Augustana curricular review, including the proposed changes to the Bachelor of Music program, was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes to the program including the suspension of the Piano specialization, will not require additional staff or resources, but rather enable Augustana to more efficiently utilize the staff and space currently available through the development of the Performance-Based Pedagogy program. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 *Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)*

1.1.1 *Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).*

1.2 *If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.*

1.3 *Explain how the duration of the suspension extension was determined.*

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:
- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Basic Information (all proposals must complete this section)

Institution	**University of Alberta, Augustana Faculty**
Program/specialization name	**Voice**
Credential awarded	**Bachelor of Music**
Proposed start date of suspension	**July 1, 2021**
Proposed end date of suspension	**June 30, 2026**

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 *Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

Augustana Faculty is proposing to suspend the current Voice specialization offered in its Bachelor of Music program, effective July 1, 2021. This proposal comes as a recommendation by Augustana arising from a multi-year examination of the entire curriculum offered by the Faculty.

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

As part of this commitment towards curriculum renewal, teaching faculty in the area of Music, supported by colleagues in the Department of Fine Arts and Humanities, examined the Bachelor of Music (BMus) program at Augustana. The current program has strong traditions and attachments to both Augustana Faculty and the local community, and a reputation of producing highly-skilled graduates. However, the program has not been significantly reviewed since its inception in 2000, the Department is facing the impacts of recent personnel changes and ongoing budgetary pressures, and the BMus program features a relatively small cadre of students spread over three resource-intensive majors: Comprehensive, Piano, and Voice.

The outcome of the renewal discussions is a proposal to streamline the program by undertaking substantive changes and a name change to Performance-Based Pedagogy for the Comprehensive specialization and suspending the remaining two specializations in Piano and Voice. These suspension proposals must be examined taking into account the complementary proposal for a name change to Performance-Based Pedagogy within the Comprehensive Major and the substantive program changes in that program including the possibility for students to choose a second-level specialization in one of four areas: Voice, Keyboard, Conducting, and Comprehensive.

1.2.1 *Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.*

Enrolment	2019	2018	2017	2016	2015
Total head count	4	7	8	9	8
● Full-Time Year 1	0	1	3	2	1
● Full-Time Year 2	0	1	1	1	3
● Full-Time Year 3	1	3	4	3	2
● Full-Time Year 4	3	2	0	3	2
Total FLE	NA*	8	9	9	8
● FLE Year 1	NA	1	1	2	1
● FLE Year 2	NA	2	3	1	2
● FLE Year 3	NA	3	1	3	3
● FLE Year 4	NA	2	4	3	2

*FLE counts for 2019 not currently available.

1.2.2 *Indicate when admissions into program/specialization will be or were closed.*

July 1, 2021

1.2.3 *Explain how the proposed end date of the suspension was determined.*

A five-year suspension will allow sufficient time for currently enrolled students to complete their program prior to termination of the specialization.

1.2.4 *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

- Augustana Faculty Department of Fine Arts and Humanities (November 8, 2019) (includes an undergraduate student voting representative)
- Augustana Faculty Curriculum Committee (November 19, 2019) (includes undergraduate students comprising one-third of the voting membership)
- Augustana Faculty Council (December 6, 2019) (includes five undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): January 30, 2020
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- GFC Academic Planning Committee (for name change and program revision approval; recommendation of suspensions): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

1.3 *Check the applicable box to specify the longer-term plan.*

☒ *To terminate the program.*

☐ *To reactivate the program.*

SECTION 2: ACCESS

2.1 *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into the BMus Performance-Based Pedagogy, second-level specialization in Voice. Advisors in the Augustana Learning, Advising and Beyond (LAB) Office will assist students with course selection and planning. Essential courses will still be on offer.

Augustana will notify each of the students enrolled in the BMus Voice specialization of the suspension of the program and of the continued commitment to providing them with assistance in completing their degrees. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the Performance-Based Pedagogy program.

2.1.1   If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.

Students in the current Bachelor of Music, Voice specialization, would be able to find a few comparable programs at other post-secondary institutions in Alberta, including the Faculty of Arts on North Campus, and the majority of the courses in the program have active transfer agreements in the ACAT system.

