OPENING SESSION
1. Comments from the Chair (no documents)............................................................. Tammy Hopper

EARLY CONSULTATION
2. Amendments to the Transfer Credit Articulation Procedure................................. Jim Bohun
   Jennifer Alabiso

DISCUSSION ITEMS
3. Proposed Revisions to Standing Committee Terms of Reference - GFC Academic Standards Committee (ASC).................................................. Tammy Hopper

CLOSING SESSION
4. Next Meeting: March 7, 2019................................................................................. Tammy Hopper

Presenter(s):
Jim Bohun Assiatant Dean, Academic & Student Programs, Faculty of Agricultural, Life & Environmental Sciences
Jennifer Alabisco Manager, Admissions, Office of the Registrar

Documentation was before members unless otherwise noted.

Meeting REGRETS to: Heather Richholt, heather.richholt@ualberta.ca
Prepared by: Heather Richholt, Committee Coordinator
University Governance www.governance.ualberta.ca
Item No. 2

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title | Amendments to the Transfer Credit Articulation Procedure
---|---

**Item**

| Proposed by | Melissa Padfield, Interim Vice-Provost and University Registrar |
| Presenter | Jim Bohun, Assistant Dean (Academic & Student Programs) Students Services, Faculty of Agricultural, Life and Environmental Sciences (ALES), Co-Chair, Transfer Credit Working Group |

**Details**

| Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is (please be specific) | To discuss proposed amendments to the Transfer Credit Articulation Procedure in UAPPOL with members of GFC ASC. |
| Executive Summary (outline the specific item – and remember your audience) | Issues with the current Transfer Credit Articulation Procedure include: |

1. The procedure is limited to ACAT institutions and does not address credit from out-of-province and international institutions. The procedure also does not account for current ACAT practice.
2. The procedure does not include enough detail to support the alignment of processes across the University. Transfer credit is, therefore, assigned differently depending on program or faculty.
3. There is a lack of transparency for applicants and current students about how and when transfer credit is granted.
4. Current technology cannot support the work of transfer credit; a lack of aligned processes impede the development of automation tools. This results in significant increase in work for staff and admissions and registration delays for students.
5. The University records for transfer credit are neither current nor complete.

In response to these issues, we propose the following solutions:

1. We are proposing the establishment of an administrative committee on transfer credit supported by the Office of the Registrar. This committee will consist of subject matter experts from the Office of the Registrar (Admission Unit or equivalent) and Faculty advising staff, and act as subject matter experts. The proposed terms of reference for this committee are included as an attachment.
2. To determine transfer credit in all scenarios, we propose the creation of a new sector-based transfer credit model. The Administrative Committee will recommend the assignment of institutions to the appropriate sector, and review placements on an ongoing basis. Any secondary means of evaluation will be determined by this model.
3. Based on the sector model, we propose that the committee will develop a new procedure for transfer credit assessment in all scenarios, provide a mechanism to address inter-institutional transfer issues, and will introduce a method of systematic review of previous assessments. The new process will be the guiding procedure for Faculty-based assessment of transfer credit and will incorporate exceptions based on individual courses or
groups of courses as determined by the teaching Faculty, if applicable. The procedure will incorporate all relevant current policies of the *Transfer Credit Articulation Procedure*.

4. We propose that all transfer credit records should be stored in Campus Solutions and that this record be maintained with regular re-assessments. The University should continue to support ACAT with routine updates regarding transfer credit decisions. When requested, the University will assess articulation agreement with institutions, subject to the recommendation that follows. Those agreements will be reflected in Campus Solutions and, subsequently ACAT.

