OPENING SESSION

1. Approval of the Agenda
   Tammy Hopper

2. Comments from the Chair (no documents)
   Tammy Hopper

CONSENT AGENDA

[If a member has a question or feels that an item should be discussed, they should notify the Secretary to GFC, in writing, two business days or more in advance of the meeting so that the relevant expert can be invited to attend.]

Tammy Hopper

3. Approval of the Open Session Minutes of September 19, 2019
   Motion: To Approve

4. Items Deemed Minor/Editorial

   4A. Transfer Credit Approvals and Denials for October, 2019
   Motion: To Approve with Delegated Authority

   4B. Proposed Changes to Undergraduate Admissions, High School Applicants, Admission from a British-Patterned System, Office of the Registrar
   Motion: To Approve with Delegated Authority

   4C. Proposed Changes to Academic Regulations for Undergraduate Students in the Faculty of Engineering
   Motion: To Approve with Delegated Authority

5. Proposed Changes to Undergraduate English Language Proficiency Requirements, Office of the Registrar
   Motion: To Recommend General Faculties Council Approval

6. Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in Paediatrics, Faculty of Graduate Studies and Research, and Faculty of Medicine and Dentistry
   Motion: To Approve with Delegated Authority

ACTION ITEMS

7. Proposal for a New Graduate Embedded Certificate in Maternal and
   Sujata Persad
Child Health Research, Faculty of Graduate Studies and Research, and Faculty of Medicine and Dentistry  

Motion: To Approve with Delegated Authority  

Janice Causgrove Dunn  
Maria Chia

8. Proposed Changes to Existing Entrance Requirements for Undergraduate Programs in the Faculty of Science  

Motion: To Approve with Delegated Authority  

Gerda de Vries

9. Proposed Changes to Existing Academic Standing Regulations for Undergraduate Programs in the Faculty of Science  

Motion: To Approve with Delegated Authority  

Gerda de Vries

10. Proposed Changes to Academic Standing Regulations, Graduation Honorifics, Faculty of Science  

Motion: To Approve with Delegated Authority  

Gerda de Vries

EARLY CONSULTATION

11. Proposed Changes to Admission Decision Processes for Undergraduate Admissions, Office of the Registrar  

Amy Dambrowitz

DISCUSSION ITEMS

12. External Programs for Review and Programs in Progress on Campus: Standing Item (no documents)  

Kate Peters

13. Question Period (no documents)  

Tammy Hopper

INFORMATION REPORTS

14. Items Approved by the GFC Academic Standards Committee by email ballots (non-debatable)(no items to date)  

15. Information Items Forwarded to Committee Members Between Meetings (no items to date)

CLOSING SESSION

16. Next Meeting of ASC: November 21, 2019

17. Next General Faculties Council Meeting: October 21, 2019

Presenter(s):  
Tammy Hopper  
Vice-Provost (Programs), and Chair of GFC Academic Standards Committee  
Sujata Persad  
Associate Professor, Faculty of Medicine and Dentistry  
Janice Causgrove Dunn  
Associate Dean, Faculty of Graduate Studies and Research  
Maria Chia  
Graduate Governance and Policy Coordinator, FGSR
Gerda de Vries  
Associate Dean (Undergraduate), Faculty of Science

Amy Dambrowitz  
Associate Registrar

Kate Peters  
Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)

Documentation was before members unless otherwise noted.

Meeting REGRETS to:  
Heather Richholt, 780-492-1937, richholt@ualberta.ca
Prepared by:  
Heather Richholt, Committee Coordinator
University Governance  
www.governance.ualberta.ca
ATTFENDEES:
Tammy Hopper, Chair
Joel Agarwal
J Nelson Amaral
Radim Barta
Angela Bayduza
Dion Brocks
Jason Carey
Janice Causgrove Dunn
Gerda de Vries
Bill Dunn
Nathalie Kermoal
Andras Marosi
Bernadette Martin
Karsten Mündel
Rebecca Nagel
Shannon O’Byrne
Christy Raymond
Norma Rodenburg
Victoria Ruetalo
Hassan Safouhi
Shirley Schipper
non-voting:
Bill Dunn
Nathalie Kermoal
Andras Marosi
Bernadette Martin
Regrets:
Amy Dambrowitz
Mohamad Jamaleddine
Scott Jeffrey
Jeff Johnson
Fay Fletcher
Kristof Van Assche

OPENING SESSION

1. Approval of the Agenda

Materials before members are contained in the official meeting file.

Presenter(s): Tammy Hopper, Vice-Provost (Programs), and Chair of GFC ASC

Motion: Mündel/Kermoal

THAT the GFC Academic Standards Committee approve the Agenda.

CARRIED

2. Comments from the Chair (no documents)

Presenter(s): Tammy Hopper, Vice-Provost (Programs), and Chair of GFC ASC

The Chair welcomed new and returning members and asked everyone to introduce themselves.

The Chair noted that the Committee was now operating under new Terms of Reference as of July 1, 2019 and that ASC would be asked to review and comment on Program Proposals. The Chair also pointed to the Consent Agenda and explained that items that were not considered to require full discussion would be considered with one motion but that if anyone had a question or felt that an item in the consent agenda should be discussed they should let the Secretary to GFC know so that the someone will be at the meeting to speak to the item.

The Chair also briefly mentioned the Quality Assurance Review Process that was mandated by Campus Alberta Quality Council and that more information about reviews would be shared with the committee though the year.
3. Welcome and Committee Member Development and Orientation (no documents)

*Presenter(s):* Marion Haggarty-France, University Secretary; Meg Brolley, Secretary to GFC and Manager of GFC Services

Ms Haggarty-France and Ms Brolley gave a presentation on the structure of academic governance at the University of Alberta. They spoke about recent changes to processes stemming from the recommendations of the ad hoc Committee on Academic Governance Including Delegated Authority. They also covered the mandate and role of the Academic Standards Committee, recent agenda topics, and meeting logistics. Ms Haggarty-France and Ms Brolley highlighted the importance of early consultation which allows opportunities for members to engage in early and meaningful debate on important issues. They explained that by participating, members can contribute to the content of significant proposals and shape the direction of policy on matters of significant academic importance or interest before items proceed through the regular approval pathways.

**CONSENT AGENDA**

Consent Agenda Mover and Seconder: Barta/Carey

4. Approval of the Open Session Minutes of June 20, 2019

Materials before members are contained in the official meeting file.

THAT the GFC Academic Standards Committee approve the Open Session Minutes of June 20, 2019  
CARRIED

5. Items Deemed Minor/Editorial

Materials before members are contained in the official meeting file.

5A. Transfer Credit Approvals for September, 2019

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the transfer credit approvals for September 2019.  
CARRIED

5B. Proposed Changes to Application Deadlines for the BEd After Degree Program, Faculté Saint-Jean

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to application deadlines for the BEd After Degree Program in the Faculté Saint-Jean.  
CARRIED

5C. Proposed Changes to Application Requirements for the Doctor of Medicine Program, Faculty of Medicine and Dentistry

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to application requirements for the Doctor of Medicine Program.  
CARRIED

5D. Proposed Changes to Academic Standing Regulations for the BSc in Human Ecology Program, Faculty of Agricultural, Life and Environmental Sciences

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to academic standing regulations for the BSc in Human Ecology Program.
6. **Proposed Changes to Existing Entrance Requirements for Graduate Programs in Elementary Education, Faculty of Education and Faculty of Graduate Studies and Research**

Materials before members are contained in the official meeting file.

**Purpose of the Proposal:** The proposal is before the committee to ensure that all Academic Regulations (entrance/admission requirements) for this program are listed in the Calendar.

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements for the MSc and PhD programs in the Department of Elementary Education, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Education, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

CARRIED

7. **Proposed Changes to Existing Entrance Requirements for Graduate Programs in Radiology and Diagnostic Imaging, Faculty of Medicine and Dentistry, and Faculty of Graduate Studies and Research**

Materials before members are contained in the official meeting file.

**Purpose of the Proposal:** The proposal is before the committee to ensure that all Academic Regulations (entrance/admission requirements) for this program are listed in the Calendar.

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements for the MSc and PhD programs in Medical Sciences – Radiology and Diagnostic Imaging, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

CARRIED

8. **Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in Obstetrics and Gynecology, Faculty of Medicine and Dentistry, and Faculty of Graduate Studies and Research**

Materials before members are contained in the official meeting file.

**Purpose of the Proposal:** The proposal is before the committee to ensure that all Academic Regulations (entrance/admission requirements) for this program are listed in the Calendar.

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements and Academic Standing Regulations for the MSc and PhD programs in Medical Sciences – Obstetrics and Gynecology, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

CARRIED

9. **Proposed Changes to Existing Entrance Requirements for Graduate Programs in Oncology, Faculty of Medicine and Dentistry, and Faculty of Graduate Studies and Research**

Materials before members are contained in the official meeting file.

**Purpose of the Proposal:** The proposal is before the committee to ensure that all Academic Regulations (entrance/admission requirements) for this program are listed in the Calendar.
THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements for the MSc and PhD programs in Cancer Sciences and Medical Physics in the Department of Oncology, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

CARRIED

ACTION ITEMS

10. Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in Laboratory Medicine and Pathology, Faculty of Medicine and Dentistry, and Faculty of Graduate Studies and Research

Materials before members are contained in the official meeting file.

Presenter(s): Monika Keelan, Associate Professor, Laboratory Medicine and Pathology, Faculty of Medicine and Dentistry; Janice Causgrove Dunn, Associate Dean, Faculty of Graduate Studies and Research; Maria Chia, Graduate Governance and Policy Coordinator, Faculty of Graduate Studies and Research

Purpose of the Proposal: The proposal is before the committee to ensure that all Academic Regulations (entrance/admission requirements) for this program are listed in the Calendar.

Discussion:
Dr Causgrove Dunn explained that the Faculty of Graduate Studies and Research had undertaken a project to ensure that all of the relevant program and regulation information for graduate programs was up-to-date and accurate in the University Calendar. She noted that as of the current meeting and the approval of items 6 to 11, 51 programs were completed and there were 21 to come forward for approval. The deadline for Departments to submit their approved drafts to FGSR was May 2020.

There was no discussion.

Motion: Ruetalo/Schipper

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements and Academic Standing Regulations for the MSc and PhD programs in the Department of Laboratory Medicine and Pathology, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

CARRIED

11. Proposed Changes to Existing Entrance Requirements for the Master of Arts in études canadiennes, Faculté Saint-Jean, and Faculty of Graduate Studies and Research

Materials before members are contained in the official meeting file.

Presenter(s): Samira ElAtia, Director of Graduate Studies, Faculté Saint-Jean; Janice Causgrove Dunn, Associate Dean, FGSR; Maria Chia, Graduate Governance and Policy Coordinator, FGSR

Purpose of the Proposal: The proposal is before the committee to ensure that all Academic Regulations (entrance/admission requirements) for this program are listed in the Calendar.

Discussion:
Members asked about the French language proficiency requirement. Dr ElAtia affirmed that the website would be updated and the calendar would link to the information.

Motion: Raymond/Mündel

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements for the MA in études canadiennes, as submitted by the Faculty of Graduate Studies and Research and Faculté Saint-Jean, and as set forth in Attachment 1, as amended, to take effect upon approval and to be published in the 2020-2021 Calendar.  

CARRIED

12. Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for the PharmD for Practicing Pharmacists Program, Faculty of Pharmacy and Pharmaceutical Sciences

Materials before members are contained in the official meeting file.

Presenter(s): Jill Hall, Assistant Dean, Professional Programs, Faculty of Pharmacy and Pharmaceutical Sciences; Dion Brocks, Associate Dean (Undergraduate Student Affairs), Pharmacy and Pharmaceutical Sciences

Purpose of the Proposal: The proposal is before the committee to enable broader enrollment in the PharmD for Practicing Pharmacists and to align the language regarding Required to Withdraw between professional programs at the Faculty.

Discussion:
Dr Hall gave an overview of the changes and explained that they were removing the specific Alberta registration requirement to allow broader enrollment of practicing Pharmacists from across Canada. Other updates were meant to align the regulations with the Faculty's other programs.

Dr Brocks noted that the program was successful and expansion was a positive move for the Faculty and the profession.

Members discussed the logistics of organizing practicums across Canada and professional relationships with other provinces, accreditation practices, and the variations in entry to practice degrees for Pharmacists.

Motion: Nagel/Marosi

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to entrance requirements and academic standing regulations for the PharmD for Practicing Pharmacists program, as submitted by the Faculty of Pharmacy and Pharmaceutical Sciences, and as set forth in attachments 1 and 2, for implementation in Winter 2021 and to be published in the 2020-2021 Calendar.  

CARRIED

DISCUSSION ITEMS

13. Proposed Changes to Academic Standing Regulations, Faculty of Science

Materials before members are contained in the official meeting file.

Presenter(s): Gerda de Vries, Associate Dean (Undergraduate), Faculty of Science
Purpose of the Proposal: The proposal is before the committee because the Faculty of Science would like feedback on the proposed changes that will impact the awarding of First Class Honors, With Distinction upon graduation, as well as eliminating First Class Standing in the assessment of Academic Standing.

Discussion:
Dr De Vries explained that it was not always possible to determine if a student's life circumstances warranted the accommodation of a reduced course load. She pointed out that students are facing diverse situations and that accommodation through Accessibility Services was not always appropriate. The Faculty of Science wished to treat students equitably and felt that removing First Class Standing as an annual academic standing honorific, and removing the 24 credit per academic year course load restrictions for 'First-Class Honors' and 'With Distinction' upon Graduation, was the best way to do this.

During the discussion members asked questions and expressed comments including but not limited to: the history of privilege and class in post-secondary and how it relates to first class standing; how the definition of a student has changed over time; whether or not students who can attend full-time should be considered privileged; programs that require full-time attendance and do not have a part-time option; the Duty to Accommodate Policy; alternative, more equitable ways to award first class standing thorough a student's career; what, if any, impact honorifics have on a student's academic or career prospects; the fact that graduate students do not receive honorifics; potential implications for student awards; practices at peer institutions; and the university's commitment to Equity, Diversity, and Inclusivity.

Dr Hopper stepped out of the Chair and Dr Causgrove Dunn assumed the role.

14. Early Consultation – Recommendations of the GFC Executive's ad hoc Committee on Program Approval Pathways (no documents)

Presenter(s): Tammy Hopper, Vice-Provost (Programs), and Chair of GFC ASC

Discussion:
Dr Hopper explained that the report of the ad hoc Committee on Academic Governance Including Delegated Authority, in April 2017, made eleven recommendations related to program approvals on campus. Essentially, the pathways were found to be burdensome and convoluted. The GFC Executive Transition Committee, charged with overseeing the implementation of the recommendations, concurred with the findings and, even as some of the recommendations were addressed through revisions to committee terms of reference, noted that further work was needed to achieve the outcomes envisioned by the ad hoc Committee. With this in mind, the GFC Executive Committee established an ad hoc Committee on Program Approval Pathways in January 2019, with a mandate to review the current processes, the recommendations and input from GFC and other stakeholders, and to provide recommendations toward a transparent and straightforward approach consistent with the GFC Principles and Principles of Collegial Governance.

Dr Hopper noted that the committee met over 1.5 days in May, 2019, and that the recommendation coming forward is the establishment of a new GFC standing committee, the GFC Programs Committee, which would consolidate work currently under the responsibilities of APC, ASC, EXEC, and the GFC Policy Manual Section 37. This proposal includes that the components of program approval would be removed from the terms of reference for APC and EXEC, the GFC Policy Manual Section 37 would be rescinded, and ASC would be disbanded. Dr Hopper noted that the key to the success of this model would be that the Programs Committee have a clear governance focus with matters of an administrative nature residing in the Provost's or Registrar's offices as appropriate. She spoke about the Administrative Support Committee to which proposals would come for feedback on all aspects before being routed to the Programs Committee.