2.2 *Describe the consultation process that occurred with students at your institution regarding this programming change.*

Current students registered in Music programs at Augustana have been regularly included in the discussions regarding the proposed changes, including this suspension, with responses generally being understanding of the need for change and excited about the new possibilities. The proposals went through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

2.3 *Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

Advisement staff in LAB will be meeting with the members and administrators in the Music discipline in order to plan for supporting current students in the BMus program.

Augustana's instructors and support staff in Music will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new BMus opportunities.

Advisement staff and administrators will work with the Fine Arts and Humanities Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended specialization in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

2.4 *Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.*

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

3.1 *Identify which stakeholder groups were consulted:*

☒ *Faculty*

☐ *Regulatory and other Accreditation Bodies*

☐ *Employers and Professional Associations*

☐ *AdvisoryCommittee(s)*

☒ *Other (identify below)*

3.1.1 *Describe the consultation process conducted with these stakeholders and summarize the feedback received.*

Aside from a variety of faculty committees and Councils in Augustana Faculty (see Sec 3.1 below), the proposed change was also presented to the Music Department in the Faculty of Arts, and Music faculty members in the Faculty of Education and Faculté Saint Jean at the University of Alberta for feedback and to address any concerns about the proposal in general, and any impact it might have on their units. No concerns were identified by any of those consulted. The proposal was also shared with the Music Department at the University of Calgary, who expressed strong support and enthusiasm for the proposed changes in the Augustana BMus program.

3.2 *Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.*

One of the primary mandates of the Augustana curricular review, including the proposed changes to the Bachelor of Music program, was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes to the program including the suspension of the Voice major, will not require additional staff or resources, but rather enable Augustana to more efficiently utilize the staff and space currently available through the development of the Performance-Based Pedagogy program. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

SECTION B: SUSPENSION EXTENSION

Alberta Advanced Education

SECTION 1: RATIONALE

1.1 *Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)*

1.1.1 *Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).*

1.2 *If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.*

1.3 *Explain how the duration of the suspension extension was determined.*

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Augustana Faculty
Bachelor of Music Changes
For Implementation in 2021

Current	Proposed
Bachelor of Music (BMus) [Augustana]	**Bachelor of Music (BMus) [Augustana]**
Overview The Bachelor of Music program consists of ★122, including ★6~~3.5~~ of core music requirements, ★25~~.5~~ in ~~one of the three Bachelor of Music majors~~, and ★3~~3~~ of non-music requirements. ~~A minor is optional in all three majors. The minor consists of a minimum of ★18 in one discipline or approved interdisciplinary area, including at least ★12 at the senior level. A student should be aware that it may not be possible to complete certain combinations of majors and minors without extending the time required to earn the degree.~~	**Overview** The Bachelor of Music program consists of ★122 in Performance-Based Pedagogy major, including ★64-67 of core music requirements, ★25-28 in a Comprehensive, Conducting, Keyboard, or Voice stream of study, and ★30 of non-music requirements.
Residence Requirement Students registered in a BMus program must complete at least 60 credits offered by the Augustana Faculty, at least 54 of which must be at the senior level. However, Language or other study abroad may, with special permission of the Associate Dean, Academics, count toward the residence requirement An exception to this may be granted to students already holding a BA or BSc who can transfer sufficient credits from their first degree to be able to complete the requirements of the Bachelor of Music degree in fewer than ★60. Normally in such cases at least the final ★45 must be completed at Augustana.	**Residence Requirement** Students registered in a BMus program must complete at least 60 credits offered by the Augustana Faculty, at least 54 of which must be at the senior level. However, Language or other study abroad may, with special permission of the Associate Dean, Academics, count toward the residence requirement An exception to this may be granted to students already holding a BA or BSc who can transfer sufficient credits from their first degree to be able to complete the requirements of the Bachelor of Music degree in fewer than ★60. Normally in such cases at least the final ★45 must be completed at Augustana.
General Information ~~Three majors are available in the Bachelor of Music degree program: Piano, Voice, Comprehensive:~~ ~~**Piano** and **Voice** A student whose career interests include performing and teaching piano or voice would choose one of these majors. Combining rigorous~~	**General Information** The Bachelor of Music, Performance-Based Pedagogy major, provides study and performance concentrations in voice, keyboard, conducting and comprehensive streams, with broad possibilities for exploration in performance, music education, music therapy, arts administration and musicology. The wide-ranging curriculum, with extensive performance and pedagogical opportunities, equips students for successful