### Supplementary Notes and context

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

### Engagement and Routing (Include proposed plan)

<table>
<thead>
<tr>
<th>Consultation and Stakeholder Participation</th>
<th>Transfer Credit Working Group (ongoing) – members include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jim Bohun, Assistant Dean (Academic &amp; Student Programs), ALES, Co-Chair,</td>
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<tr>
<td></td>
<td>Kristy Wuetherick, Senior Officer, Student Programs and Services (preceded by Christine Whelan), Arts</td>
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<td></td>
<td>Nicole Lazorek, Academic Officer, Alberta School of Business</td>
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<td></td>
<td>Heather Kennedy Plant, Manager, Undergraduate Student Services, Education</td>
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<td>Stephanie Gillis, Academic Advisor, Science</td>
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<td>Lisa Wall, Specialist, Research and Curriculum, Admissions Office of the Registrar</td>
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<td>Jennifer Alabiso, Manager, Admissions, Office of the Registrar</td>
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</table>

Dr. Tammy Hopper, Professor and Vice Provost (Programs) (November 5, 2018)

Andrea Patrick, Portfolio Initiatives Manager, Office of the Provost and Vice-President Academic (November 5, 2018)

Advisory Committee on Enrolment Management (ACEM) - multiple, most recent: January 25, 2019

Student Advisory Committee of the Office of the Registrar (January 15, 2019)

Akanksha Bhatnagar, Students’ Union (SU) Vice-President (Academic), January 22, 2019

### Strategic Alignment

<table>
<thead>
<tr>
<th>Alignment with <em>For the Public Good</em></th>
<th>Objective 1 - Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</th>
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<tbody>
<tr>
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<td>Objective 1, Strategy 3</td>
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<tr>
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<td>Optimize our international recruiting strategies to attract well-qualified international students from regions of strategic importance, and enhance services and programs to ensure academic success and integration into the activities of the university</td>
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<tr>
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<td>Objective 3, Strategy 3</td>
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</tbody>
</table>
**Encourage, facilitate, and reward the sharing of best practices by non-academic staff across units, faculties, and campuses.**

Objective 7, Strategy 2

**Develop global competency in our graduates through access to short and long term outbound international experiences**

Objective 17, Strategy 1

**Identify and remove systemic barriers to interdisciplinarity, and where necessary, expand or create policies, resources, infrastructure and strategies to encourage and reward academic and administrative partnerships and collaborations**

Objective 18, Strategy 1

**Provide leadership in Alberta’s post-secondary sector and support integration, collaboration, and partnerships across the province’s six-sector model to the benefit of all Albertans**

Objective 21, Strategy 1

**Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information, and access to shared, reliable institutional data.**

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<thead>
<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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<td>☒ Faculty and Staff</td>
<td>☑ Reputation</td>
</tr>
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<td>☐ Funding and Resource Management</td>
<td>☐ Research Enterprise</td>
</tr>
<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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<td>☐ Physical Infrastructure</td>
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<tr>
<th>Legislative Compliance and jurisdiction</th>
<th>Post-Secondary Learning Act</th>
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<td></td>
<td>GFC Terms of Reference</td>
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<td>GFC ASC Terms of Reference</td>
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<tr>
<td></td>
<td>UAPPOL Transfer Credit Articulation Procedure</td>
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**Attachments:**

1. Current Transfer Credit Articulation Procedure in UAPPOL
2. Briefing Note

*Prepared by:* Jim Bohun, Assistant Dean (Academic & Student Programs) Students Services, Faculty of Agricultural, Life and Environmental Sciences (ALES), Co-Chair, Transfer Credit Working Group, Jennifer Alabiso, Office of the Registrar, Co-Chair, Transfer Credit Working Group
Transfer Credit Articulation Procedure

<table>
<thead>
<tr>
<th>Office of Administrative Responsibility:</th>
<th>Office of the Registrar</th>
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</thead>
<tbody>
<tr>
<td>Approver:</td>
<td>Provost and Vice-President (Academic)</td>
</tr>
<tr>
<td>Scope:</td>
<td>Compliance with University procedure extends to all members of the University community.</td>
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Overview

General Faculties Council (GFC) has charged the Academic Standards Committee (ASC) with facilitating the transfer of students to the University from other postsecondary institutions in Alberta. To facilitate communication with other Alberta postsecondary institutions and with the Alberta Council on Admissions and Transfer (ACAT) normally the Chair of ASC or delegate serves as the University of Alberta’s representative on the ACAT Council.