Members discussed concerns with the workload, how that could be off-set by administrative work before items enter governance, the memberships of the Programs Committee and the Administrative Support Committee, and that governance oversight should be higher level.
Dr Hopper stepped back into the Chair.

15. **External Programs for Review and Programs in Progress on Campus: Standing Item (no documents)**  
**Presenter(s):** Kate Peters, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)

Ms Peters gave the following update:

**Recently approved:**
- New Major in Media Studies
- Graduate Certificate in School Leadership, FGSR and Faculty of Education
- Augustana Bachelor of Management Name Change
- Graduate Certificate in School Leadership and Administration - Administration scolaire - FGSR and FSJ
- Augustana suspensions - 9 Approved in 2 weeks

**Proposed to Government:**
- Thesis-based Masters of Library Information Studies load changes

**Currently with AE undergoing System Coordination Review:**
Request for External review of the Master of Science in Information Security and Privacy and the Master of Science in Information Security and Privacy. from the University of Calgary

16. **Question Period (no documents)**
There were no questions.

**INFORMATION REPORTS**

17. **Items Approved by the GFC Academic Standards Committee by email ballots (non-debatable)**
There were no items.

18. **Information Items Forwarded to Committee Members Between Meetings**
There were no items.

**CLOSING SESSION**

19. **Adjournment**
The Chair adjourned the meeting at 12:00 p.m.
Governance Executive Summary

Action Item

<table>
<thead>
<tr>
<th>Agenda Title</th>
<th>Items Deemed Minor/Editorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A. Transfer Credit Approvals and Denials for October, 2019, Office of the Registrar</td>
<td></td>
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<td>4B. Proposed Changes to Undergraduate Admissions, High School Applicants, Admission from a British-Patterned System, Office of the Registrar</td>
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<tr>
<td>4C. Proposed Changes to Academic Regulations for Undergraduate Students in the Faculty of Engineering</td>
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<table>
<thead>
<tr>
<th>Item</th>
<th>Action Requested</th>
<th>☒ Approval</th>
<th>☐ Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed by</td>
<td>Melissa Padfield, Interim Vice-Provost and Registrar Fraser Forbes, Dean, Faculty of Engineering</td>
<td></td>
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<tr>
<td>Presenter(s)</td>
<td>Tammy Hopper, Vice-Provost (Programs) and Chair, GFC Academic Standards Committee</td>
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</table>

Details

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Provost and Vice-President (Academic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Purpose of the Proposal is (please be specific)</td>
<td>See individual item for detail on proposed changes submitted by Faculties and the Office of the Registrar.</td>
</tr>
<tr>
<td>Executive Summary (outline the specific item – and remember your audience)</td>
<td>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.”</td>
</tr>
</tbody>
</table>

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 >

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:
-
### Resources section Student Participation Protocol

**Those who have been informed:**
- [ ]

**Approval Route (Governance) (including meeting dates):**
- See individual item for Faculty approval information
- GFC ASC October 17, 2019

### Strategic Alignment

<table>
<thead>
<tr>
<th>Alignment with <em>For the Public Good</em></th>
<th>Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrolment Management</strong></td>
<td>☑ Enrolment Management <strong>☑ Student Success</strong></td>
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<td><strong>Faculty and Staff</strong></td>
<td><strong>☐ Faculty and Staff</strong></td>
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<td><strong>Funding and Resource Management</strong></td>
<td><strong>☐ Funding and Resource Management</strong></td>
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<tr>
<td><strong>IT Services, Software and Hardware</strong></td>
<td><strong>☐ IT Services, Software and Hardware</strong></td>
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<td><strong>Leadership and Change</strong></td>
<td><strong>☐ Leadership and Change</strong></td>
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<td><strong>Physical Infrastructure</strong></td>
<td><strong>☐ Physical Infrastructure</strong></td>
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<td><strong>Relationship with Stakeholders</strong></td>
<td><strong>☐ Relationship with Stakeholders</strong></td>
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<td><strong>Reputation</strong></td>
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<td><strong>Research Enterprise</strong></td>
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<td><strong>Safety</strong></td>
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<td><strong>Student Success</strong></td>
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| Legislative Compliance and jurisdiction | Post-Secondary Learning Act (PSLA)  
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<tr>
<td><strong>UAPPOL Admissions Policy</strong></td>
<td><strong>☐ UAPPOL Admissions Policy</strong></td>
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<tr>
<td><strong>GFC Academic Standards Committee (ASC) Terms of Reference</strong></td>
<td><strong>☐ GFC Academic Standards Committee (ASC) Terms of Reference</strong></td>
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1. Attachment A: 2019_10_Approvals and Denials
2. Attachment B: GCE Calendar Changes
3. Attachment C: ENGG Approved Calendar Changes, Oct 2019 - Governance

*Prepared by:* Heather Richholt, Assistant Secretary to GFC, heather.richholt@ualberta.ca
<table>
<thead>
<tr>
<th>Sending Institution</th>
<th>Sending Institution Courses</th>
<th>UofA Courses</th>
<th>Transfer Agreement Footnotes</th>
<th>Comments</th>
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<td>Norquest College</td>
<td>BUSD 1002</td>
<td>ECON 101 (3)</td>
<td>AUECO 101 (3)</td>
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<td></td>
<td>BUSD 1008</td>
<td>ECON 102 (3)</td>
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<td>KINS 338/PSYC 338 (3)</td>
<td>KINS 303 (3)</td>
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</table>
First, although a list of topics is provided, there is no textbook (if any) listed, and 45 total course hours is low vs. a *3 course at the U of A, in Computing Science. Second, CSCR 101 does not map well to CMPUT 101 because 101 covers quite a bit more topics (e.g., binary number representation) and (usually) Python.
### Attachment 1: Calendar - Undergraduate Admissions - High School Applicants: Admission from a British-Patterned System

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
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<tbody>
<tr>
<td><strong>Admission from a British-Patterned System</strong></td>
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<tr>
<td>Applicants must present their General Certificate of Education (GCE) examination results or their equivalents. The minimum requirement for admission is superior standing in the five specific Faculty and program course requirements (see Admission Requirements by Faculty), at least two of which must be at the GCE Advanced Level (A-level) or Advanced Subsidiary Level (AS-level). Some programs require that three subjects must be at the Advanced Level (A-level) or Advanced Subsidiary Level (AS-level). Contact the Office of the Registrar for more details. Final admission is based on completion of required subjects for the General Certificate of Secondary Education (GCSE), International General Certificate of Secondary Education (IGCSE) or Ordinary Level (O-level) qualification; and either the completion of required Advanced Subsidiary Level (AS-level) subjects, and/or the predicted or achieved results in required Advanced Level (A-level) subjects. Transfer credit may be considered for</td>
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<tr>
<td><strong>Admission from a British-Patterned System</strong></td>
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<td>Applicants must present their General Certificate of Education (GCE) examination results or their equivalents. The minimum requirement for admission is superior standing in the five specific Faculty and program course requirements (see Admission Requirements by Faculty), at least three of which must be at the GCE Advanced Level (A-level) or Advanced Subsidiary Level (AS-level). Some programs require that three subjects must be at the Advanced Level (A-level) or Advanced Subsidiary Level (AS-level). Contact the Office of the Registrar for more details. Final admission is based on completion of required subjects for the General Certificate of Secondary Education (GCSE), International General Certificate of Secondary Education (IGCSE) or Ordinary Level (O-level) qualification; and either the completion of required Advanced Subsidiary Level (AS-level) subjects, and/or the predicted or achieved results in required Advanced Level (A-level) subjects. Transfer credit may be considered for</td>
<td></td>
</tr>
</tbody>
</table>
some courses at the Advanced Level (A-level) with a final grade of A or B. Advanced Subsidiary Level (AS-level) courses will not be considered for transfer credit.

**Note:** Final and official General Certificate of Education (GCE) certificates are required in all cases.

For more details, visit [GCE British Curriculum | Undergraduate Admissions & Programs.](#)
<table>
<thead>
<tr>
<th>Academic Regulations</th>
<th>Academic Regulations</th>
</tr>
</thead>
</table>
| [...]
Students admitted to the qualifying year must normally qualify for a specialized program in not more than two terms (one year). Students entering directly from high school or with less than 15.0 units of transfer credit may, subject to space availability, be allowed an additional two terms (one year) to qualify. Students entering with 15.0 or more units of transfer credit must qualify in not more than two terms (one year). In order to qualify, a student must be in satisfactory standing after Fall/Winter and have credit in at least 30.0 units (excluding ENGG 100/ENGG 101) of courses transferable to a specialized program. A student who is offered admission to a specialized program after two terms has qualified and may not continue as a qualifying student. Students who fail to qualify within the indicated number of terms are required to withdraw and are not normally readmitted to the Faculty. [...] |
| 4. Course Load
Students in specialized degree programs are not required to meet any minimum course load requirement except as noted in Marginal Standing-Academic Warning, but must meet the degree time limit as specified in Time Limit for Completion of Degree. A course load less than that required to maintain full time status, as defined in Glossary, may have scholarship eligibility, income tax and student loan implications.
Students in their qualifying year may not normally take a course load with fewer than 37.0 units in Fall/Winter, excluding the 2.0 units for ENGG 100/ENGG 101. |

[...]

A copy of the Faculty of Engineering Regulations regarding appeals may be obtained from the Faculty Office, E6-050 Engineering Teaching and Learning Complex.

17. Engineering Ethics, Practice and Profession:
Students will be afforded only one opportunity to meet the required criteria for achieving credit in scheduled ENGG 100, ENGG 101, or ENGG 400.

<table>
<thead>
<tr>
<th>Academic Regulations</th>
<th>Academic Regulations</th>
</tr>
</thead>
</table>
| [...]
Students admitted to the qualifying year must normally qualify for a specialized program in not more than two terms (one year). Students entering directly from high school or with less than 15.0 units of transfer credit may, subject to space availability, be allowed an additional two terms (one year) to qualify. Students entering with 15.0 or more units of transfer credit must qualify in not more than two terms (one year). In order to qualify, a student must be in satisfactory standing after Fall/Winter and have credit in at least 30.0 units (excluding ENGG 100/ENGG 160) of courses transferable to a specialized program. A student who is offered admission to a specialized program after two terms has qualified and may not continue as a qualifying student. Students who fail to qualify within the indicated number of terms are required to withdraw and are not normally readmitted to the Faculty. [...] |
| 4. Course Load
Students in specialized degree programs are not required to meet any minimum course load requirement except as noted in Marginal Standing-Academic Warning, but must meet the degree time limit as specified in Time Limit for Completion of Degree. A course load less than that required to maintain full time status, as defined in Glossary, may have scholarship eligibility, income tax and student loan implications.
Students in their qualifying year may not normally take a course load with fewer than 37.0 units in Fall/Winter, excluding the 3.1 units for ENGG 100/ENGG 160. |

[...]

A copy of the Faculty of Engineering Regulations regarding appeals may be obtained from the Faculty Office, 9-201 Donadeo Innovation Centre for Engineering.

17. Engineering Ethics, Practice and Profession:
Students will be afforded only one opportunity to pass ENGG 100, ENGG 160 or ENGG 400. Students failing ENGG 100, ENGG 160 or ENGG
Courses: Students failing any of ENGG 100, ENGG 101, or ENGG 400 will be required to complete alternative replacement courses (one replacement course for each instance of ENGG 100, ENGG 101, or ENGG 400 graded as No Credit, NC) at the discretion of the Dean. Such alternative courses will only be approved by the Dean if a student has previously failed to achieve credit in scheduled courses.

Criteria for achieving credit in ENGG 100 or ENGG 101: Proven completion of required safety training through the Office of the Dean, plus successful completion of equivalent course(s) nominated solely at the discretion of the Dean.

400 will be required to complete alternative replacement courses (one replacement course for each instance of ENGG 100, ENGG 160 or ENGG 400 graded as F or No Credit, NC, as appropriate) and/or supplemental work, where appropriate, at the discretion of the Dean. Such alternative courses will only be approved by the Dean if a student has previously failed to achieve credit in scheduled courses.

Criteria for achieving credit in ENGG 160: Proven completion of required safety training through the Office of the Dean, plus successful completion of supplemental work and/or equivalent course(s) nominated solely at the discretion of the Dean.

Rationale:
The Faculty only allows students one chance to take these listed courses (ENGG 100, 160, 400) because of class/room size and block registration in first year. This provides the Dean’s office different means for addressing situations where students have failed these courses.
## Governance Executive Summary

### Action Item

### Agenda Title

Proposed Changes to Undergraduate English Language Proficiency Requirements, Office of the Registrar

### Motion

THAT the GFC Academic Standards Committee recommend that General Faculties Council approve the proposed changes to Undergraduate English Language Proficiency requirements, as submitted by the Office of the Registrar and as set forth in attachment 3, to take effect for fall 2021 admissions.

### Item

<table>
<thead>
<tr>
<th>Action Requested</th>
<th>☐ Approval</th>
<th>☒ Recommendation</th>
</tr>
</thead>
</table>

**Proposed by**

Melissa Padfield, Interim Vice-Provost & University Registrar

**Presenter(s)**

Amy Dambrowitz, Associate Registrar

### Details

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Provost and Vice-President (Academic)</th>
</tr>
</thead>
</table>

**The Purpose of the Proposal is (please be specific)**

The Office of the Registrar is proposing changes to the University Calendar that will increase the level of required English language proficiency for undergraduate admissions.

**Executive Summary (outline the specific item – and remember your audience)**

This proposal will: increase the IELTS minimum band score to 6.0 (currently 5.5) with no change to the current overall score of 6.5.

Raising the undergraduate English Language Proficiency (ELP) requirement for the TOEFL and IELTS is critical to support institutional competitiveness / comparability and the academic success of applicants for whom English is a second or foreign language. The most recent changes to these requirements for undergraduate applicants were approved in 2017. At that time, concerns were raised as to whether the new minimum thresholds were sufficient to ensure student success. It was also noted that the revised ELP requirements at the University of Alberta remained lower than our comparator institutions.

In 2017, the Office of the Registrar committed to revisit minimum ELP requirements after the effects of the increased requirements on application volume and student success could be reviewed. Now, two admission cycles after implementation, we propose to make a second step-change to the university ELP requirements, bringing our ELP requirements into alignment with our peer institutions.

**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>

**Those who are actively participating:**

- The Office of the Registrar
- All faculties that offer undergraduate programs

**Those who have been consulted:**

- The Sub-Committee on International Enrolment Management (SCIEM); August 21, 2019
- The Advisory Committee on Enrolment Management (ACEM); August 23, 2019
Resources section Student Participation Protocol

- The Faculty of Graduate Studies and Research (FGSR); September 3, 2019
- Students’ Union; September 17, 2019

Those who have been informed:
- Office of the Provost & Vice-President (Academic); August 30, 2019

Approval Route (Governance) (including meeting dates)
- ASC-SOS; October 3, 2019
- ASC; October 17, 2019
- APC; October 23, 2019 [For information]
- GFC Executive Committee; November 4, 2019
- GFC; November 25, 2019

Strategic Alignment

Alignment with For the Public Good

Values
We value excellence in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good.

We value learners at all stages of life and strive to provide an intellectually rewarding educational environment for all.

Build
GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.