musical training, intellectual development in other disciplines, and all-round flexible thinking, the majors are able to not only prepare a student for further studies and careers in a variety of areas in music and music education, but also for entry into such diverse fields as medicine, speech-language pathology, engineering, and law. Third- and fourth-year recitals are required.

Comprehensive
A student who seeks intensive studies in an instrument or voice, but wishes to have greater flexibility in music course selections, should consider this major. Combining rigorous musical training, intellectual development in other disciplines, and all-round flexible thinking, the majors are able not only to prepare a student for further studies and careers in a variety of areas in music—for instance, performance, education, arts administration, and musicology—but also for entry into such diverse fields as medicine, speech pathology, engineering and law. Third and fourth-year recitals, although optional, are not required.

careers as performing artists or as teachers of studio, classroom or choral.

[Effective October 2020, there will be no further admission to the Bachelor of Music Comprehensive, Piano or Voice majors. Students who entered the Bachelor of Music program prior to October 2020 must complete all program requirements by April 30, 2025. The last degree with these specific majors will be granted at Spring Convocation 2025.

Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.]

Admission Requirements
See Augustana Faculty. Each student who wishes to be exempt from taking AUMUS 100 must complete the Music Theory Placement Exam (MTPE); a student who scores lower than 70% must register in AUMUS 100. For further information about entrance into the Music program, contact the Department of Fine Arts and Humanities, Augustana Faculty.

Admission Requirements
See Augustana Faculty. Each student who wishes to be exempt from taking AUMUS 100 must complete the Music Theory Placement Exam (MTPE); a student who scores lower than 70% must register in AUMUS 100. All successful applicants will complete a general first year within the Comprehensive stream, and a further audition to specific BMus streams (Comprehensive, Conducting, Keyboard, and Voice) will take place at the end of the first year of BMus study. For further information about entrance into the Music program, contact the Department of Fine Arts and Humanities, Augustana Faculty.

Program Requirements
The minimum of ★122 required during the program is drawn from three areas: Core Music Requirements, Additional Music Requirements According to Major, and Non-Music Requirements.

Program Requirements
The minimum of ★122 required during the program is drawn from three areas: Core Music Requirements, Additional Music Requirements according to stream of study, and Non-Music Requirements.

Core Music Requirements (★63.5):
A common core of music courses and requirements is required of every student enrolled in the Bachelor of Music program.

Core Music Requirements (★64-67):
A common core of music courses and requirements is required of every student enrolled in the Bachelor of Music program.

- Passing grade in the Keyboard Skills Proficiency Examination (KSPE).
- Successful completion of the Recital Attendance Requirement (RAR). For every year in a Music program at Augustana, a student must attend a minimum of 10 RAR-designated events per year. Failure to achieve this minimum in a given year will require withdrawal from any Music program (BMus or BA). A minimum of 40 recitals or concerts is required for graduation, unless transferring in from another institution or program.
- A student who fails to achieve at least a C+ standing in a primary instrument or voice at the end of an academic year will be required to withdraw from the Bachelor of Music program. Each student's progress will be reviewed annually.
- A student beyond first year who fails to achieve an academic average of at least 2.3 will be required to withdraw from the Bachelor of Music program. Each student's progress will be reviewed annually.

