OUTLINE OF ISSUE
Action Item

Agenda Title: Increase to Required English Language Proficiency (ELP) Scores for Undergraduate Admissions - Alignment Across Tests

Motion: THAT the GFC Academic Standards Committee recommend that GFC Academic Planning Committee approve changes to Undergraduate Admissions, Language Proficiency Requirements, as proposed by the Office of the Registrar, and as set forth in Attachment 1, to take effect upon approval.

Item

<table>
<thead>
<tr>
<th>Action Requested</th>
<th>Approval</th>
<th>Recommendation</th>
</tr>
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<tbody>
<tr>
<td>Proposed by</td>
<td>Melissa Padfield, Interim Vice-Provost &amp; University Registrar</td>
<td></td>
</tr>
<tr>
<td>Presenter</td>
<td>Melissa Padfield, Interim Vice-Provost &amp; University Registrar</td>
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Details

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Provost and Vice-President (Academic)</th>
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<tbody>
<tr>
<td>The Purpose of the Proposal is (please be specific)</td>
<td>To make changes to the secondary ELP tests (less commonly used) to align with the 2017 approved proposal for IELTS and TOEFL scores. This alignment will better support undergraduate student success and increase the likelihood of improved academic outcomes. The proposed changes are supported by research undertaken by the Office of the Registrar.</td>
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<td>The Impact of the Proposal is</td>
<td>It is anticipated that the proposed changes will have a positive impact on undergraduate student success within the international student body. Research conducted by the Enrolment Management and Reporting unit in the Office of the Registrar shows the correlation between a higher overall ELP score and student success in first year courses, as indicated by final GPA and/or course withdrawals. As a result of the proposed changes, all ELP test scores will align allowing for consistent standards and messaging to applicants. There may also be a positive reputational impact associated with more rigorous ELP.</td>
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<tr>
<td>Replaces/Revises (eg, policies, resolutions)</td>
<td>Calendar section “Language Proficiency Requirements”</td>
</tr>
<tr>
<td>Timeline/Implementation Date</td>
<td>upon approval</td>
</tr>
<tr>
<td>Estimated Cost and funding source</td>
<td>none</td>
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<td>Next Steps (ie.: Communications Plan, Implementation plans)</td>
<td>Publish in calendar. Promote to students through recruitment channels Bear Track messaging on requirements Applications and admissions of International students will continue to be monitored.</td>
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<td>Supplementary Notes and context</td>
<td></td>
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Engagement and Routing (Include meeting dates)

<table>
<thead>
<tr>
<th>Participation: (parties who have seen the proposal and in what capacity)</th>
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<tr>
<td>Those who have been informed:</td>
</tr>
<tr>
<td>• University of Alberta International (John Gregory) (May-June 2016)</td>
</tr>
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<td>&lt;For further information see the link posted on the</td>
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Alignment/Compliance

Alignment with Guiding Documents
Alignment with the Institutional Strategic Plan – For the Public Good
OBJECTIVE - Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.
Strategy: Optimize our international recruiting strategies to attract well qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university.

Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)

1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Sections 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (GFC ASC).

2. GFC Academic Standards Committee (ASC) Terms of Reference: “B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP) iv. ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or to academic standing regulations. v. ASC provides advice or recommends to APC on general University admission or

3. UAPPOL Admissions Policy: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. These criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

4. GFC Executive Committee Terms of Reference “GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda. […] When recommendations are
forwarded to General Faculties Council from APC, the role of the Executive shall be to decide the order in which items should be considered by GFC. The Executive Committee is responsible for providing general advice to the Chair about proposals being forwarded from APC to GFC.”

Attachments (each to be numbered 1 - <>)

1. Attachment 1; Calendar Change Request Form (page(s) 1 - 7)

Prepared by: <Jennifer Alabiso, Manager, Applicant Services, alabiso@ualberta.ca >
## English Language Proficiency

English is the primary language of instruction in all Faculties except Faculté Saint-Jean. All undergraduate applicants to any program or course except Faculté Saint-Jean need an adequate level of English language proficiency before admission, regardless of their citizenship status or country of origin.

The University of Alberta reserves the right to use discretion in determining adequate levels of language proficiency to ensure success in academic programs. In some cases, additional English language testing, conducted by the Faculty of Extension, may be required to confirm English proficiency.

Proficiency in English may be fulfilled in one of the following ways:

1. Successful completion of three years of full-time education in English
   a. In Canada (see Notes 1, 2, 3 and 8).
   b. In another country where English is recognized as an official language of instruction (see Notes 1, 2, 3, 5 and 8).
   c. At a recognized secondary school which uses English as the primary language of instruction (see Notes 1, 2, 3 and 8).

## Proposed English Language Proficiency

English is the primary language of instruction in all Faculties except Faculté Saint-Jean. All undergraduate applicants to any program or course except Faculté Saint-Jean need an adequate level of English language proficiency before admission, regardless of their citizenship status or country of origin.

The University of Alberta reserves the right to use discretion in determining adequate levels of language proficiency to ensure success in academic programs. In some cases, additional English language testing, conducted by the Faculty of Extension, may be required to confirm English proficiency.