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 (PSLA)
- GFC Academic Standards Committee Terms of Reference
- GFC ASC Subcommittee on Standards Terms of Reference
- GFC Executive Committee Terms of Reference
- GFC Terms of Reference

Attachments (each to be numbered 1 - <>)
Attachment 1 (page(s) 1): ELP Case for Action
Attachment 2 (page(s) 2): ELP Comparators
Attachment 3 (page(s) 3): ELP Calendar Change

Prepared by: Amy Dambrowitz, Associate Registrar, kdambrow@ualberta.ca; Judith Odhuno-Were, Manager, Applicant Services, judith.odhuno-were@ualberta.ca
Changes to the Undergraduate English Language Proficiency Requirements  
Case for Action 
Fall 2019

Context:
Raising the undergraduate English Language Proficiency (ELP) requirement for the TOEFL and IELTS\(^1\) is critical to support institutional competitiveness / comparability and the academic success of applicants for whom English is a second or foreign language. The most recent changes to these requirements for undergraduate applicants were approved in 2017. At that time, concerns were raised as to whether the new minimum thresholds were sufficient to ensure student success. It was also noted that the revised ELP requirements at the University of Alberta remained lower than our comparator institutions.

At the time of approval, the Office of the Registrar committed to revisit minimum ELP requirements after the effects of the increased requirements on application volume and student success could be reviewed. Now, two admission cycles after implementation, we propose to make a second step-change to the university ELP requirements, bringing our ELP requirements into alignment with our peer institutions.

Key Issues to solve and support:
- Student success
- Institutional competitiveness

Analysis:
- International demand has continued to grow
- Improved first-term performance (Fall 2018 cohort) of students with ELP band scores of 6.0 and above: higher GPAs, more completed courses, fewer GPAs below 2.0
- Based on the Fall 2018 cohort, Engineering and Science losses in registration could be as high as 6.4% and 5.2%, respectively. We did not experience losses in registration after the last ELP increase.

Future state:
- Requirements that improve student success in first year.
- Requirements that improve immigration experience via access to the Study Direct Stream.
- Requirements that are more consistent with comparator institutions.
- Changes to IELTS and TOEFL will have the broadest impact on the applicant pool as they are the two most predominant standardized test presented by applicants.
- IELTS: change minimum band score to 6.0 (currently 5.5) with no change to the current overall score of 6.5.
- TOEFL score to remain at 90 and no change on the minimum band score of 21- The proposed change in the TOEFL score is strictly the equivalent score increase to IELTS in the context of their scoring standard. We have included it here as it is the second most commonly used method of meeting ELP. Most applicants using TOEFL are already meeting this standard.
- Other methods of meeting ELP will be calibrated as needed and brought forth following these changes.

\(^1\) IELTS and TOEFL are the most commonly presented means by which students attempt to meet ELP requirements, representing on average 50% and 10% of the applicant pool each year respectively.
Comparator English Language Proficiency Requirements
Accurate as of August 2019

<table>
<thead>
<tr>
<th>Institution</th>
<th>IELTS</th>
<th>TOEFL(iBT)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Component</td>
<td>Total</td>
</tr>
<tr>
<td>U of A Undergrad</td>
<td>6.5</td>
<td>5.5</td>
<td>90</td>
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<tr>
<td>(current)</td>
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<tr>
<td>U of A Undergrad</td>
<td>6.5</td>
<td>6.0</td>
<td>90</td>
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<td>(proposed)</td>
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<tr>
<td>U of A Grad</td>
<td>6.5</td>
<td>5.5</td>
<td>90</td>
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<tr>
<td>(current)</td>
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<tr>
<td>Institution</td>
<td>Reading</td>
<td>Listening</td>
<td>Speaking</td>
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<tr>
<td>UBC Undergrad</td>
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<td>6</td>
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<td>U of T Undergrad</td>
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<td>6</td>
<td>100</td>
</tr>
<tr>
<td>McGill Undergrad</td>
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<td>90</td>
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<tr>
<td>McMaster Undergrad</td>
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<tr>
<td>Queens University Undergrad</td>
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<td>6</td>
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<table>
<thead>
<tr>
<th>U of C Undergrad</th>
<th>6.5</th>
<th>N/A</th>
<th>86</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing: IELTS 7.0 with no components below a 7.0; TOEFL: 92 with no components below 23</td>
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<tr>
<td>Education: IELTS 8.0 with no components below a 7.0; TOEFL 100 with no components below 27</td>
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<tr>
<td>Current</td>
<td>Proposed</td>
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<tr>
<td><strong>Language Proficiency Requirements</strong></td>
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<tr>
<td><strong>English Language Proficiency</strong></td>
<td><strong>English Language Proficiency</strong></td>
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<tr>
<td>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.</td>
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<tr>
<td>Proficiency in English may be fulfilled in one of the following ways:</td>
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</tr>
<tr>
<td>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).</td>
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</tbody>
</table>
Governance Executive Summary

Action Item

| Agenda Title | Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in Paediatrics, Faculty of Graduate Studies and Research, and Faculty of Medicine and Dentistry |

Motion

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing entrance requirements and academic standing regulations for graduate programs in Medical Sciences – Paediatrics, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

Item

<table>
<thead>
<tr>
<th>Action Requested</th>
<th>☒ Approval ☐ Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed by</td>
<td>Brooke Milne, Vice Provost and Dean, FGSR Dennis Kunimoto, Interim Dean, Faculty of Medicine and Dentistry</td>
</tr>
<tr>
<td>Presenter(s)</td>
<td>Janice Causgrove Dunn, Associate Dean, FGSR Sujata Persad, Graduate Coordinator, Faculty of Medicine and Dentistry, Paediatrics Department</td>
</tr>
</tbody>
</table>

Details

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Provost and Vice-President (Academic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Purpose of the Proposal is (please be specific)</td>
<td>The proposal is before the committee to ensure that all Academic Regulations (entrance/admission requirements and academic standing requirements) for this program are listed in the Calendar.</td>
</tr>
<tr>
<td>Executive Summary (outline the specific item – and remember your audience)</td>
<td>FGSR Calendar compliance. The following revisions have been made to the existing regulations in the Calendar:</td>
</tr>
<tr>
<td></td>
<td>• Ensuring all entrance requirements are in the calendar, including all supporting documentation and application deadlines</td>
</tr>
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<td></td>
<td>• Clarification of Academic Standing requirements</td>
</tr>
<tr>
<td></td>
<td>• Updating formatting and inserting standard calendar wording</td>
</tr>
<tr>
<td></td>
<td>This Calendar update reflects current practice.</td>
</tr>
</tbody>
</table>

Supplementary Notes and context
**Engagement and Routing** (Include meeting dates)

<table>
<thead>
<tr>
<th>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</th>
<th>Those who are actively participating:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Sujata Persad, Graduate Coordinator, Department of Paediatrics, Faculty of Medicine and Dentistry</td>
</tr>
<tr>
<td></td>
<td>• Mikhaila Skehor, Graduate Education Coordinator, Department of Paediatrics, Faculty of Medicine and Dentistry</td>
</tr>
<tr>
<td>&lt;For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a>&gt;</td>
<td>Those who have been consulted:</td>
</tr>
<tr>
<td></td>
<td>• Maria Chia, Graduate Governance and Policy Coordinator</td>
</tr>
<tr>
<td></td>
<td>• Janice Hurlburt, Graduate Governance and Policy</td>
</tr>
<tr>
<td></td>
<td>Those who have been informed:</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Approval Route (Governance) (including meeting dates)</th>
<th>FoMD Graduate Programs Committee (GPC) – June 11, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FoMD Faculty Learning Committee – June 21, 2019</td>
</tr>
<tr>
<td></td>
<td>FoMD Faculty Council Committee – July 9, 2019</td>
</tr>
<tr>
<td></td>
<td>GFC ASC Subcommittee on Standards October 3, 2019</td>
</tr>
<tr>
<td></td>
<td>GFC Academic Standards Committee October 17, 2019</td>
</tr>
</tbody>
</table>

**Strategic Alignment**

| Alignment with For the Public Good | Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports. |
| equal to| |
| 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 | |

<table>
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<tr>
<th>Legislative Compliance and jurisdiction</th>
<th>Post-Secondary Learning Act (PSLA)</th>
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<tbody>
<tr>
<td></td>
<td>UAPPOL Admissions Policy</td>
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<tr>
<td></td>
<td>GFC Academic Standards Committee (ASC) Terms of Reference</td>
</tr>
</tbody>
</table>

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - <>) Department of Paediatrics graduate programs Calendar change request

*Prepared by*: Maria Chia, Graduate Governance and Policy Coordinator, mchia@ualberta.ca
### 2019-2020 University of Alberta Proposed Calendar Graduate Program Changes:

<table>
<thead>
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<th>Proposed</th>
</tr>
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<tbody>
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<td><strong>Graduate Programs</strong></td>
<td><strong>Graduate Programs</strong></td>
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<tr>
<td>Paediatrics [Graduate]</td>
<td>Paediatrics [Graduate]</td>
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<td>...</td>
</tr>
<tr>
<td><strong>Entrance Requirements</strong></td>
<td><strong>Entrance Requirements</strong></td>
</tr>
<tr>
<td>Candidates who wish to apply for either the MSc or PhD program must have a BSc, MSc or MD degree with an 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 a recognized institution.</td>
<td>Candidates who wish to apply for the MSc program must have a BSc or MD degree with an admission GPA of at least 3.3 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</td>
</tr>
<tr>
<td><strong>PhD Program:</strong> Candidates who wish to apply for the PhD program must have an MSc degree or an MD degree (with significant research experience) with an admission GPA of at least 3.3 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution in Canada. The admission GPA will be calculated on the last 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework. International candidates, except those applying from the USA, are not accepted directly to a PhD program. These candidates may request a change of program category to a PhD program after 12 months in the MSc, upon recommendation from their committee.</td>
<td><strong>International candidates, except those applying from the USA, are not accepted directly to a PhD program. These candidates may request a change of program category to a PhD program after 12 months in the MSc, upon recommendation from their committee.</strong></td>
</tr>
</tbody>
</table>

Where applicable (see English Language Requirement), proficiency in English must be demonstrated by one of the following:

- 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 of 70 with at least 70 on each subtest; PTE (Academic) overall minimum score of 65; or IELTS minimum score of 7.5 with at least 6 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:

- 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.
Graduate students in the Department of Paediatrics must also maintain a minimum cumulative program grade point average of 3.0 or higher throughout their program. If the cumulative grade point average falls between 2.3 and 3.0, the Department may recommend termination of the program or continuation in the program for a specified probationary period.

All other proof of English language proficiency will be evaluated on a case by case basis.

Applicants are also required to submit the following:

- Three letters of reference
- A letter of support from the proposed supervisor indicating their agreement to supervise and provide funding
- A current curriculum vitae
- A personal statement

Application deadlines are as follows:

**Canadian Citizen and Permanent Resident Applicants**
- July 1 for September admission
- November 1 for January admission
- February 28 for May admission
- April 30 for July admission

**International Applicants**
- June 1 for September admission
- October 1 for January admission
- January 1 for May admission
- March 1 for July admission

**Academic Standing Requirements**
Graduate students in the Department of Paediatrics must maintain a cumulative grade point average of 3.0 or higher throughout their program. Failure to maintain the required cumulative GPA will normally result in a recommendation by the Graduate Coordinator to FGSR that the student be placed on academic probation or required to withdraw.
The Degree of PhD {Paediatrics} [Graduate] Program Requirements

[...] [moved up to Academic Standing]
Graduate students in the Department of Paediatrics must also maintain a minimum cumulative program grade point average of 3.0 or higher throughout their program.

If the cumulative grade point average falls between 2.3 and 3.0, the Department may recommend termination of the program or continuation in the program for a specified probationary period.

[...]

Justification:
FGSR Calendar compliance. The following revisions have been made to the existing regulations in the Calendar:

- Ensuring all entrance requirements are in the calendar, including all supporting documentation and application deadlines
- Clarification of Academic Standing requirements
- Updating formatting and inserting standard calendar wording

This Calendar update reflects current practice.

Approved by:
FoMD Graduate Programs Committee (GPC) – June 11, 2019
FoMD Faculty Learning Committee – June 21, 2019
FoMD Faculty Council Committee – July 9, 2019
Governance Executive Summary
Action Item

| Agenda Title | Proposal for a New Graduate Embedded Certificate in Maternal and Child Health Research, Faculty of Graduate Studies and Research, and Faculty of Medicine and Dentistry |

Motion
THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, a new Graduate Embedded Certificate in Maternal and Child Health Research, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect September 2019 and to be published in the 2020-2021 Calendar.

Item

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<th>Action Requested</th>
<th>☒ Approval  ☐ Recommendation</th>
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Proposed by
Brooke Milne, Dean and Vice Provost, Faculty of Graduate Studies and Research
Dennis Kunimoto, Interim Dean, Faculty of Medicine & Dentistry

Presenter(s)
Sujata Persad, Associate Professor, FoMD - Paediatrics Dept
Janice Causgrove Dunn, Associate Dean, Faculty of Graduate Studies and Research
Maria Chia, Graduate Governance and Policy Coordinator, FGSR

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 approve a new Graduate Embedded Certificate in Maternal and Child Health Research (MatCHR)</td>
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</table>
| Executive Summary (outline the specific item – and remember your audience) | The Graduate Embedded Certificate in Maternal and Child Health Research is proposed (at the request of the Provost’s office) so that students participating in the existing MatCH scholarship program would have a certificate to acknowledge the additional work that they were doing for the scholarship.

The MatCH scholarship program enables students to have an active role in their academic path by working with three potential supervisors and labs before selecting the supervisor for the duration of their degree, in order to ensure they choose the environment best suited to their interests and goals. It facilitates interdisciplinary interactions between students and faculty from different departments to foster communication and provide increased opportunities for collaborations or joint supervision by multi-disciplinary researchers.

The three departments involved are Paediatrics, Obstetrics & Gynaecology, Medical Genetics in the Faculty of Medicine and Dentistry. Applicants to the Graduate Embedded Certificate in Maternal and Child Health Research must apply to the MSc or PhD program in any one of the three participating departments in the Medical Sciences program. At the time of application they should indicate that they would like to be considered for the MatCH scholarship program.

Students in the Graduate Embedded Certificate in Maternal and Child Health Research are required to complete *9 in coursework (see the
justification page at the end of this package). Students may have to complete more than the minimum degree requirements to qualify for both the degree and the certificate.

All Graduate Embedded Certificate requirements must be completed during the student’s graduate degree program. The embedded certificate will be awarded at the time the students earn their degree.

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:
- Sujata Persad, Associate Professor, FoMD - Paediatrics Dept
- Sarah Hughes Associate Professor, FoMD - Medical Genetics Dept,
- Denise Hemmings, Associate Professor, FoMD - Obstetrics & Gynaecology Dept

Those who have been consulted:
- Hanne Ostergaard, Associate Dean Research, Graduate Programs, FoMD
- Deborah Burshtyn, Vice-Dean, FGSR
- Radha Chari, Chair, Department of Obstetrics & Gynecology, FoMD
- Susan Gilmour, Chair, Department of Paediatrics, FoMD
- Michael Walter, Chair, Department of Medical Genetics, FoMD
- Sandra Davidge, Director, WCHRI (Women and Children’s Health Research Institute)
- Faculty of Graduate Studies and Research (FGSR): Deborah
- Bryan Hogeveen, Vice Dean and Janice Hurlburt Graduate Governance and Policy Coordinator
- Vice - Provost (Programs) Tammy Hopper and Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)
- Andrea Patrick
- Office of the Registrar

Those who have been informed:

Approval Route (Governance) (including meeting dates)

MSGP (Medical Sciences Graduate Program) – June 2019
FoMD Faculty Council – July 9, 2019
FGSR Council – September
GFC ASC Subcommittee on Standards (for discussion) – October 3, 2019
GFC Academic Standards Committee – October 17, 2019

Strategic Alignment

Alignment with For the Public Good
Institutional Strategic Plan - For the Public Good
EXPERIENCE
**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 8:** Create and facilitate co-curricular and extracurricular learning experiences for undergraduate and graduate students that enable their self-discovery and give them the skills to use their talents, creativity, and curiosity to contribute as future citizens and leaders.