Music Performance (★24)
- Applied Music, solo instruments and/or voice (★18); at least ★16 and fourth-year status in one instrument or in voice. Note: Consult Department of Fine Arts and Humanities for details.
- Choral and/or Instrumental Ensembles (★6):

- Passing grade in the Keyboard Skills Proficiency Examination (KSPE).
- Successful completion of the Recital Attendance Requirement (RAR). For every year in a Music program at Augustana, a student must attend a minimum of 10 RAR-designated events per year. Failure to achieve this minimum in a given year will require withdrawal from any Music program (BMus or BA). A minimum of 40 recitals or concerts is required for graduation, unless transferring in from another institution or program.
- A student who fails to achieve at least a C+ standing in a primary instrument or voice at the end of an academic year will be required to withdraw from the Bachelor of Music program. Each student's progress will be reviewed annually. Such students may transfer to another program in Augustana Faculty or in another Faculty if the entrance and promotion requirements for such a program are met. After transfer, all requirements for the new program must be met.
- A student beyond first year who fails to achieve an academic average of at least 2.3 will be required to withdraw from the Bachelor of Music program. Such students may transfer to another program in Augustana Faculty or in another Faculty if the entrance and promotion requirements for such a program are met. After transfer, all requirements for the new program must be met. Each student's progress will be reviewed annually.

Music Performance (★25-28)
- ★16 Applied Music: students in the Conducting or Voice stream will complete this requirement in voice; students in the Keyboard stream will complete this requirement in piano; students in the Comprehensive stream may choose from a variety of solo instruments. Note: Consult Department of Fine Arts and Humanities for details.
- Choral and/or Instrumental Ensembles (★9-12):

Music History and Literature, Music in Society (★18):
- AUMUS 170 - Tuning In: An Introduction to Music
- AUMUS 224 - ~~Medieval and Renaissance Music~~
- AUMUS 225 - ~~Baroque and Classical Music~~
- ~~AUMUS 226 - Romantic and Twentieth-Century Music~~

- ~~AUMUS 322 - Rethinking Music: From Mozart to Madonna **OR**~~
- ~~AUMUS 422 - Rethinking Music: From Mozart to Madonna~~

- ~~AUMUS 330 - Selected Topics in Music **OR**~~
- ~~AUMUS 430 - Selected Topics in Music~~

Theoretical and Analytical Studies, Musicianship Skills (★~~21.5~~) credits:
- ~~AUMUS 299 - Fundamental Keyboard Skills~~
- AUMUS 160 - Theoretical and Analytical Studies I
- AUMUS 162 - Aural ~~and~~ Sight Singing Skills I
- AUMUS 260 - Theoretical and Analytical Studies II
- AUMUS 261 - Theoretical and Analytical Studies III
- AUMUS 262 - Aural ~~and~~ Sight Singing Skills II
- AUMUS 263 - Aural ~~and~~ Sight Singing Skills III
- ~~AUMUS 361 - Form, Analysis, and the Construction of Musical Meaning~~

- ~~AUMUS 369 - Retheorizing Music: From Modernism to Postmodernism **OR**~~
- ~~AUMUS 469 - Retheorizing Music: From Modernism to Postmodernism~~

Additional Music Requirements According to Major (★25.~~5~~):
In addition to the Core Music Requirements ~~(★63.5)~~ listed above, additional courses are required in each ~~major~~:

~~Piano: [Augustana]~~

Music History and Literature, Music in Society (★1<u>2</u>):
- AUMUS 170 - Tuning In: An Introduction to Music
- AUMUS 224 – <u>Music from the Ancient to Baroque Eras</u>
- AUMUS 225 – <u>Music from the Classical Era to the Present Day</u>
- AUMUS 369 – <u>Popular Music: Analysis, Interpretation, Meaning</u>

Theoretical and Analytical Studies, Musicianship Skills (★<u>24</u>) credits:
- AUMUS 160 - Theoretical and Analytical Studies I
- AUMUS 162 – Aural<u>,</u> Sight Singing <u>and Keyboard</u> Skills I
- <u>AUMUS 231 – Lyric Diction I</u>
- <u>AUMUS 235 – Introduction to Conducting</u>
- AUMUS 260 - Theoretical and Analytical Studies II
- AUMUS 261 - Theoretical and Analytical Studies III
- AUMUS 262 – Aural<u>,</u> Sight Singing <u>and Keyboard</u> Skills II
- AUMUS 263 – Aural<u>,</u> and Sight Singing <u>and Keyboard</u> Skills III

<u>Music Education (★3):</u>

- <u>AUMUS 250 – Introduction to Music Education</u>

Additional Music Requirements (★25<u>-28</u>):
In addition to the Core Music Requirements listed above, additional courses are required in each <u>stream. Students in the Keyboard and Voice streams have the option of completing a public recital in their 4th year of study</u>:

- ★6: Additional applied credits in Piano. Note: Consult Department of Fine Arts and Humanities for details.
- 4.5: Music options.