The University of Alberta supports the continued function of ACAT as a representative body of the postsecondary institutions in the Province of Alberta and endorses basic principles based on those of the Council expressed in the Transfer Credit Articulation Basic Principles Information Document (link below). The University also endorses the Council’s mandate as a forum for the discussion and mediation of inter-institutional transfer issues.

The University of Alberta will accept for transfer credit the courses recommended by Faculties and approved by ASC for inclusion in the Alberta Transfer Guide, to the extent that the courses fit the degree program that the student wishes to enter and are presented with a minimum grade of C-, unless otherwise noted in the ACAT transfer agreement.

Credit for such courses will be considered in a credit-no credit basis only and will not be included in the University grade point average calculation on the University transcript.

Purpose

− To facilitate the ACAT transfer credit agreement process between the University of Alberta (the receiving institution) and other ACAT member institutions (the sending institutions) through a set of internally established procedures which are consistent with ACAT principles and best practices. These mechanisms allow for the assessment and potential approval of transfer credit as well as the change and/or rescission of transfer credit agreements, all of which are reflected in the Alberta Transfer Guide.

− The University of Alberta supports the sending institutions’ efforts in developing and offering University transfer and transferable courses for entry into basic baccalaureate programs. It is in the best interests of the University of Alberta, other postsecondary institutions, and particularly the transfer students that these courses be developed to provide the best possible preparation for further study in undergraduate degree programs. This procedure is intended to provide a framework that allows for a cooperative means of achieving this goal.
PROCEDURE

APPLICABILITY
This procedure applies to course and block transfer proposals from ACAT member institutions and institutions within the Alberta Postsecondary Six-Sector Model, with the exception of:

- Comprehensive Academic and Research institutions
  These transfer agreements are not articulated in ACAT because, generally, courses taken at these types of institutions are accepted for transfer provided they fit within the student’s degree program and have been completed with a minimum grade of C-. Credit is assessed on an individual basis upon a students’ application to the University of Alberta.

- Baccalaureate and Applied Studies institutions for their 300- and 400-level courses leading to a degree
  These transfer agreements are not articulated in ACAT because, generally, these types of courses are accepted for transfer provided they fit within the student’s degree program and have been completed with a minimum grade of C-. Credit is assessed on an individual basis upon a students’ application to the University of Alberta.

FOCI OF EVALUATION
The primary means of evaluation of any transfer credit proposal is a detailed examination of the course content. The secondary means of evaluation is an examination of instructor qualifications.

- Course Content
  The transfer proposal will be evaluated by a formal review of all relevant course materials, including: the course description, learning objectives/outcomes, content outline, assignments, evaluation methods, grading practices, laboratory experience/facilities (where appropriate), texts and other materials, reference/reading lists, hours of instruction, and prerequisites/corequisites. Institutions are encouraged to have informal discussions and confer with the appropriate University of Alberta departments early in the course development process where transfer is desired.

- Instructor Qualifications
  The minimum level of instructor qualifications required to teach courses at the 100- or 200- level will normally be a Master’s degree – with appropriate specialization in the area of the particular course. Normally, the minimum level of instructor qualifications required to teach courses at the 300- or 400- level will be a doctorate with appropriate specialization. Where applicable, other professional credentials or professional certifications in a particular discipline may be considered by the Faculty on a case-by-case basis. See link to ACAT Best Practices in Instructor Qualifications.

EVALUATION OF AN ACAT TRANSFER CREDIT PROPOSAL
All requests for transfer credit from ACAT member institutions are sent on an official ACAT Transfer Credit Proposal Summary form through the ACAT website.