**EXCEL**

**OBJECTIVE 11:** "Advance the University of Alberta's reputation for research excellence by pursuing fundamental and original questions and ideas, pushing the frontiers of knowledge, inspiring creative experimentation, driving Innovation, and advancing society."

**ENGAGE**

**OBJECTIVE 17:** "Facilitate, build and support interdisciplinary, cross-faculty and cross-department engagement and collaboration."

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<tr>
<th>Alignment with Institutional Risk Indicator</th>
<th>Please note below the specific institutional risk(s) this proposal is addressing.</th>
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<tbody>
<tr>
<td>☐ Enrolment Management</td>
<td>☑ Relationship with Stakeholders</td>
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<tr>
<td>☐ Faculty and Staff</td>
<td>☑ Reputation</td>
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<tr>
<td>☐ Funding and Resource Management</td>
<td>☐ Research Enterprise</td>
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<tr>
<td>☐ IT Services, Software and Hardware</td>
<td>☐ Safety</td>
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<td>☐ Leadership and Change</td>
<td>☑ Student Success</td>
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<tr>
<td>☐ Physical Infrastructure</td>
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<tr>
<th>Legislative Compliance and jurisdiction</th>
<th>Post-Secondary Learning Act (PSLA)</th>
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<tr>
<td></td>
<td>UAPPOL Admissions Policy</td>
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<td></td>
<td>GFC Academic Standards Committee (ASC) Terms of Reference</td>
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Attachments (each to be numbered 1 - 3)

1. Proposal for Graduate Embedded Certificate in MatCHR, including Calendar change and justification (pages 1-22)

*Prepared by:* Janice Hurlburt, Graduate Governance and Policy Coordinator, jhurlburt@ualberta.ca
This template is to be used for proposals calling for the establishment of new University of Alberta embedded
credit certificates. Embedded credit certificates are taken concurrently with a degree program of the University of
Alberta. (Certificate in Peace and Post-Conflict Studies offered by the Faculty of Arts; Graduate Certificate in
Community-Based Research and Evaluation offered by Faculty of Graduate Studies and Research and Faculty of
Extension.)

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

<table>
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<tr>
<th>Section A: Basics</th>
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<tr>
<td><strong>Program Name</strong></td>
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<td><strong>Sponsoring Faculty/ Academic Unit</strong></td>
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<td><strong>Contact information</strong></td>
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<td><strong>Institution(s)</strong></td>
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<tr>
<td><strong>Units of Course Weight</strong></td>
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<tr>
<th>Program Synopsis</th>
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<tr>
<td>Describe the program. Include curriculum content, target student group, target employment, further education options, etc.</td>
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<tr>
<th>Curriculum *9 credits minimum</th>
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<tr>
<td>1. PAED 600 (*3) Critical Discussion of Biomedical and Clinical Research (see attachment - Description of course)</td>
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<tr>
<td>2. INT D 605 (*3) Interdisciplinary research experience in basic biomedical and clinical settings. (see attachment – Description of course - proposed course). This course is to be generated.</td>
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</table>
3 A third course can be chosen with permission of the student’s supervisory committee and the graduate coordinator of the student’s primary department.

**Target Student Group**
Available only to students who enter graduate studies through the MatCH Scholarship Program who then join either Pediatrics, Obstetrics & Gynecology or Medical Genetics following the first semester in the program.

**Employment**
This Certificate will be advantageous for students interested in pursuing research in quantitative or qualitative biomedical or clinical settings, particularly those focused on maternal and/or child health. As the students will gain an interdisciplinary education through this program, they will be at an advantage for faculty research and teaching positions at academic institutions but will also be at an advantage for positions within health-based organizations such as Alberta Health Services provincially, and other equivalent institutions nationally.

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**Section B: Rationale, Implications and Impact**

<table>
<thead>
<tr>
<th>Rationale for Introduction of Certificate</th>
<th>Currently the University does not have a certificate program for graduate students that provides an interdisciplinary study in both biomedical and clinical-based research, nor one that focuses on maternal and child health. Students who were previously in the MatCH Scholarship Program who have now graduated are of high calibre and have gone on to highly valued positions, e.g. in APrON, an Alberta-wide ongoing study which links clinical and community outreach and further education at the PhD level at other institutions or the University of Alberta. This Certificate will recognize the additional skills that future students in this program obtain as part of their interdisciplinary exposure. Consultations have taken place with faculty in Pediatrics, Obstetrics &amp; Gynecology, Medical Genetics, WCHRI, Alberta Health Services (AHS), Faculty of Medicine and Dentistry (FoMD) and Faculty of Graduate Studies and Research (FGSR). Letters of support are attached from the Associate Dean Research, Graduate Programs (FoMD), the Vice-Dean of FGSR, the Chairs of Pediatrics, Obstetrics &amp; Gynecology, Medical Genetics, and the director of WCHRI.</th>
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| Vision and Academic Plan | This proposal supports the emphasis of the University of Alberta vision, “For the Public Good” as it pertains to graduate students in the MatCH Scholarship Program through:

**Experience: 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.”

**Experience: Objective 8**
Create and facilitate co-curricular and extracurricular learning experiences for undergraduate and graduate students that enable their self-discovery and give them the skills to use their talents, creativity, and curiosity to contribute as future citizens and leaders.” |
**Excel: Objective 11**

"Advance the University of Alberta’s reputation for research excellence by pursuing fundamental and original questions and ideas, pushing the frontiers of knowledge, inspiring creative experimentation, driving Innovation, and advancing society."

**Engage: Objective 17**

"Facilitate, build and support interdisciplinary, cross-faculty and cross-department engagement and collaboration."

This Certificate embodies collaborative cross-department interactions and builds opportunities for cross-disciplinary experiences. As a result of the interdisciplinary experiences obtained, graduate students will gain multiple skills and opportunities to expand their knowledge. They will be able to embark on different types of research which will also expand their general knowledge and skills in these fields. By engaging in cutting-edge quantitative and qualitative research projects, this Certificate will advance the reputation of the University of Alberta, drive innovation and contribute to society. Currently more than 50% of the applicants and those accepted by the MatCH Scholarship Program are from across Canada and the remaining are from several international locations, thus encompassing a diversity of backgrounds. Students must demonstrate excellence in academics (a GPA of at least 3.5) and previous research experience.

### Resource Implications

Identify the resource implications of the proposed embedded credit certificate. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.

- The course PAED 600 and appropriate graduate level courses are currently in place and are currently being offered in the respective primary departments. The *3 INT D 605 Interdisciplinary Research Experience in Basic Biomedical and Clinical Settings will be submitted for approval in the next academic year. As this course encompasses the rotations being carried out by students in their first semester, no further academic staff will be required. The administrator for the MatCH scholarship program is housed in Department of Pediatrics in FoMD. The MatCH administrator is also the Pediatric Postdoctoral Coordinator and no additional administrative costs will be required.

### Enrolment

Outline the expected enrolment for the embedded credit certificate and any potential impacts on course offerings.

- We expect 5 students to be enrolled per year in the Certificate in Maternal and Child Health Research. We expect minimal impact on other course offerings. We have had capacity in PAED 600 for all of the students enrolled in the MatCH Scholarship Program for the last 5 years and thus do not anticipate any issues with this.

### Implications of Introduction of the Credit Certificate

Identify the implications of the proposed embedded credit certificate for the system. For example, will it affect other programs at the U of A, programs at other institutions, etc.?

- We expect the introduction of this Graduate Embedded Certificate to have minimal implications for the University system, and in particular, no adverse effects are foreseen.

### Consultation

Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student Awards, Academic Information and Communication Technologies.

- We have consulted with the FGSR on the approval process, suggestions for clarification in the proposal, calendar submission format and process for how the Certificate is reported once completed. We have also consulted with the Office of the Registrar regarding new courses, graduation/parchment, student services and University Calendar and there were no concerns. Library Administration was
consulted and have provided a statement in the form of a letter indicating that there is no anticipated impact on library services or resources.

<table>
<thead>
<tr>
<th>Appendices</th>
<th>See attached Course Descriptions and FGSR Graduate Programs Calendar Changes Calendar Changes would sit under Medical Sciences with links to the three departments</th>
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<tbody>
<tr>
<td><strong>Appendix A – curriculum and program structure</strong></td>
<td>List course names, numbers, and descriptions. Indicate if the courses are new or existing. Include draft content for the University Calendar.</td>
</tr>
<tr>
<td><strong>Appendix B – other</strong></td>
<td>Include any additional information in support of the proposal including the Library Impact Statement and letters of support.</td>
</tr>
<tr>
<td>See attached Letters of support and statements:</td>
<td>Hanne Ostergaard, Associate Dean Research, Graduate Programs, FoMD Deborah Burshtyn, Vice-Dean, FGSR Radha Chari, Chair, Department of Obstetrics &amp; Gynecology, FoMD Susan Gilmour, Chair, Department of Pediatrics, FoMD Michael Walter, Chair, Department of Medical Genetics, FoMD Sandra Davidge, Director, WCHRI Library Statement</td>
</tr>
</tbody>
</table>
May 14, 2018

Dr. Sujata Persad  
MatCH Scholarship Program Coordinator  
3020R Katz Group Centre for Research  
11315-87 Avenue NW  
Edmonton, AB  
T6G 2H5

Dear Dr. Persad

Re: Graduate Certificate in Maternal and Child Health Research

It is with great pleasure that I provide a letter of support for the application for an embedded certificate for graduate studies in Maternal and Child Health Research. The MaATCH Graduate Program has indeed been an innovative and exciting advance in graduate studies in maternal and child health. It has been incredibly popular with both Canadian and international students. Initially it was seed funded through the Provost’s office and now continuing to be funded through both the University of Alberta and the Stollery Children’s Hospital Foundation. Such an innovative program with its exposure to a broad range of clinical and discovery science in child health, maternal health and medical genetics is indeed a unique opportunity for graduate students both locally, nationally and internationally. This program has proven itself to be a leader within the faculty.

Therefore it is without hesitation as I review the comprehensive applications and materials that I provide my unequivocal support for an embedded certificate for these graduate students.

I remain yours sincerely,

Susan Gilmour, MD, MSc, FRCP(C)  
Professor and Chair, Department of Pediatrics  
University of Alberta  
Stollery Children’s Hospital

SMG/dm
May 9, 2018

RE: letters of support for the embedded certificate for the MatCH program

Dear colleagues,

It is my pleasure to support the new embedded certificate for the Maternal and Child Health Scholarship program (MatCH) program. MatCH, funded by the Office of the Provost, Stollery Children's Hospital Foundation, and the Women’s and Children’s Health Research Institute, is a unique entity within our university. This scholarship program, shared by the Departments of Medical Genetics, Obstetrics and Gynaecology, and Paediatrics, has been a tremendous success in attracting, training, and graduating high calibre graduate students. To build upon this success and provide MatCH students with extended training, the organizers of MatCH are creating an embedded certificate program. An interdisciplinary course will be offered to graduate students who are enrolled in the MatCH Scholarship Program to gain experience in quantitative and/or qualitative biomedical and clinical research settings. This certificate will provide students with increased exposure to different research approaches that will build their knowledge base and understanding of different approaches to research that they will then use within their own graduate program. In addition, critical analysis skills in both basic biomedical, clinical and epidemiological fields will be gained via coursework. This certificate will add value to the MatCH program, increasing the ability to attract and train excellent graduate students. I therefore give my highest degree of support for the embedded certificate for the Maternal and Child Health Scholarship program.

Sincerely,

Michael Walter, PhD
Professor and Chair
Department of Medical Genetics
Department of Obstetrics and Gynecology  
Office of the Chair  

May 24, 2018  

Dr. Denise Hemmings  
Graduate Coordinator  
Department of Obstetrics and Gynecology  
MatCH Co-Coordinator  

Dear Denise,  

As the Chair of one of the three departments involved in the Maternal and Child Health (MatCH) Scholarship Program, I am writing to express our strong support for approval of the Embedded Certificate in Maternal and Child Health to be acquired in association with completion of the MatCH Scholarship Program. MatCH is an innovative approach to training graduate students in interdisciplinary research in the Departments of pediatrics, Medical Genetics and Obstetrics & Gynecology. The emphasis is to provide instruction and experience in bench to bedside experiences that can ultimately lead to knowledge translation. This unique approach has already attracted excellent national and international graduate students to the University of Alberta. MatCH exposes students to basic and clinical research focussed on maternal and child health by incorporating a required research rotation in three different laboratories, required attendance at seminars from various disciplines in each of the three departments and by requiring completion of an interdisciplinary course offered in Pediatrics. MatCH would like to formalize completion of these requirements for students accepted into the MatCH Scholarship Program in the form of an Embedded Certificate in Maternal and Child Health. This certificate would be unique at the University of Alberta.  

I understand that you, as the Graduate Coordinator for our department, have fielded numerous inquiries about MatCH, particularly from high quality international students. We believe that the MatCH Scholarship Program is an excellent way to attract students to strengthen the research component of our department, which is an important strategic direction identified in a recent department retreat. The addition of the Embedded Certificate to formalize completion of the requirements of the MatCH Scholarship Program will make it even more attractive to national and international students.
Our department has already benefited by having excellent students placed in our research laboratories. One student who is partway through her PhD, is highly successful and has already received external funding from multiple agencies. This type of success is the norm for students in the MatCH Scholarship program and demonstrates the benefits of MatCH to our department and to the University of Alberta. Conferring an Embedded Certificate on graduate students to reflect the accomplishment of the MatCH Scholarship requirements will 1) attract more highly qualified students to this Scholarship Program and thereby benefit both students and supervisors; 2) increase the visibility of our department and the University of Alberta to national and international institutions and 3) provide the student with recognition on their CV/transcript that can be emphasized when applying for positions of an interdisciplinary nature. Our department is therefore fully supportive of approving the Embedded Certificate in Maternal and Child Health.

Sincerely,

Radha Chari, MD FRCSC
Associate Professor and Chair
Obstetrics and Gynecology
University of Alberta
May 27, 2018

Sarah Hughes  
Associate Chair – Graduate  
Department of Medical Genetics  
University of Alberta

Dear Sarah,

I am delighted to provide a letter of support for the proposed embedded Graduate Certificate in Maternal and Child Health. The creation of an embedded certificate will allow for formal academic recognition of a unique model of interdisciplinary training in the health and biomedical sciences. Building capacity in maternal and child health with benefit to local, national and global societies clearly aligns institutional goals in the public good.

It is pleasing to see the evolution of this certificate from the MatCH scholarship program initially funded by the Office of the Provost in 2013, with a competitive strategic investment to incent innovation in graduate programs.

The experiential learning component of rotating through three different placements in the three participating departments emphasizes an exposure to biomedical and clinical research methods and provides broad training for students.

I hope the certificate will become a model for others to adopt in developing novel means of interdisciplinary training which superimposes on existing programs and leverages resources to attract the highest caliber of trainees.