★3:
- AUMUS 229 - History of Piano Literature **OR**
- AUMUS 329 - History of Piano Literature **OR**
- Applied Music credits drawn from Organ, Contemporary Piano, or Concerto.

★12:
- AUMUS 235 - Introduction to Conducting
- AUMUS 238 - Piano Pedagogy
- AUMUS 347 - Chamber Ensemble
- AUMUS 447 - Chamber Ensemble

Voice: [Augustana]
- AUMUS 235
- ★4.5: Music options.

★6: Additional applied music credits in voice, taken from
- AUMUS 397 - Applied Music
- AUMUS 497 - Applied Music
  Note: Consult Department of Fine Arts and Humanities for details.

★3 from:
- AUMUS 227 - History of Vocal Literature **OR**
- AUMUS 327 - History of Vocal Literature

★3 from:
- AUMUS 239 - Vocal Pedagogy **OR**
- AUMUS 339 - Vocal Pedagogy

★6 from:
- AUMUS 231 - Lyric Diction
- AUMUS 335 - Selected Topics in Music
- AUMUS 347 - Chamber Ensemble
- AUMUS 447 - Chamber Ensemble

Comprehensive: [Augustana]
- ★22.5: Music options. No more than ★15 from applied music and/or ensemble

Comprehensive Stream:
- AUMUS 236 – Introduction to Choral Techniques, Literature and Interpretation
- AUMUS 238 – Piano Pedagogy I
- AUMUS 239 – Vocal Pedagogy I
- AUMUS 252 – The Child Voice
- AUMUS 351 – Music Education II
- AUMUS 356 – Music and Wellness
- ★4: Additional applied credits. Note: Consult Department of Fine Arts and Humanities for details.
- ★3-6: Music options, depending on ensemble credits completed in the Core Music requirements.

Conducting Stream:
- AUMUS 236 – Introduction to Choral Techniques, Literature and Interpretation
- AUMUS 239 – Vocal Pedagogy I
- AUMUS 252 – The Child Voice
- AUMUS 331 – Lyric Diction II
- AUMUS 339 – Vocal Pedagogy II
- AUMUS 351 – Music Education II
- AUMUS 356 – Music and Wellness
- ★4: Additional applied credits in Piano. Note: Consult Department of Fine Arts and Humanities for details.
- ★0-3: Music options, depending on ensemble credits completed in the Core Music requirements.

Keyboard Stream:
- AUMUS 238 – Piano Pedagogy I
- AUMUS 329 – History of Piano Literature
- AUMUS 338 – Piano Pedagogy II
- AUMUS 347 - Chamber Ensemble
- AUMUS 351 – Music Education II
- ★4: Additional applied credits in Voice. Note: Consult Department of Fine Arts and Humanities for details.
- ★3-6: Music options, depending on ensemble credits completed in the Core Music requirements.

★3:
- AUMUS 496 – Performance Studies II **OR**
- Music options. Note: Consult Department of Fine Arts and Humanities for details.

courses. Note: A student interested in pursuing graduate studies in choral conducting is advised to register in AUMUS 236, AUMUS 239/AUMUS 339 and AUMUS 336.

★3:
- AUMUS 235 - Introduction to Conducting

Non-Music Requirements (★33 minimum):

Non-Music Required Courses drawn from the Augustana Core: ★15

Foundations: ★3 from:
- AUIDS 101 - Topics in Liberal Studies OR
- AUIDS 201 - Collaborative Learning

Breadth: ★6 from:
- AUENG 102 - Critical Reading, Critical Writing
- AUENG 103 - English Literature from the Romantic Period to the Present
- AUENG 104 - English Literature from the Middle Ages to the Romantic Period

Engagement - Diversity and Global Studies: ★6
- second language, with all credits from one language. Note: A Voice major student must include ★6 from AUGER 101, AUGER 102, AUGER 200, AUGER 201, AUGER 202.