Proficiency in English may be fulfilled in one of the following ways:

1. Successful completion of three years of full-time education in English
   a. In Canada (see Notes 1, 2, 3 and 8).
   b. In another country where English is recognized as an official language of instruction (see Notes 1, 2, 3, 5 and 8).
   c. At a recognized secondary school which uses English as the primary language of instruction (see Notes 1, 2, 3 and 8).
2. Successful completion of the equivalent of three years of full-time instruction in a school/institution in Canada in which the major language of instruction is other than English, but where the level of English proficiency required for graduation is equivalent to that in English language schools/institutions in Canada.

3. Completion of one of the following:
   a. A final blended grade of 75% or better in English Language Arts 30-1 from Alberta or English 12 from British Columbia. The blended grade is the final mark from the provincial Ministry of Education which includes the diploma or provincial examination mark,
   b. A final or predicted grade of 5 or better on the International Baccalaureate English A1, A2, or a grade of 6 or better on English B,
   c. A final or predicted grade of 5 or better on the International Baccalaureate English A: Literature or English A: Language and Literature
   d. A grade of 4 or better on the
<table>
<thead>
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<td>e. A grade of B or better in a GCE Advanced Level (A-level) or Advanced Subsidiary Level (AS-level), GCSE, IGCSE or O-level English Language or Literature course,</td>
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<td>f. A grade of B+ or better in 6 of university-level English studies completed at a recognized English language institution which must be transferable as 6 of English at the University of Alberta.</td>
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4. Graduation from a recognized degree program offered by an accredited university at which English is the primary language of instruction or in a country where English is the primary language (see Note 5).

5. One of the two TOEFL (Test of English as a Foreign Language) test formats with the appropriate score;
   a. Internet-based TOEFL (iBT) of at least 90, with no less than 21 on each band (see Note 4).
   b. Paper-based TOEFL of at least 580 with a TWE of 4.0 or better (see Note 4).

6. A score of at least 85 on the MELAB (Michigan English Assessment Battery) (see Note 4).
7. A score of at least 6.5 on the IELTS Academic (International English Language Testing System) with no band less than 5.5 (see Note 4).
8. A score of at least 70 on the CAEL (the Canadian Academic English Language assessment exam) (see Note 4).
9. A score of at least 59 on the PTE Academic (Pearson Test of English Academic) (see Note 4).
10. A total score of at least 4.5 on all four sections (Reading, Writing, Speaking and Listening) on the CanTEST (Canadian Test of English for Scholars and Trainees) with no part lower than 4 (see Note 4).
11. A score of at least B on the CAE (Certificate in Advanced English) (see Note 4).
12. A score of at least C on the CPE (Certificate of Proficiency in English) (see Note 4).
13. Successful completion of the University of Alberta’s EAP 140/145.

### Bridging Program Stages 1 and 2

Applicants with superior academic standing who meet all other Faculty specific program requirements but do not meet the English language requirements may be considered for admission to the Bridging Program with the following scores:

**Stage 1:**
- A score of at least 5.0 on the IELTS Academic (International English Language Testing System) with no band less than 4.5 (see Note 4).
- Internet-based TOEFL (iBT) of at least 65, with no score less than 16 on any band (see Note 4).

Stage 2:
- A score of at least 5.5 on the IELTS Academic (International English Language Testing System) with no band less than 5.0 (see Note 4).
- Internet-based TOEFL (iBT) of at least 70, with no score less than 17 on any band (see Note 4).

For more information, students should contact the Office of the Registrar.

Notes

1. Enrolment in English as a second language courses or programs will not be included in the calculation of three years of full time study. Enrolment must be in a regular high school or postsecondary for-credit program. Where students are registered in both EAP and regular programs, the EAP hours will be deducted from the total educational hours.

2. Proof of three years of education must be submitted in the form of official transcripts (including details on course enrolment and hours of instruction).

3. Failing grades/courses will not be counted when calculating full time attendance. Only courses with passing grades will be considered.

4. Standardized test results must be issued directly from the testing office. Photocopies will not be accepted. Test scores must be valid and verifiable.

5. For a list of countries and standing who meet all other Faculty specific program requirements but do not meet the English language requirements may be considered for admission to the Bridging Program with the following scores:

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- A score of at least 5.0 on the IELTS Academic (International English Language Testing System) with no band less than 4.5 (see Note 4).
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5. For a list of countries and
institutions that are recognized as having met the University of Alberta's English language proficiency requirement, visit our website at:

www.studyincanada.ualberta.ca/EL PExemptions.

6. When requesting official TOEFL test results to be forwarded to the University of Alberta, applicants should indicate institution code 0963 and department code 00.

7. Applicants who are asked to provide English Language Proficiency and who can demonstrate by other means that their proficiency exceeds the specified minimum levels, should direct inquiries to the Assistant Registrar, Admissions, Office of the Registrar.

8. The three years of full-time education in English must include Alberta grade 12 year (or equivalent) if secondary education is the highest level completed or if on course enrolment and hours of instruction.

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