I look forward to hearing about the students’ contributions to research and the creative solutions they will bring to what are undeniably issues that impact us all.

Sincerely,

[Signature]
Debby Burshyn, PhD  
Vice-Dean, Faculty of Graduate Studies and Research  
Professor, Medical Microbiology and Immunology
July 12, 2018

Dr. Sujata Persad
Director, Graduate Education
Department of Pediatrics

Dear Dr. Persad:

Re: Graduate Certificate in Maternal and Child Health Research

I am writing to provide my strong support for your proposed Certificate in Maternal and Child Health Research (MatCH). This initiative originated with an innovative Graduate Project grant from the Provost, awarded to you and your team in 2012. This funding allowed students coming to the University of Alberta through one of three graduate specializations (Pediatrics, Medical Genetics and Obstetrics & Gynecology) in the Medical Sciences Graduate Program to work in various laboratories to gain different perspectives in the area of maternal and child health. This program was also strongly supported by the Women & Children’s Health Research Institute (WCHRI). What came out of this initial support was a program that attracted excellent graduate students to the University of Alberta and provided strong interdisciplinary research experience in Maternal and Child Health that enhanced their discipline-based graduate education and training.

The challenge has been how to recognize the interdisciplinary knowledge and experience gained by these students without undermining the departmental discipline-based graduate programs. An embedded certificate has been identified as an excellent way to recognize the breadth of knowledge and experience these students gain as part of MatCH.

A challenge for the FoMD has been how to integrate primarily traditional discipline-based departmental programs with research themed institutes. Embedded certificates may be a mechanism through which we can better bridge departments and institutes. We will evaluate the uptake of this embedded certificate and if highly subscribed, as we predict, will be a model for promoting interdisciplinary research by our students associated with various institutes.

In summary, the FoMD strongly supports the approval of this proposed embedded certificate in MatCH as it is based on an existing successful interdisciplinary relationship.

Please do not hesitate to contact me should you have any questions.

With regards,

Hanne Ostergaard, PhD
Associate Dean Research, Graduate Programs
May 28, 2018

Denise Hemmings, PhD
Associate Professor and Graduate Program Coordinator
Department of Obstetrics and Gynecology
227B Heritage Medical Research Building
University of Alberta

Dear Dr. Hemmings,

As the Executive Director of the Women and Children’s Health Research Institute (WCHRI) at the University of Alberta, I would like to express my strong support for the creation of an embedded credit certificate in maternal and child health research (MatCH scholarship program).

The MatCH scholarship program represents a novel approach to training of graduate students with a strong focus on interdisciplinary collaboration. By establishing the program as an embedded credit certificate, the University will be creating a unique specialization opportunity for high caliber research trainees; an opportunity that is focused on an area of strategic importance provincially, nationally, and internationally.

WCHRI has been a supportive and active partner in the MatCH scholarship program since its inception; this support will continue as the program transitions to an embedded credit certificate. As of April 2018, approximately $47K in funding remains in the MatCH scholarship program partnership research account sponsored by WCHRI. WCHRI will provide a no cost extension to the program (contingent on continued program support from the University) in order to fund MatCH students in the Department of Obstetrics & Gynecology pursuing research in maternal health.

WCHRI will also provide the following support to the MatCH scholarship program in order to improve integration and coordination:
- Participation in MatCH scholarship program orientation activities in order to maximize student awareness of and access to WCHRI.
- Future opportunity for program leads to apply for supplementary funding through WCHRI partnership program (should existing funds be exhausted) on a case by case basis in order to support scholarships for students in the maternal health stream.
- Access to WCHRI communications team in order to highlight MatCH scholarship program and MatCH trainees in coordination with participating departments and funding partner(s).

Part of WCHRI’s mandate is to provide support for its members to ensure their ongoing success. All MatCH scholarship program trainees will be invited to become in-training members of WCHRI. As in-training members, the MatCH scholarship program trainees will have access to:
- Funding opportunities: WCHRI graduate studentship and trainee travel awards.
- Research dissemination and knowledge translation support: annual WCHRI research day, public engagement and presentation opportunities, graduate student booklet, Lunch & Share sessions.
- Learning and skill building opportunities: Lunch & Learn seminar series, patient and community engagement training (PaCET), trainee advisory committee.

5-083 Edmonton Clinic Health Academy (ECHA) 11405-87 Avenue Edmonton, Alberta, Canada T6G 1C9
780.248.5602 TEL | 780.248.5616 FAX | wchri@ualberta.ca | www.wchri.org
Research consultation services: biostatistics, machine learning, REDCap and database development.

WCHRI is pleased to continue its support for this program and we are delighted to see the MatCH scholarship program formally recognized by the University through an embedded credit certificate!

Sincerely,

Sandra Davidge, PhD
Executive Director
Women and Children’s Health Research Institute
# Library Impact Statement

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

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

<table>
<thead>
<tr>
<th>Library Contact:</th>
<th>Date: May 22, 2018</th>
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<tbody>
<tr>
<td>Name: Janice Kung</td>
<td></td>
</tr>
<tr>
<td>Library Unit: Scott Health Sciences Library</td>
<td>Email: <a href="mailto:janice.kung@ualberta.ca">janice.kung@ualberta.ca</a></td>
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<tr>
<th>Program Proposal Contact:</th>
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<tbody>
<tr>
<td>Name: Dr. Sarah Hughes</td>
<td>Dept./School: Department of Medical Genetics</td>
</tr>
<tr>
<td>Faculty: Faculty of Medicine &amp; Dentistry</td>
<td>E-mail: <a href="mailto:shughes1@ualberta.ca">shughes1@ualberta.ca</a></td>
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<th>Proposed Program Changes:</th>
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<tr>
<td>New Course - INT D 605 – Interdisciplinary research experience in basic biomedical and clinical settings. +3 (fi6) (either, 0-3-0)</td>
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An Interdisciplinary course for graduate students who are enrolled in the MatCH Scholarship Program to gain experience in quantitative or qualitative biomedical and clinical research settings. The course will involve three 4 to 6 weeks rotations in different laboratory settings within the Departments of Pediatrics, Obstetrics & Gynecology or Medical Genetics. Students will also attend the general seminar series of each Department once per month, a total of three per month. Students will be graded based on participation and written assignments based on each rotation. Enrollment must be approved by course coordinators.

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<th>Library Service or Resource</th>
<th>Description of Library Impact</th>
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<td>Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)</td>
<td>Instruction related to INT D 605 may be useful for students in program. The library offers a range of drop in research workshops throughout the academic year to assist students with their research needs. In addition, online instructional guides and tutorials are accessible via the Library website to support the research process. Course/assignment specific instruction is also available. Please contact Janice Kung, the subject librarian, to arrange.</td>
</tr>
<tr>
<td>Reference assistance (e.g., ongoing one-on-one help)</td>
<td>Health sciences librarians are available for one-to-one consultations by appointment for specialized research support. In addition, general reference</td>
</tr>
<tr>
<td>Collections – reserves, print, electronic (note any impacts on simultaneous users, licensing considerations etc.)</td>
<td>The Library's current subscriptions to print and electronic journals and books should adequately support this program. Any items that are not available and/or accessible through the Library can be requested through Interlibrary Loan. The Library subscribes to the major journals and electronic resources with particular relevance to this program. Submit course reading list and reserve requests online. The library will respond within 5 business days with persistent links to online library resources on your reading list. Print only items will be referred to our Reserve staff and processed within 10 days.</td>
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<tr>
<td>Physical facilities (e.g., sufficient room for group work; in-library work, etc.)</td>
<td>Physical facilities are in place to support student research needs. There are bookable group and individual study spaces, as well as collaborative study spaces in all UAL library locations.</td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>

X Proposal has an impact on the Library and can be supported.  
☐ Proposal can be supported with additional resources; see attached details.  
☐ Proposal has no impact on the Library.

Unit Head Signature:  
Assistant University Librarian Signature:

Date: May 28, 2013
The Graduate Embedded Certificate in Maternal and Child Health Research

The Graduate Embedded Certificate in Maternal and Child Health Research is for students in the MatCH scholarship program. It encompasses basic science, clinical, epidemiology and health services research in the departments of Medical Genetics, Paediatrics, Obstetrics and Gynecology as part of the Medical Sciences Graduate Program.

The Certificate will provide students with additional training specific to maternal and child health including:

- critical analysis of interdisciplinary biomedical and clinical research;
- laboratory experience through rotations in three laboratories spanning multiple aspects of biomedical and/or clinical research to facilitate their final departmental placement; and
- aspects specific to Paediatrics, Obstetrics & Gynecology, or Medical Genetics depending upon the primary department that the student enters following the rotation semester.

**Entrance Requirements**

Applicants to the Graduate Embedded Certificate in Maternal and Child Health Research must apply to the MSc or PhD program in any one of the three participating departments in the Medical Sciences program. At the time of application they should indicate that they would like to be considered for the MatCH scholarship program.

Applicants must have an admission GPA of at least 3.5 on a 4-point scale from the University of Alberta. The
admission GPA will be calculated on the last 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.

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

All other proof of English language proficiency will be evaluated on a case by case basis.

Students requesting the MatCH scholarship program must also submit
- a curriculum vitae,
- a personal statement,
- three letters of reference,
- a list of five investigators/laboratories that they would be interested in working with.

Admission is competitive and dependent on funding availability and the quota for the year.

Application deadlines:
- September - Deadline for Application May 1
- January - Deadline for Application, October 1

Program Requirements

Students in the Graduate Embedded Certificate in Maternal and Child Health Research are required to complete 9 in coursework. Students may have to complete more than the minimum degree requirements to qualify for both the degree and the certificate.

Required Courses
- INT D 605 (3) Interdisciplinary research experience in basic biomedical and clinical settings.
  - This course must be taken in the first term of the degree program. Lab rotation will be based as much as possible on the student’s stated preferences
- PAED 600 (3) Seminar Course in Paediatric Sciences (Critical Discussion of Biomedical and Clinical Research)
Elective Course

- One 3 course, relevant to women’s and children’s health, subject to approval by the student’s supervisory committee and the graduate coordinator in the student’s primary department.

At the end of the first term of their degree program students may be matched to one of the three areas of rotation that they pursued as their primary department for the certificate. In the event that the certificate department is different than the degree department, students may request a change of program department.

Length of Program

All Graduate Embedded Certificate requirements must be completed during the student’s graduate degree program. The embedded certificate will be awarded at the time the students earn their degree.

Paediatrics [Graduate]

Graduate Program Requirements

The Degree of MSc (Paediatrics) [Graduate]

Program Requirements

Required courses depend on the area of specialization and the undergraduate background of the student; however, the MSc program normally consists of 9 and a thesis. Course requirements are based on recommendations from the graduate studies director, the supervisor, and the supervisory committee. A minimum of 9 in graded graduate-level courses listed in the Medical Sciences Graduate Program Approved Course Listing, or approved equivalent, is required. Graduate students in the Department of Paediatrics must also maintain a minimum cumulative program grade point average of 3.0 or higher throughout their program. If the cumulative grade point average falls between 2.3 and 3.0, the Department may recommend termination of the program or continuation in the program for a specified probationary period. See Medical Sciences for additional information on the Paediatrics MSc program.

Paediatrics [Graduate]

Graduate Program Requirements

The Degree of MSc (Paediatrics) [Graduate]

Program Requirements

Required courses depend on the area of specialization and the undergraduate background of the student; however, the MSc program normally consists of 9 and a thesis. Course requirements are based on recommendations from the graduate studies director, the supervisor, and the supervisory committee. A minimum of 9 in graded graduate-level courses listed in the Medical Sciences Graduate Program Approved Course Listing, or approved equivalent, is required. Graduate students in the Department of Paediatrics must also maintain a minimum cumulative program grade point average of 3.0 or higher throughout their program. If the cumulative grade point average falls between 2.3 and 3.0, the Department may recommend termination of the program or continuation in the program for a specified probationary period. See Medical Sciences for additional information on the Paediatrics MSc program.

Students in the Maternal and Child Health (MatCH) scholarship program are also admitted to the Graduate Embedded Certificate in Maternal and Child Health.
The Degree of PhD (Paediatrics) [Graduate]

Program Requirements

For students entering the PhD program after a BSc degree, the minimum course requirement is ★12 of graded graduate level courses listed in the Medical Sciences Graduate Program Approved Course listing, or approved equivalent is required. For students entering the PhD program after a MSc degree, the minimum course requirement is ★6 of graded graduate level courses listed in the Medical Sciences Graduate Program Approved Course listing, or approved equivalent.

Graduate students in the Department of Paediatrics must also maintain a minimum cumulative program grade point average of 3.0 or higher throughout their program. If the cumulative grade point average falls between 2.3 and 3.0, the Department may recommend termination of the program or continuation in the program for a specified probationary period.

See Medical Sciences for additional information on the Paediatrics PhD program.

Research. See Medical Sciences [link to the above] for the requirements and the MatCH website [link] for more information on the program.

[...]

The Degree of PhD (Paediatrics) [Graduate]

Program Requirements

For students entering the PhD program after a BSc degree, the minimum course requirement is ★12 of graded graduate level courses listed in the Medical Sciences Graduate Program Approved Course listing, or approved equivalent is required. For students entering the PhD program after a MSc degree, the minimum course requirement is ★6 of graded graduate level courses listed in the Medical Sciences Graduate Program Approved Course listing, or approved equivalent.

Graduate students in the Department of Paediatrics must also maintain a minimum cumulative program grade point average of 3.0 or higher throughout their program. If the cumulative grade point average falls between 2.3 and 3.0, the Department may recommend termination of the program or continuation in the program for a specified probationary period.

See Medical Sciences for additional information on the Paediatrics PhD program.

Students in the Maternal and Child Health (MatCH) scholarship program are also admitted to the Graduate Embedded Certificate in Maternal and Child Health Research. See Medical Sciences [link to the above] for the program requirements and the MatCH website [link] for more information on the program.

Medical Genetics [Graduate]

[...]

Graduate Program Requirements

[...]

The Degree of MSc (Medical Genetics) [Graduate]

Program Description

The general description for the MSc in Medical Sciences (Medical Genetics) is as presented for all MSc programs in Medical Sciences (see The Degree of MSc).

Medical Genetics [Graduate]

[...]

Graduate Program Requirements

[...]

The Degree of MSc (Medical Genetics) [Graduate]

Program Description

The general description for the MSc in Medical Sciences (Medical Genetics) is as presented for all MSc programs in Medical Sciences (see The Degree of MSc).

Students in the Maternal and Child Health (MatCH) scholarship program are also admitted to the Graduate Embedded Certificate in Maternal and Child Health Research. See Medical Sciences [link to the above] for the program requirements and the MatCH website [link] for more information on the program.
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Students in the Maternal and Child Health (MatCH) scholarship program are also admitted to the Graduate Embedded Certificate in Maternal and Child Health Research. See Medical Sciences [link to the above] for the program requirements and the MatCH website [link] for more information on the program.

| Justification: |
| Approved by: |
MatCHR (Maternal and Child Health Research) Graduate Embedded Certificate

Justification for *9 instead of *12

The MatCHR Graduate Embedded Certificate was proposed (at the request of the Provost’s office) so that students participating in the existing MatCH scholarship program would have a certificate to acknowledge the additional work that they were doing for the scholarship.

MatCHR scholarship requirements are PAEDS 600 (*3) and attendance in at least 2 seminars per month. The seminar requirement has been made into a new course - INT D 605 (*3).

The work for the scholarship program is IN ADDITION to the minimum course requirements for the MSc or PhD programs in Pediatrics, Obstetrics and Gynecology, and Medical Genetics. For the certificate the final *3 course is an elective which will count towards both the certificate and the degree program.