Non-Music Option Courses: ★21
- When choosing non-Music options, the student is encouraged to select remaining

Voice Stream:
- AUMUS 239 - Vocal Pedagogy I
- AUMUS 252 – The Child Voice
- AUMUS 327 - History of Vocal Literature
- AUMUS 330 – Music for the Theatre
- AUMUS 331 – Lyric Diction II
- AUMUS 339 - Vocal Pedagogy II
- ★0-3: Music options, depending on ensemble credits completed in the Core Music requirements.
- ★4: Additional applied credits in Piano. Note: Consult Department of Fine Arts and Humanities for details.

★3:
- AUMUS 496 – Performance Studies II OR
- Music options. Note: Consult Department of Fine Arts and Humanities for details.

Non-Music Requirements (★30):

The Augustana Core: ★18
The Augustana Core requirement is met by the completion of the following courses:
- AUIDS 101 - Topics in Liberal Studies
- AUIDS 201 - Collaborative Learning
- AUIDS 301 - Community Partnership Project
- AUIDS 401 - Advanced Integration Project

Note: All students must complete AUIDS 101. Bachelor of Music students may be granted permission to opt out of the remainder of the Augustana Core in order to explore other pathways of study. Students interested in this route should consult the Department of Fine Arts and Humanities for details.

★6 from:
- AUENG 102 - Critical Reading, Critical Writing
- ★3 from non-Music 200-level or 300-level Creativity and Culture: Text and Theory courses

★6

- courses from the Augustana Core's Breadth of Knowledge and Engagement categories, unless pursuing a minor in another discipline or interdisciplinary area. Consult the Augustana Chart 1 Core Engagement Requirements and Classification of Courses for further details
- A maximum of ★12 in specialized professional courses is allowed in terms of non-Music options.
- A Voice major student must include AUDRA 144.

- Any second language. Note: A Voice stream student must include ★3 in German.

Additional Information for Students

A student considering graduate studies in Music is encouraged to take option courses that examine cultural and critical theory.

A student considering graduate studies in Music should note that certain graduate programs require a reading knowledge of one or more of French, German, and Italian.

A student should prepare to pass the Keyboard Skills Proficiency Examination (KSPE) in their third or fourth year.

Senior music courses are often offered in alternate years only.

Program Recommendations
Recommended first-year program:
- ★4-6: applied music.
- ★3: ensembles.

★7.5:
- AUMUS 160 - Theoretical and Analytical Studies I
- AUMUS 162 - Aural and Sight Singing Skills I
- AUMUS 170 - Tuning In: An Introduction to Music

★15-17 from:
- AUENG 102 - Critical Reading, Critical Writing
- AUENG 103 - English Literature from the Romantic Period to the Present

- AUENG 104 - English Literature from the Middle Ages to the Romantic Period
- second language, and/or non-Music options and/or

Recommended second-year program includes:
- ★4-6: applied music.
- ★3: ensembles.

★15 from:
- AUMUS 260 - Theoretical and Analytical Studies II
- AUMUS 261 - Theoretical and Analytical Studies III
- AUMUS 262 - Aural and Sight Singing Skills II
- AUMUS 263 - Aural and Sight Singing Skills III

and ★6 from
- AUMUS 224 - Medieval and Renaissance Music
- AUMUS 225 - Baroque and Classical Music
- AUMUS 226 - Romantic and Twentieth-Century Music

★3-6: non-Music option(s) or remaining credits from
- AUENG 102 - Critical Reading, Critical Writing
- AUENG 103 - English Literature from the Romantic Period to the Present
- AUENG 104 - English Literature from the Middle Ages to the Romantic Period
- or second language.