The MatCHR Graduate Embedded Certificate proposal is being put forward with a requirement of *9. Originally *9 was the minimum requirement set for all Graduate Embedded Certificates. When Advanced Education changed the requirement for stand-alone certificates to *12, the minimum requirement for the embedded certificates was also changed to *12. The MatCHR certificate proposal was initiated when the requirement was still set at *9.

The best justification for this to go forward as is is that the professional body already recognizes the validity of the work with just *9 ie. we don’t need to make it *12 to obtain credibility. The community has recognized the competencies gained through participation in the MatCHR program and it is accepted practice in its current form.

In addition, for almost all other Graduate embedded certificates, all coursework for the certificate also counts as coursework for the degree program. The MatCHR certificate requires *6 of additional coursework beyond the minimum degree requirements.

Finally, the minimum course requirement for an MSc in OBGYN is *3. If the certificate was to require an additional *3 course (total of *12), it would be require even more additional coursework for MatCHR students who start in or end up in the OBGYN stream.
Item No. 8

Governance Executive Summary
Action Item

<table>
<thead>
<tr>
<th>Agenda Title</th>
<th>Proposed Changes to Existing Entrance Requirements for Undergraduate Programs in the Faculty of Science</th>
</tr>
</thead>
</table>

Motion I

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to admission and readmission requirements for undergraduate programs in the Faculty of Science, as submitted by the Faculty of Science and set forth in Attachment 1, to be published in the 2020-2021 Calendar and to take effect fall 2021.

Item

<table>
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<tr>
<th>Action Requested</th>
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<td>Proposed by</td>
<td>Matina Kalcounis-Rueppell, Dean, Faculty of Science</td>
</tr>
<tr>
<td>Presenter(s)</td>
<td>Gerda de Vries, Associate Dean (Undergraduate), Faculty of Science</td>
</tr>
</tbody>
</table>

Details

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<th>Responsibility</th>
<th>Provost and Vice-President (Academic)</th>
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<td>The Purpose of the Proposal is (please be specific)</td>
<td>To seek approval for the proposed changes to the BSc General regulations in regards to admission requirements.</td>
</tr>
<tr>
<td>Executive Summary (outline the specific item – and remember your audience)</td>
<td>Removing admission with an AGPA of 2.7 on ★18:</td>
</tr>
<tr>
<td></td>
<td>Our competitive AGPA for postsecondary transfer students (without a prior Required To Withdraw) was 2.8 on at least ★24 last year and likely will be similar this year and for the foreseeable future.</td>
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Supplementary Notes and context

<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<table>
<thead>
<tr>
<th>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</th>
<th>Those who are actively participating:</th>
</tr>
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<tbody>
<tr>
<td>&lt;For information on the protocol see the Governance Resources section Student Participation Protocol&gt;</td>
<td>• GFC ASC SOS</td>
</tr>
<tr>
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<td>• GFC ASC</td>
</tr>
<tr>
<td></td>
<td>Those who have been consulted:</td>
</tr>
<tr>
<td></td>
<td>• Martin Pasev, VP Academic, Interdepartmental Science</td>
</tr>
<tr>
<td></td>
<td>• Chairs’ Council</td>
</tr>
<tr>
<td></td>
<td>• Science Faculty Council</td>
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<tr>
<td></td>
<td>• Students’ Society</td>
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<tr>
<td></td>
<td>Those who have been informed:</td>
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<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td>Approval Route (Governance) (including meeting dates)</td>
<td>Chairs’ Council: May 16, 2019</td>
</tr>
<tr>
<td></td>
<td>Science Faculty Council: May 23, 2019</td>
</tr>
</tbody>
</table>
### Strategic Alignment

**Alignment with For the Public Good**

| GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. 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 |
| GFC Academic Standing Committee Terms of Reference |

Attachments (each to be numbered 1 - <>)

1. Attachment 1 - 2019-05-17 Calendar Changes (pages 1 - 6)

*Prepared by*: Nicolette Anderson, Executive Secretary, Faculty of Science, Dean’s Office, nicolette.anderson@ualberta.ca
## CALENDAR CHANGE REQUEST FORM

Highlight type of change request below:

1. Course Change (new course, change to existing course, course deletion)
2. Editorial Change (basic editing)
3. Admission Requirement
4. Program Change
5. Faculty Regulations

<table>
<thead>
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<th>PROPOSED</th>
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<td>Undergraduate Admission &gt; Admission Requirements by Faculty &gt; Faculty of Science &gt; Postsecondary Transfer Students</td>
<td>Undergraduate Admission &gt; Admission Requirements by Faculty &gt; Faculty of Science &gt; Postsecondary Transfer Students</td>
</tr>
</tbody>
</table>

Strike through and highlight deletions

Underline and highlight additions

### Postsecondary Transfer Students

1. All postsecondary transfer applicants must meet the admission subject requirements as outlined in Required Grade 12 Admission Subjects to be eligible for consideration. They must be in satisfactory standing by the standards of the Faculty of Science (see Academic Standing) and present a competitive Admission Grade Point Average (AGPA). Applicants who have been required to withdraw from the Faculty of Science at the University of Alberta and have discontinued studies as outlined in Academic Standing are also eligible for consideration. In determining the AGPA of any applicant, all attempted courses are deemed 'transferable' if they are transferable to the University of Alberta. If an applicant has
repeated a course in which they previously obtained a passing grade at any institution, the repeated instance is not considered transferable and its grade will not be used in determining the AGPA. Transfer credit will be given for university transferable coursework with a minimum grade of C- as applicable to the applicant's degree program in the Faculty of Science.

a. **Applicants who have never been required to withdraw** (or equivalent by the standards of the Faculty of Science) in their postsecondary education and who have successfully completed ★24 or more transferable to the University of Alberta may be considered for admission or readmission on the basis of their AGPA and any other admission requirements applicable to the program that they are seeking.

b. **Applicants who have never been required to withdraw** (or equivalent by the standards of the Faculty of Science) in their postsecondary education and who have successfully completed between ★9 and ★23.9 transferable to the University of Alberta may be considered for admission on the basis of both their high school average on the five required courses and their postsecondary AGPA. In order to be considered, both the high school average and the postsecondary AGPA must meet the competitive averages required for the program. Applicants with less than ★9 of transferable postsecondary work may be considered for admission using only their high school average on the five required courses.

c. **Applicants with one previous requirement to withdraw** (or equivalent by the standards of the Faculty of Science) in their postsecondary education and who have chosen to requalify for admission by taking further postsecondary work may be considered for admission or readmission on the basis of their postsecondary AGPA and any other admission requirements applicable to the program that they are seeking.
readmission as follows: Subsequent to having been required to withdraw, such applicants must present ★18 transferable to the University of Alberta with a minimum AGPA of at least 2.7 or ★24 transferable to the University of Alberta with a competitive AGPA.

d. **Applicants with one previous requirement to withdraw from the Faculty of Science who have discontinued studies for at least one year** may be considered for Fall readmission to the BSc General program on probation, subject to terms specified by the Associate Dean, Undergraduate. For students who have chosen to discontinue studies, if any coursework was attempted at any institution during this period, the grades may be taken into consideration for readmission purposes, but transfer credit will not be granted.

e. **Applicants who have failed Probation in the Faculty of Science or have been twice required to withdraw** (or equivalent by the standards of the Faculty of Science) in their postsecondary education may seek consideration for readmission after a minimum five year period by submitting a written petition for readmission to the Associate Dean, Undergraduate. A formal application for readmission to the University of Alberta must be made by the appropriate deadline. If admission is offered, it will be on probation, subject to conditions specified by the Associate Dean, Undergraduate. Applicants who have been required to withdraw three times (or the equivalent by the standards of the Faculty of Science) are ineligible for readmission to the Faculty of Science. Applicants who have been expelled from any postsecondary institution are ineligible for admission to the
### CURRENT

[https://calendar.ualberta.ca/content.php?catoid=29&navoid=7266#academic-standing](https://calendar.ualberta.ca/content.php?catoid=29&navoid=7266#academic-standing)

The Faculties > Faculty of Science > Faculty Regulations > Academic Standing

### PROPOSED

[https://calendar.ualberta.ca/content.php?catoid=29&navoid=7266#academic-standing](https://calendar.ualberta.ca/content.php?catoid=29&navoid=7266#academic-standing)

The Faculties > Faculty of Science > Faculty Regulations > Academic Standing

----

### Academic Standing

1. 2. ...
3. **Requirement to Withdraw and Readmission**
   
   Students who are required to withdraw cannot continue or register in subsequent terms beyond Spring. If they wish to continue studies in the Faculty of Science, they must choose one of the following mutually exclusive options. Admission to the Faculty of Science is competitive. The number of readmissions to the Faculty is limited. Presentation of the minimum admissions requirements does not assure admission.

   a. **Fresh Start Program**: is available by recommendation of the Faculty to students whose GPA is between 1.3 and 1.6 and have taken less than ★60 of postsecondary work. Students who been on probation or have more than one requirement to withdraw or their equivalents, or who have been sanctioned for any academic-related disciplinary offence at this University or elsewhere are not eligible for the Fresh Start program. A minimum of ★18 with a minimum GPA of 2.7 or a minimum of ★24 with a minimum GPA of 2.0 must be successfully completed in the Fresh Start program to be considered for readmission to the Faculty of Science. The Faculty may also specify course requirements to be fulfilled. Students

---
who successfully complete the Fresh Start program may apply for readmission as transfer students (see Postsecondary Transfer Students).

b. Discontinue Studies and Apply for Fall Readmission: Students in the Faculty of Science who are being required to withdraw for the first time in their academic record may elect to discontinue studies for a minimum period of one year and then apply for Fall readmission. Should any coursework be attempted at any institution during this period, the grades may be taken into consideration for readmission purposes, but transfer credit will not be granted.

Students in the Faculty of Science who have failed probation or been twice required to withdraw or equivalent by Faculty of Science standards may discontinue their studies for a period of five years from the date of last attendance and seek consideration for Fall readmission by writing a letter of petition to the Associate Dean, Undergraduate. Readmission, if offered, will be on probation, subject to conditions specified by the Associate Dean, Undergraduate.

Students who have been required to withdraw three times or equivalent are ineligible for readmission to the Faculty of Science.

c. Requalify: Students who are being required to withdraw for the first time in their academic record may elect to requalify by successfully completing at another postsecondary institution:

i. ★18 of postsecondary courses transferable to the University of Alberta with a minimum GPA of 2.7, or

ii. ★24 of postsecondary courses transferable to the University of Alberta with the minimum competitive GPA.
**Rationale for change:** (Not required for course deletion or editorial changes)

Our competitive AGPA for postsecondary transfer students (without a prior Required To Withdraw) was 2.8 on at least ★24 last year and likely will be similar this year and for the foreseeable future.

In fairness to those students, we should not admit students with a prior Required To Withdraw and who now present an AGPA of 2.7 on ★18.
Governance Executive Summary
Action Item

| Agenda Title | Proposed Changes to Existing Academic Standing Regulations for Undergraduate Programs in the Faculty of Science |

**Motion I**

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to academic regulations for undergraduate programs in the Faculty of Science, as submitted by the Faculty of Science and set forth in Attachments 1-3, to be published in the 2020-2021 Calendar and to take effect upon approval.

**Item**

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Matina Kalcounis-Rueppell, Dean, Faculty of Science

**Presenter(s)**  
Gerda de Vries, Associate Dean (Undergraduate), Faculty of Science

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Current BSc General regulations do not indicate when students need to declare their major and/or minor. We need to inform students when this needs to be declared, and at what point they cannot change their major/minor in order to graduate within a reasonable time.

**Rationale for the change pertaining to deferred standing for students in the BSc General program:**

Currently, there is ambiguity for students in their final F/W with a GPA < 2.0 on < ★9 who have met all graduation requirements except the requirement that they are in Satisfactory Standing. These students receive Deferred Standing, which cannot be appealed. They also are denied graduation (because they need to be in Satisfactory Standing in order to graduate). Denial of graduation can be appealed, but it really is the academic standing that needs to be addressed.

With the proposed change, students in their final F/W with a GPA < 2.0 on < ★9 who have met all graduation requirements except the requirement that they are in satisfactory standing will be assigned Academic Warning (GPA between 1.7 and 1.9) or Required To Withdraw (GPA 1.6 or below). This is the appropriate signal that students in this situation first must return to Satisfactory Standing before they can graduate.

**Application to Graduate:**

We include the ability for the Faculty of Science to apply to graduate on behalf of students who have met degree requirements, in order to stay within the time-to-completion 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)

Those who are actively participating:
- GFC ASC SOS
- GFC ASC

Those who have been consulted:
- Martin Pasev, VP Academic, Interdepartmental Science
- Chairs’ Council
- Science Faculty Council
- Students’ Society

Those who have been informed:
-

Approval Route (Governance)  
(including meeting dates)

Chairs’ Council: May 16, 2019
Science Faculty Council: May 23, 2019
GFC ASC Subcommittee on Standards, October 3, 2019
GFC Academic Standards Committee, October 17, 2019

Strategic Alignment

Alignment with For the Public Good

GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.
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
☐ 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 Standing Committee Terms of Reference

Attachments (each to be numbered 1 - <>)

1. Attachment 1 - 2019-05-17 Calendar Changes (pages 1 - 2)
2. Attachment 2 – 2079-05-17 Calendar Changes (pages 1 - 2)
3. Attachment 3 – 2079-05-17 Calendar Changes (page 1)

Prepared by: Nicolette Anderson, Executive Secretary, Faculty of Science, Dean’s Office, nicolette.anderson@ualberta.ca
Academic Standing

1. Academic standing is used to determine the eligibility of students to continue or graduate from their programs. The academic standing of all students in the Faculty of Science is assessed annually on the basis of the Grade Point Average (GPA) calculated on all coursework attempted in the Fall/Winter. Spring and Summer work is not included. The assessment of students in BSc Specialization and BSc Honors programs also takes into consideration the minimum course load requirements of the particular program, as well as any specific grade or GPA requirements.

For students in the BSc General program, the Faculty may defer the assessment of academic standing for one Fall/Winter for students who attempt less than ★9. In such cases, the academic standing assigned at the last assessment remains in effect until the next assessment.

Academic Standing

1. Academic standing is used to determine the eligibility of students to continue or graduate from their programs. The academic standing of all students in the Faculty of Science is assessed annually on the basis of the Grade Point Average (GPA) calculated on all coursework attempted in the Fall/Winter. Spring and Summer work is not included. The assessment of students in BSc Specialization and BSc Honors programs also takes into consideration the minimum course load requirements of the particular program, as well as any specific grade or GPA requirements.

For students not in their final Fall/Winter in the BSc General program, the Faculty may defer the assessment of academic standing for one Fall/Winter for students who attempt less than ★9. In such cases, the academic standing assigned at the last assessment remains in effect until the next assessment.
2. …

Rationale for change: (Not required for course deletion or editorial changes)

Currently, there is ambiguity for students in their final F/W with a GPA < 2.0 on < ★ 9 who have met all graduation requirements except the requirement that they are in Satisfactory Standing. These students receive Deferred Standing, which cannot be appealed. They also are denied graduation (because they need to be in Satisfactory Standing in order to graduate). Denial of graduation can be appealed, but it really is the academic standing that needs to be addressed.

With the proposed change, students in their final F/W with a GPA < 2.0 on < ★ 9 who have met all graduation requirements except the requirement that they are in satisfactory standing will be assigned Academic Warning (GPA between 1.7 and 1.9) or Required To Withdraw (GPA 1.6 or below). This is the appropriate signal that students in this situation first must return to Satisfactory Standing before they can graduate.
Each student must complete a Science major.

Each student must complete a Science major. See below for specific course requirements in each major subject area of concentration. With the exception of the Physical Science major, which requires ★42, all Science majors require a minimum of ★36 with at least ★12 in 300-level or higher courses taken while registered in the Faculty of Science at the University of Alberta.

Each student must also either:

a. complete a second Science major. Students who complete a second Science major will not have a minor. The Double Majors will be recorded on the student transcript; or
b. complete a minor. With exception of the Physical Sciences minor, which requires ★27, all minors must have at least ★24 with at least ★6 in 300-level or higher courses taken while registered in the Faculty of Science at the University of Alberta. The minor may be in Science (see below), in an Arts subject area of concentration (see BA Honors and BA Major/Minor Requirements), in one of a select number of Agricultural, Life and Environmental Sciences subject areas of concentration (see BSc General—Minor in Agricultural, Life.
and Environmental Sciences), or in Business (see BSc General—Minor in Business). For non-Science minors, students are responsible for meeting both the Faculty of Science minor requirements and any outside Faculty or department-specified course requirements. For information about admission to the Business minor, see BSc General—Minor in Business.

Students must declare their major(s) and minor to the Science Undergraduate Student Services Office following the accumulation of *60 of course weight of their BSc program, though it is to a student's advantage to declare the major(s) as soon as possible. Students are not permitted to change their major or minor once they have accumulated *90 in their BSc program except with the written permission of the Associate Dean Undergraduate. See Statement of Major/Minor form in SciForms.

**Rationale for change:** (Not required for course deletion or editorial changes)

Our current BSc General regulations do not indicate when students need to declare their major and/or minor. We need to inform students when this needs to be declared, and at what point they cannot change their major/minor in order to graduate within a reasonable time.
<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
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<tbody>
<tr>
<td>The Faculties &gt; Faculty of Science &gt; Faculty Regulations &gt; Graduation</td>
<td>The Faculties &gt; Faculty of Science &gt; Faculty Regulations &gt; Graduation</td>
</tr>
</tbody>
</table>

**Graduation**

1. **Application for Graduation**
   Students must be in satisfactory standing in their program (i.e., meet the continuation requirements in their final Fall/Winter) in order to graduate. Students who intend to receive a BSc (General, Specialization, or Honors) Degree must apply for the Degree on Bear Tracks ([https://www.beartracks.ualberta.ca](https://www.beartracks.ualberta.ca)) by February 1 for Spring Convocation or by September 1 for Fall Convocation. All official transcripts from other postsecondary institutions are due by May 1 for Spring Convocation or by October 1 for Fall Convocation.
   Students who intend to apply for admission to an alternate degree program in the Faculty of Science for convocation purposes only must meet all of the admission, continuation, residency and graduation criteria for that BSc program.

   **Rationale for change:** (Not required for course deletion or editorial changes)

   We include the ability for the Faculty of Science to apply to graduate on behalf of a student who has met degree requirements, in order to stay within the time-to-completion regulations.
Item No. 10

Governance Executive Summary
Action Item

| Agenda Title | Proposed Changes to Academic Standing Regulations, Graduation Honorifics, Faculty of Science |

Motion
THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to academic standing regulations for the Faculty of Science, as proposed by the Faculty of Science and as set forth in attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

Item

<table>
<thead>
<tr>
<th>Action Requested</th>
<th>☒ Approval   □ Recommendation</th>
</tr>
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<tbody>
<tr>
<td>Proposed by</td>
<td>Matina Kalcounis-Rueppell, Dean, Faculty of Science</td>
</tr>
<tr>
<td>Presenter(s)</td>
<td>Dr Gerda de Vries, Associate Dean Undergraduate, Faculty of Science</td>
</tr>
</tbody>
</table>

Details

<table>
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<tr>
<th>Responsibility</th>
<th>Provost and Vice-President (Academic)</th>
</tr>
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<tbody>
<tr>
<td>The Purpose of the Proposal is (please be specific)</td>
<td>The proposal is before the committee because the Faculty of Science is seeking approval for the proposed changes that will impact the awarding of ‘With Distinction’ and ‘First-Class Honors’ upon graduation.</td>
</tr>
<tr>
<td>Executive Summary (outline the specific item – and remember your audience)</td>
<td>We recognize that not all students are able to carry a course load of at least ★24 for a number of life circumstances. Under the Discrimination, Harassment and Duty to Accommodate Policy (UAPPOL), we cannot discriminate against students who are unable to carry a course load of at least ★24 for reasons of a protected ground under human rights legislation. While some students may come forward with information about their particular life circumstance warranting an exception to the requirements to carry a course load of at least ★24, many students will not. Even if all students did, it is impossible to assign a weight to a student’s particular life circumstance and determine an appropriate adjustment to the minimum course load. In addition, it would be difficult to keep a meaningful and accurate registry of students’ life circumstance over time (which may change over the student’s undergraduate career). We also see many records with a missing Fall or Winter term due to students participating in our Student Internship Program (SIP). We make appropriate adjustments for those students, sometimes forcing us to go back more than ★60 to find a year during which the student last carried a course load of at least ★24. Simply focusing on the last ★60 will simplify our processes considerably.</td>
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</table>

Supplementary Notes and context

<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<table>
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<tr>
<th>Consultation and Stakeholder Participation</th>
<th>Those who are actively participating:</th>
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<tbody>
<tr>
<td></td>
<td>•</td>
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</tbody>
</table>
Item No. 10

(parties who have seen the proposal and in what capacity)

Those who have been consulted:
- Martin Pasev, VP Academic, Interdepartmental Science Students’ Society; May 28, 2019
- Academic Standards Committee, September 19, 2019
- Council on Student Affairs, September 26, 2019
- Program Advisory Committee, September 26, 2019

Those who have been informed:

Approval Route (Governance) (including meeting dates)

Science Chair’s Council; May 16, 2019
Faculty Council; May 23, 2019
GFC Academic Standards Committee, October 17, 2019

Strategic Alignment

Alignment with For the Public Good
Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.

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
Alberta Human Rights Act
Discrimination, Harassment and Duty to Accommodate Policy (UAPPOL)
GFC Academic Standing Committee Terms of Reference

Attachments (each to be numbered 1 - <>)
1. Graduation Honorifics, Science

Prepared by: Julie Naylor, Assistant Dean, Faculty of Science, Julie.naylor@ualberta.ca
## Graduation

### 1. Application for Graduation
Students must be in satisfactory standing in their program (i.e., meet the continuation requirements in their final Fall/Winter) in order to graduate. Students who intend to receive a BSc (General, Specialization, or Honors) Degree must apply for the Degree on Bear Tracks (https://www.beartracks.ualberta.ca) by February 1 for Spring Convocation or by September 1 for Fall Convocation. All official transcripts from other postsecondary institutions are due by May 1 for Spring Convocation or by October 1 for Fall Convocation. Students who intend to apply for admission to an alternate degree program in the Faculty of Science for convocation purposes only must meet all of the admission, continuation, residency and graduation criteria for that BSc program.

### 2. Degree Requirements
All BSc Degrees require a minimum of ★120. Courses with weights of ★0 are offered for credit only, and, although they may be required in specific degree programs, cannot be used to meet the minimum units of course weight requirement in any degree program.

### 3. Convocation
All requirements for graduation at Spring Convocation must be met by the end of...
Fall/Winter. Those completing degree requirements during Spring/Summer will graduate at the Fall Convocation.

4. **First-Class Honors**

First-Class Honors Degrees are awarded to any student in an Honors program who obtained:

- A GPA of at least 3.5 on a minimum of ★24 in each of the last two Fall/Winters of the program; and

- A GPA of at least 3.5 on the last ★60 of the program. If determination of the last ★60 requires consideration of one or more courses from a given term then all work from that term is included in the calculation for the purposes of qualifying for First-Class Honors. Normally, only UofA courses will be used in the calculation of the GPA for the last ★60 of the program.

5. **With Distinction**

The notation "With Distinction" is inscribed on the parchment of a candidate for a General or Specialization degree if the candidate has obtained a GPA of not less than 3.5 over the last ★60 and if the student successfully completed ★24 or more in each of the last two Fall/Winters. If determination of the last ★60 requires consideration of one or more courses from a given term then all work from that term is included in the calculation for the purposes of qualifying for With Distinction. Normally, only UofA courses will be used in the calculation of the GPA for the last ★60 of the program.

Further regulations regarding academic standing, promotion, and graduation vary from program to program within the Faculty of Science, and are therefore given in Programs below. Regulations for Honors, Specialization, and General programs are found in Faculty of Science.
## CURRENT

https://calendar.ualberta.ca/preview_program.php?catoid=29&poid=27925&returnto=7421

Undergraduate Programs > Faculty of Science – Programs > BSc General Program > Academic Standing and Graduation

### Academic Standing and Graduation

The following regulations govern General Programs: To obtain a BSc General degree, a minimum 2.0 GPA must be attained on the last ★60 credited to the degree. Moreover, a minimum 2.3 GPA must be attained in all courses in the major. Students must be in Satisfactory Standing in the General program in order to graduate (a minimum 2.0 GPA in the final Fall/Winter). BSc General degrees with Distinction are awarded when students achieve a GPA of 3.5 or higher over the last ★60 if the students have satisfactorily completed at least a normal academic load of a minimum of ★24 during the Fall/Winter periods of the last two years at the University of Alberta.

## PROPOSED

https://calendar.ualberta.ca/preview_program.php?catoid=29&poid=27925&returnto=7421

Undergraduate Programs > Faculty of Science – Programs > BSc General Program > Academic Standing and Graduation

### Academic Standing and Graduation

The following regulations govern General Programs: To obtain a BSc General degree, a minimum 2.0 GPA must be attained on the last ★60 credited to the degree. Moreover, a minimum 2.3 GPA must be attained in all courses in the major. Students must be in Satisfactory Standing in the General program in order to graduate (a minimum 2.0 GPA in the final Fall/Winter). BSc General degrees With Distinction are awarded when students obtain a GPA of at least 3.5 and no failing grades on the last ★60, excluding courses declared extra-to-degree. If determination of the last ★60 requires consideration of one or more courses from a given term then all work from that term is included in the calculation for the purposes of qualifying for With Distinction. Normally, only UofA courses will be used in the calculation of the GPA for the last ★60 of the program.
### Academic Standings and Graduation

The following regulations govern Specialization programs:

1. Continuation in a Specialization program is by recommendation of the Department concerned and requires a GPA of at least 2.3 in each of the preceding Fall/Winter periods. See description of Specialization programs of individual departments for additional requirements relating to promotion in the Specialization program. Students must be in good standing (i.e., meet the continuation requirements) in the Specialization program in order to graduate.

2. A student who fails to attain the standard necessary for continuation in the Specialization program will be required to withdraw from that program. In so doing, the student may apply to transfer to the General program in the Faculty. Students applying to transfer from a Specialization to the General program must meet the continuation GPA of 2.0.

3. A student who fails to complete the requirements for a Specialization degree in the fourth year may be granted the General degree forthwith on application if the courses taken and the standing attained are satisfactory. Such students must apply to transfer to the General program.

4. For graduation, a program of at least ★120 credited to the degree.

5. **BSc Specialization degrees with Distinction** are awarded when students achieve a GPA of at least 3.5 on the last ★60 if the student was enrolled in a normal course load (minimum ★24) during each Fall/Winter of the last two years. Normally, only UofA courses will be used in the calculation of the

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### Underline and highlight additions

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GPA for the last ★60 of the program. from that term is included in the calculation for the purposes of qualifying for With Distinction. Normally, only UofA courses will be used in the calculation of the GPA for the last ★60 of the program.

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<tr>
<td>Undergraduate Programs &gt; Faculty of Science – Programs &gt; BSc Honors Program &gt; Academic Standings and Graduation</td>
<td>Undergraduate Programs &gt; Faculty of Science – Programs &gt; BSc Honors Program &gt; Academic Standing and Graduation</td>
</tr>
</tbody>
</table>

**Academic Standings and Graduation**

The following regulations govern Honors programs:

1. Continuation in an Honors program is by recommendation of the department concerned and requires a GPA of at least 3.0 on a course load of ★24 or more in the preceding Fall/Winter periods. See description of Honors programs of individual departments for additional requirements relating to continuation in the Honors program. Students must be in good standing (i.e., meet the continuation requirements) in the Honors program in order to graduate.

2. A student who fails to attain the standard necessary for continuance in Honors must withdraw from the Honors program. In so doing, the student may transfer to a Specialization program with the appropriate department's approval or to the General program in the Faculty of Science. Students applying to transfer from an Honors program to Specialization or General must...
meet the continuation standards for the program concerned.

3. A student who fails to complete the requirements for a degree with Honors in the fourth year may be granted the Specialization degree or the General degree on application if the courses taken and the standing attained are satisfactory. Such students must apply to transfer to a Specialization or General program.

4. Degrees with First Class Honors are awarded as per First-Class Honors, a. and First-Class Honors, b.

First-Class Honors Degrees are awarded when students obtain a GPA of at least 3.5 and no failing grades on the last 60, excluding courses declared extra-to-degree. If determination of the last 60 requires consideration of one or more courses from a given term then all work from that term is included in the calculation for the purposes of qualifying for First-Class Honors. Normally, only UofA courses will be used in the calculation of the GPA for the last 60 of the program.

Rationale for change: (Not required for course deletion or editorial changes)

We recognize that not all students are able to carry a course load of at least 24 for a number of life circumstances. Under the Discrimination, Harassment and Duty to Accommodate Policy (UAPPOL), we cannot discriminate against students who are unable to carry a course load of at least 24 for reasons of a protected ground under human rights legislation.

While some students may come forward with information about their particular life circumstance warranting an exception to the requirements to carry a course load of at least 24, many students will not. Even if all students did, it is impossible to assign a weight to a student’s particular life circumstance and determine an appropriate adjustment to the minimum course load. In addition, it would be difficult to keep a meaningful and accurate registry of students’ life circumstance over time (which may change over the student’s undergraduate career).

We also see many records with a missing Fall or Winter term due to students participating in our Student Internship Program (SIP). We make appropriate adjustments for those students, sometimes forcing us to go back more than 60 to find a year during which the student last carried a course load of at least 24. Simply focusing on the last 60 will simplify our processes considerably.