Recommended third- and fourth-year programs include:
★8:
- AUMUS 299 - Fundamental Keyboard Skills
- AUMUS 361 - Form, Analysis, and the Construction of Musical Meaning

- AUMUS 369 - Retheorizing Music: From Modernism to Postmodernism **OR**

• AUMUS 469 - Retheorizing Music: From Modernism to Postmodernism ★3 from • AUMUS 322 - Rethinking Music: From Mozart to Madonna **OR** • AUMUS 422 - Rethinking Music: From Mozart to Madonna ★3 from • AUMUS 330 - Selected Topics in Music **OR** • AUMUS 430 - Selected Topics in Music • All additional credits as specified under the Bachelor of Music requirements listed above	

Bachelor of Music	Bachelor of Music
I. High School Requirements **Subject Requirements** 1. English Language Arts 30-1 2. Three subjects from Group A or C 3. A subject from A, B, C or Physical Education 30, Aboriginal Studies 30, or other approved 30-level subject. A maximum of two 30-level Language other than English subjects may be presented for admission. Mathematics 30-2 is acceptable for admission as a Group C subject. Only one of Mathematics 30-1 or Mathematics 30-2 may be presented for admission. For other approved 30-level subjects contact Augustana Faculty Prospective Student Office at www.ualberta.ca/augustana/programs/admissions or phone 1-800-661-8714. **Additional Requirements** An audition and completion of music questionnaire are required. Contact the Augustana Faculty Department of Music at (780) 679-1532 by April 15 for Fall Term.	**I. High School Requirements** **Subject Requirements** 1. English Language Arts 30-1 2. Three subjects from Group A or C 3. A subject from A, B, C or Physical Education 30, Aboriginal Studies 30, or other approved 30-level subject. A maximum of two 30-level Language other than English subjects may be presented for admission. Mathematics 30-2 is acceptable for admission as a Group C subject. Only one of Mathematics 30-1 or Mathematics 30-2 may be presented for admission. For other approved 30-level subjects contact Augustana Faculty Prospective Student Office at www.ualberta.ca/augustana/programs/admissions or phone 1-800-661-8714. **Additional Requirements** An audition and completion of music questionnaire are required for admission to the BMus program. All successful applicants will complete a general first year within the Comprehensive stream, and a further audition to specific BMus streams (Comprehensive, Conducting, Keyboard, and Voice) will take place at the end of the

Left Column

II. Transfer Applicants
Refer to Postsecondary Transfer Applicants, Bachelor of Music and Postsecondary Applicants

III. Nonmatriculated Applicants

Subject Requirements
1. English Language Arts 30-1

Additional Requirements
An audition and completion of music questionnaire are required. Contact the Augustana ~~Faculty Department of Music at (780) 679-1532 by April 15 for Fall Term~~

Right Column

first year of BMus study. Contact the Augustana Fine Arts and Humanities Department for further information.

II. Transfer Applicants
Refer to Postsecondary Transfer Applicants, Bachelor of Music and Postsecondary Applicants

III. Nonmatriculated Applicants

Subject Requirements
1. English Language Arts 30-1

Additional Requirements
An audition and completion of music questionnaire are required for admission to the BMus program. All successful applicants will complete a general first year within the Comprehensive stream, and a further audition to specific BMus streams (Comprehensive, Conducting, Keyboard, and Voice) will take place at the end of the first year of BMus study. Contact the Augustana Fine Arts and Humanities Department for further information.

Augustana Faculty
Proposed Admission Deadline Changes
For Implementation in Fall 2021

CURRENT

	Admission		Readmission		Other Requirements
	Application	Documents	Application	Documents	
Bachelor of Arts, Bachelor of Management in Business Economics, Bachelor of Science, Bachelor of Science/Bachelor of Education (Secondary) Combined Degrees Program (Augustana)					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	Residence Application - August 1 Music Questionnaire-BA ~~major and~~ minor in Music, BMgt minor in Music, BSc minor in Music, and BSc/BEd minor in Music: Choral contact Augustana ~~Music Division~~ by March 15 (see Bachelor of Arts, Bachelor of Management in Business Economics and Bachelor of Science)
		High School applicant - March 15 (See Note 1) August 1 (See Note 2)			
Winter Term	No admission		Previous Students - November 15	Not applicable	Music Questionnaire-BA ~~major and~~ minor in Music, BMgt minor in Music, BSc minor in Music, and BSc/BEd minor in Music: Choral contact Augustana ~~Music Division~~ by December 15 (see Bachelor of Arts, Bachelor of Management in Business Economics and Bachelor of Science)
Spring/Summer	No admission		No admission		
Notes					
1. All previously completed course work and course registration of current year. 2. Final results of current year.					
Bachelor of Music					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	Residence Application - August 1 Audition, Music Questionnaire - contact Augustana ~~Music Division~~