We note that most Faculties across campus do not require students to carry a minimum course load to be eligible for the honorifics With Distinction and First-Class Honors.
Governance Executive Summary  
Advice, Discussion, Information Item

<table>
<thead>
<tr>
<th>Agenda Title</th>
<th>Proposed Changes to Admission Decision Processes for Undergraduate Admissions, Office of the Registrar</th>
</tr>
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### Item

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<th>☒ Approval  ☐ Recommendation</th>
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<tr>
<td>Proposed by</td>
<td>Melissa Padfield, Interim Vice-Provost &amp; University Registrar</td>
</tr>
<tr>
<td>Presenter(s)</td>
<td>Amy Dambrowitz, Associate Registrar</td>
</tr>
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### Details

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<tr>
<th>Responsibility</th>
<th>Provost and Vice-President (Academic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Purpose of the Proposal is <strong>(please be specific)</strong></td>
<td>The Office of the Registrar is proposing changes to the University Calendar that will inform applicants that they must maintain the level of academic performance upon which their offer was made in order to retain offers of admission to undergraduate programs.</td>
</tr>
<tr>
<td>Executive Summary <strong>(outline the specific item – and remember your audience)</strong></td>
<td>Initiated as part of the Office of the Registrar Ten Point Enrolment Management Plan - Undergraduate (2015), direct entry admissions have moved to a model where applicants are evaluated earlier in the cycle based on the information available at the time of the decision, and a single offer is made, with a statement of the conditions required to retain an offer. This plan has now been in place for 4 cycles, and we have identified the need to address cases where students do not maintain their academic performance throughout the Grade 12 (or the equivalent) year. The goal of this change is to inform applicants that the university can revoke an offer of admission when an applicant's final transcript shows clear evidence of a change in academic performance compared to the academic profile presented at the time of their offer of admission. Occasionally, applicants admitted based on Grade 11 grades, or a combination of Grade 11 and partial Grade 12 results, will present with much lower final grades on their final transcripts. Students who do not maintain their averages throughout the Grade 12 (or equivalent) year, have not demonstrated consistent academic performance. The Office of the Registrar and the Faculties would like to be clear with applicants that we will revoke these admissions, in cases of a significant change in performance. Similar situations can arise for post-secondary applicants, again demonstrating inconsistent academic performance. The recommended calendar change and supporting admission letter change would inform applicants that presenting a significantly different final calculated average may result in their offer of admission being revoked.</td>
</tr>
</tbody>
</table>

### 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>

<table>
<thead>
<tr>
<th>Those who are actively participating:</th>
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<tbody>
<tr>
<td>All faculties that offer undergraduate programs</td>
</tr>
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</table>

<table>
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<th>Those who have been consulted:</th>
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<tbody>
<tr>
<td>The Advisory Committee on Enrolment Management (ACEM); August 23, 2019</td>
</tr>
<tr>
<td>University Counsel (Jaxine Oltean); DATE</td>
</tr>
<tr>
<td>Students’ Union; September 17, 2019</td>
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<th>Those who have been informed:</th>
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<tr>
<td>Office of the Provost &amp; Vice-President (Academic); August 30, 2019</td>
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**Strategic Alignment**

<table>
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<tr>
<th>Alignment with For the Public Good</th>
<th>For the Public Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values</td>
<td>We value excellence in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good.</td>
</tr>
<tr>
<td>We value learners at all stages of life and strive to provide an intellectually rewarding educational environment for all.</td>
<td></td>
</tr>
<tr>
<td>Build</td>
<td>GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.</td>
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<th>Alignment with Institutional Risk Indicator</th>
<th>Please note below the specific institutional risk(s) this proposal is addressing.</th>
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<td>GFC Academic Standards Committee Terms of Reference</td>
<td>GFC ASC Subcommittee on Standards Terms of Reference</td>
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Attachment 1 (page(s) 1): Case for Action: Significantly Different Performance
Attachment 2 (page(s) 3): Proposed calendar change
Attachment 3 (page(s) 3): Sample admissions letter with proposed updated language
Attachment 4 (page(s) 1): Significantly Different Performance Communications Strategy

Prepared by: Amy Dambrowitz, Associate Registrar, kdambrow@ualberta.ca; Judith Odhuno-Were, Manager, Applicant Services, judith.odhuno-were@ualberta.ca >
Significantly Different Performance Proposal
Case for Action
Fall 2019

Context:
Initiated as part of the Office of the Registrar Ten Point Enrolment Management Plan- Undergraduate (2015), direct entry admissions have moved to a new model where applicants are evaluated earlier in the cycle based on the information available at the time of the decision, and a single offer is made, with a statement of the conditions required to retain an offer. The intent of the model is to revoke offers only where there is evidence to suggest a student will not succeed.

This plan has now been in place for 4 cycles, and we have identified the need to address cases where students do not maintain their academic performance throughout the Grade 12 (or the equivalent) year. Each year, a small number of applicants who have been admitted based on Grade 11 standing, or a combination of Grade 11 and partial Grade 12 results, present much lower final grades on their final transcripts. Students who do not maintain their academic standing throughout the Grade 12 (or equivalent) year have not demonstrated consistent academic performance, or overall high-school performance equivalent to the other students admitted to their programs. Currently, these students’ offers are only revoked in the case that their performance is below the university or faculty minimum entry average.

The Office of the Registrar, with the support of the direct-entry faculties, is seeking to update the language in the university calendar and our admission letters to inform applicants that we will revoke admissions in cases of a significant change in performance. The recommended calendar change and admission letter language seeks to clarify to applicants that presenting a significantly different final calculated average will result in their offer of admission being revoked.

This proposal addresses:
● Applicants whose averages drop significantly in their final year or term.

This proposal does not address:
● Students who have misrepresented their grades: these applicants will be managed through the CoAB or CoSB as appropriate
● Raising the university minimum entrance average
● Posting a numerical definition of significant difference, as this may vary by faculty and year

Key Issues to solve and support:
● Student success
● Building the class of top students from diverse communities

Analysis:
● Applications flagged each year for >10% difference: 2017-18 intake: less than 20; 2018-19 intake: 52 applications flagged (10 investigated for CoAB); 2019/20 intake (current year) 55 applications flagged (4 investigated for CoAB)
● Selected institutions with similar practices: University of Calgary (calendar), UBC (website/policy), University of Toronto (website)

Future state:
● Applicants’ final results will be compared to results at the time of admission; the RO (on direction from the faculty) will revoke offers based on a set threshold for significant difference
**Fall 2019: Proposed calendar changes**

Clarifications for applicants on how to retain an offer of admission to an undergraduate program

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admission Decision Process</strong></td>
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</tr>
<tr>
<td><strong>Offers of Admission</strong></td>
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</tr>
<tr>
<td>In order to receive an offer of admission, applicants must satisfy the University's general undergraduate admission requirements and any other additional requirements that are determined by the programs of study. Faculty/program specific requirements are detailed in Admission Requirements by Faculty.</td>
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<tr>
<td>Presentation of the minimum admission requirements and average does not guarantee admission. Admission to all programs at the University of Alberta is competitive.</td>
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<td>Admitted students will have their admission offers revoked if they do not meet the conditions specified on their offers of admission.</td>
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</table>

Offers of admission are only valid for the term(s) and program specified on the admission offer letter.

Applicants are encouraged to submit certified or notarized copies of irreplaceable documents. Documents submitted in support of an application become the property of the University and are not returned to the applicant unless they are irreplaceable as determined by the Office of the Registrar. For more information, please visit our website at www.studyincanada.ualberta.ca/documents.

1. **High School applicants**

Admitted students must maintain the level of academic performance upon which the offer was made. Admitted students will have their offers revoked if their final calculated average is significantly different from the average presented at the time of the offer of admission.

Offers of admission are only valid for the term(s) and program specified on the admission offer letter.

Applicants are encouraged to submit certified or notarized copies of irreplaceable documents. Documents submitted in support of an application become the property of the University and are not returned to the applicant unless they are irreplaceable as determined by the Office of the Registrar. For more information, please visit our website at www.studyincanada.ualberta.ca/documents.

1. **High School applicants**
To be considered for admission, applicants must submit an official transcripts of all in-progress and/or completed high school courses and grades. All in-progress courses and grades, as well as courses to be taken, can be self-recorded. See Admission Chart 1 for high school courses used for admission.

All applicants must submit final and official transcripts by the document deadline. See Admission and Readmission Deadlines. For more details, please visit www.admissions.ualberta.ca. Admitted students will have their admission offers revoked if they do not meet the conditions specified on their offers of admission.

2. Postsecondary Transfer applicants

To be considered for admission, applicants must submit official transcripts of all completed postsecondary course work as well as interim transcripts of first term results and second term registration. Some programs may require final and official high school transcripts.

All applicants must submit final and official transcripts by the document deadline. See Admission and Readmission Deadlines. Admitted students will have their admission offers revoked if they do not meet the conditions specified on their offers of admission.

For more details, please visit www.admissions.ualberta.ca.

3. Readmission and Internal Transfer applicants

Admission is offered in a number of programs to current University of Alberta students applying for internal transfer, or previous University of Alberta students applying for readmission, who have achieved above average academic standing in their completed coursework.

Admission is offered in a number of programs to current University of Alberta students applying for internal transfer, or previous University of Alberta students applying for readmission, who have achieved above average academic standing in their completed coursework.

4. Admission on Academic Probation

Admitted students will have their admission offers revoked if they do not meet the conditions specified on their offers of admission.

For more details, please visit www.admissions.ualberta.ca.
At the discretion of the Faculty an applicant may be admitted on academic probation in the following circumstances:

a. When the applicant's previous academic attainment is difficult to assess (e.g., refugees lacking academic records); or

b. When the applicant's previous academic record is either deficient in some respect or below the standard ordinarily required.

The Faculty may require the student to meet specified course, program, and performance standards to maintain eligibility in the program.

5. Appeal of Admissions and Readmissions Decisions

Admission and readmission decisions are final. There is no formal appeal to any other body or person within a Faculty or the University. Applicants who wish to improve their qualifications for admission or readmission in a subsequent year may seek advice from the office of the Faculty to which they want to apply.
February 10, 2017

Qetek Guvirkoji Yefkpoit
Regal Tower II
Anytown, AB T6T 6T6

Dear Qetek,

We are pleased to offer you admission to the University of Alberta. Congratulations!

The details of your admission are as follows:

**Faculty:** XXX
**Program:** XXX
**Plan:** XXX (Major), XXX -Min (Minor)
**Term:** Fall Term 2017 beginning in September
**Student ID:** 1234567

**ACCEPT YOUR ADMISSION OFFER**
In order to confirm your intention to attend, you must go online to accept your admission offer and pay a non-refundable $500 tuition deposit by the deadline indicated in Bear Tracks. This will also allow you to register in courses, once course registration opens.

(Note: Some students are exempt from having to pay the tuition deposit. Learn more at [http://admissions.ualberta.ca/exemptions](http://admissions.ualberta.ca/exemptions))

**How to accept your offer**
Log in to Bear Tracks using the CCID and password you were provided with when you applied. Click on "Accept Offer" next to the program of your choice, then complete the online payment.

[https://beartracks.ualberta.ca](https://beartracks.ualberta.ca)

**Start today**
We encourage you to accept your admission offer as soon as possible. If you are later offered admission to another program for the same term, you can switch your program choice without having to pay the deposit again. Plus, the sooner you accept, the sooner you can become eligible to register in courses!

**To retain this offer of admission, you must:**
- Present a minimum combined average of 70% at the final Grade 12 (or equivalent) level among the five required courses for your program.
- Present a minimum passing grade at the Final Grade 12 (or equivalent) level in each of the five required courses for your program.
• Meet English Proficiency requirement(s), if applicable.
• Submit required outstanding items by the due date as posted in Bear Tracks.

Please note:
1. If there is a discrepancy between the courses and marks you submitted on your application, including uploaded documents, and the information received on your final, official transcripts and documents, your admission offer may be revoked.
2. If your final calculated average is significantly different from the average presented at the time of this offer of admission, your offer will be revoked.

START IN RESIDENCE
As a new incoming student, you are guaranteed a spot in residence on North Campus!

In order to secure your spot, you must apply for residence by April 30 for fall admission.

Please note that you must accept your residence room offer, separately from your admission offer.

Learn more at http://residence.ualberta.ca

SCHOLARSHIPS & AWARDS
The University of Alberta offers more than $22 million in undergraduate awards each year. Learn more and apply online at http://ualberta.ca/awards. If you are selected to receive an award, you will be notified via your Ualberta email.

NEXT STEPS
Submit outstanding documents
Check your To Do List in Bear Tracks to find out which outstanding documents you still need to submit, and when they are due.

Register in courses
After you have accepted your offer and paid your deposit (if applicable), you will be eligible to register in courses in Bear Tracks. You will receive an email notification when course registration opens; in the meantime, you can build a draft schedule in Bear Tracks.

OTHER IMPORTANT NOTES
Transfer Credit
If you have completed Advanced Placement (AP), International Baccalaureate (IB), or GCE (A-level) courses and have submitted your transcripts, you may be eligible for transfer credits towards your degree program. Check Bear Tracks to see your Transfer Credit Report. If you wish to decline transfer credit, please fill out this form: http://www.admissions.ualberta.ca/~media/recruitment/Forms/decline-transfer-credit.pdf

LET’S GET STARTED
You have made a great choice to continue your academic pursuits at the University of Alberta – regularly ranked as one of the Top 5 universities in Canada and Top 100 in the world. Here, you will find yourself among the best students and scholars and will be a part of a dynamic university that offers multiple campuses, state-of-the-art facilities and world-class resources. We also have extensive student services to help you succeed. We look forward to seeing you here!

Questions?
Find answers to your questions on http://admissions.ualberta.ca or contact us at http://admissions.ualberta.ca/contact
Sincerely,

Lisa Collins
Vice-Provost and University Registrar

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STATEMENT OF AUTHENTICITY
This document shall be considered an official correspondence from the University of Alberta, whether in print or electronic form.

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This communication is intended solely for the recipient to whom it is addressed, as it contains confidential, personal, and/or privileged information. For more information see our Access to Student information policy in the University Calendar.
# Significantly Different Performance Communications Strategy

**Timeline:** Fall 2021 and Subsequent Admissions Cycles

<table>
<thead>
<tr>
<th>Approach</th>
<th>Lead Units and Key Partners</th>
<th>Development Timeline and Method</th>
<th>Launch Date</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admissions Letter</strong></td>
<td>RO Communications</td>
<td>Spring/ Summer 2020</td>
<td>October 1, 2020</td>
<td>Consultation:</td>
</tr>
<tr>
<td>Review the language in the admissions letter to ensure it is:</td>
<td>RO Admissions, Office of the General Counsel</td>
<td>(To be reviewed annually)</td>
<td></td>
<td>Office of the General Counsel</td>
</tr>
<tr>
<td>- Clear, complete and supportive</td>
<td></td>
<td></td>
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<tr>
<td>- Accurate and consistent with the calendar</td>
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<tr>
<td>Key messages:</td>
<td></td>
<td></td>
<td></td>
<td>Training:</td>
</tr>
<tr>
<td>- Expectation that performance will remain consistent</td>
<td></td>
<td></td>
<td></td>
<td>RO Staff</td>
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<tr>
<td>- Keep up the good work that got them the offer</td>
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<td></td>
<td></td>
<td>Recruitment Network</td>
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<tr>
<td>- Acknowledge potential anxieties and direct questions to Student Connect</td>
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<td></td>
<td></td>
<td>ACEM</td>
</tr>
<tr>
<td><strong>Advising Communications and Website</strong></td>
<td>RO Student Connect</td>
<td>Spring/ Summer 2020</td>
<td>August 2020</td>
<td>Consultation:</td>
</tr>
<tr>
<td>Key messages:</td>
<td>RO Recruitment, Faculty and RO Advisors, High School Counselors</td>
<td>(To be reviewed and updated in-cycle as applicants respond to offer letters and as needed thereafter)</td>
<td></td>
<td>RO Student Advisory Committee</td>
</tr>
<tr>
<td>- Acknowledging and calming anxieties</td>
<td></td>
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<td></td>
<td>Recruitment Network</td>
</tr>
<tr>
<td>- Explain the intent and application of confirming consistent academic performance (to ensure students are prepared for success in university courses)</td>
<td></td>
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<td></td>
<td>ACEM</td>
</tr>
<tr>
<td>- Provide advice regarding what amount of change in performance is cause for concern (*include any program-based exceptions)</td>
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<tr>
<td>- Reminder to keep up the good work that got them the offer</td>
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<td></td>
<td>Include in annual “RO What’s New” training document</td>
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<td></td>
<td>*Same groups to be informed if messages are updated.</td>
</tr>
</tbody>
</table>