		High School applicant - March 15 (See Note 1) August 1 (See Note 2)			by March 15. (see Bachelor of Music)
Winter Term	No admission		No admission		
Spring/Summer	No admission		No admission		

Notes
1. All previously completed course work and course registration of current year.
2. Final results of current year.

Special/Visiting

Fall Term	August 1	August 15	August 1	August 15	
Winter Term	No admission		Previous Students - November 15	Not applicable	
Spring/Summer	March 1	March 31	March 1	March 31	

	Admission		Readmission		Other Requirements
	Application	Documents	Application	Documents	
Bachelor of Arts, Bachelor of Management in Business Economics, Bachelor of Science, Bachelor of Science/Bachelor of Education (Secondary) Combined Degrees Program (Augustana)					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	Residence Application - August 1 Music Questionnaire-BA minor in Music, BMgt minor in Music, BSc minor in Music, and BSc/BEd minor in Music: Choral contact Augustana ==Department of Fine Arts and Humanities== by March 15 (see Bachelor of Arts, Bachelor of Management in Business Economics and Bachelor of Science)
		High School applicant - March 15 (See Note 1) August 1 (See Note 2)			
Winter Term	No admission		Previous Students - November 15	Not applicable	Music Questionnaire-BA minor in Music, BMgt minor in Music, BSc minor in Music, and BSc/BEd minor in Music: Choral contact Augustana ==Department of Fine Arts and Humanities== by December 15 (see Bachelor of Arts, Bachelor of Management in Business Economics and Bachelor of Science)
Spring/Summer	No admission		No admission		
Notes					
3. All previously completed course work and course registration of current year. 4. Final results of current year.					
Bachelor of Music					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	Residence Application - August 1 Audition, Music Questionnaire - contact Augustana ==Department of Fine Arts and Humanities== by March 15. (see Bachelor of Music)
		High School applicant - March 15 (See Note 1)			

		August 1 (See Note 2)			
Winter Term	No admission		No admission		
Spring/Summer	No admission		No admission		

Notes

3. All previously completed course work and course registration of current year.
4. Final results of current year.

Special/Visiting

Fall Term	August 1	August 15	August 1	August 15	
Winter Term	No admission		Previous Students - November 15	Not applicable	
Spring/Summer	March 1	March 31	March 1	March 31	

14 Jan 2020

Dr. Ardelle Ries, Director of Music
University of Alberta Augustana Campus
4901 46 Avenue
Camrose, AB T4V 3B4

RE: UAlberta Augustana BMus renewal

Dear Ardelle,

On behalf of Choir Alberta, congratulations to you and your colleagues in the music division at Augustana on the renewal of the Bachelor of Music program. Augustana's music program, particularly in the area of choral music, has long set the bar with respect student opportunity and achievement on a small campus. Furthermore, the music division has offered an essential point of contact with the Camrose community, and its graduates have gone on to illustrious careers around the world as performers, music educators, music therapists, and arts managers. Without a doubt, Augustana's music program has played a key role in putting, and keeping, Augustana on the post-secondary map.

As ideas surrounding the study of music evolve, so must our programs of study. Thanks to your work and leadership, Augustana is positioning itself on the forefront in this regard, joining other innovative institutions such as the Sydney Conservatorium, USC Thornton School of Music, and Yale School of Music. We share your excitement with respect to the potential of Augustana's reworked music program and are keen to support you as the program is implemented.

Congratulations again on this significant accomplishment, and best wishes to you, your colleagues, and your students as you embark upon this exciting next stage of music at Augustana.

Sincerely,

Brendan Lord, DMus   Mame Goehner
Executive Director   President