1. Transfer Credit Proposal Review by Course
   a. Transfer Credit proposals with course outlines received by the Transfer Credit Specialist will be sent to the Department Chair(s) or Associate Chair(s) of the teaching Faculty for assessment and recommendation. In non-departmentalized Faculties, the Transfer Credit Specialist sends the proposal to the contacts determined by the Faculty for first review.
b. Departments will forward the proposal with their recommendations to the appropriate representative of the Faculty for final review. Final recommendations can fall into one of three categories: Approval, Not Approved – Changes Required, or Not Approved.

c. Faculty recommendations for Approval of transfer credit will be submitted to ASC for a final decision. Faculty recommendations for Not Approved will be submitted to ASC for information only. Recommendations for Not Approved – Changes Required are returned to the sending institution for resubmission.

d. The sending institution will be informed of the final decision through the ACAT website.

e. The effective date of new agreements will be the course’s date first offered as indicated on the transfer credit proposal form, except where the date first offered is older than three years. In this case, the effective date of the agreement will be backdated three years from the beginning of the current academic year.

2. Transfer Credit Proposal Review by Program (Block)

   a. **Block transfer** is negotiated between a University Faculty and the sending Institution. The Faculty determines the relevance and viability of the transfer of a completed credential (such as a certificate or diploma) or block of courses into a degree program of a similar study area. Courses are transferred as a block of knowledge and not necessarily course by course.

   b. Where some courses within the program (diploma or certificate) are outside the Faculty negotiating the block transfer, the review for those courses must be completed by the department of the appropriate teaching Faculty in order to grant **specified credit** in a particular discipline. Alternatively, Faculties may assign **unspecified credit**.

   c. Once transfer details are agreed upon a **Letter of Agreement** is developed that provides the specific details of the program offered and the block transfer credit as well as the conditions for ongoing maintenance must be included. The **Letter of Agreement** is signed by both the sending institution and the University of Alberta Faculty and Department signatories.

   d. A copy of the completed **Letter of Agreement** is sent to the Transfer Credit Specialist who will complete the formal transfer credit proposal process and communicate the transfer credit details through the ACAT website.

   e. The effective date of the agreement will be negotiated between the University of Alberta Faculty and the sending institution.

MAINTENANCE AND REVIEW OF TRANSFER CREDIT

Transfer arrangements are enduring agreements. It is in the interest of both the sending institution and the University of Alberta to ensure currency of agreements.

The need to review the status of a transfer agreement for rescission, retention, or revision can arise from:

- A change to a University of Alberta course or program reflected on the University Governance website in the ‘Course and Program Changes’ section.

- Notification from a sending Institution of a course or program change. This will be received by the Transfer Credit Specialist through the ACAT website.

1. Course Changes by the University of Alberta
a. All course and program changes resulting in revision of the University Calendar will be identified by the Transfer Credit Specialist through the University Governance ‘Course and Program Changes’ website who will, in consultation with the Department where necessary, determine whether the changes are substantial or non-substantial in nature.

b. In the case of substantial changes impacting existing transfer agreements, the Transfer Credit Specialist will provide the Departments with the respective transfer agreements for review and, where required, provide a current course outline from the sending institution. After consideration of the information and, where necessary, informal discussions with the sending institution, the Department, through the Faculty Office, will recommend to the Transfer Credit Specialist if transfer credit should be rescinded, retained, or revised.

c. The Transfer Credit Specialist will notify the sending institutions of all transfer credit agreements impacted by these changes through the ACAT website. Agreements impacted by these changes are either replaced, retained, or rescinded. The sending institution may approve or decline replacement agreements.

2. Course and Program Changes by a Sending Institution

a. In the case of any change made by a sending institution to a transfer course or program, the sending institution will notify the University through the ACAT website.

b. The Transfer Credit Specialist determines whether the existing agreement must be reviewed again and consults with the Department and/or Faculty as required and may obtain current course outlines for review by the Department.

c. Upon recommendation from the Department and approval by the Faculty, the Transfer Credit Specialist will notify the sending institution through the ACAT website of the revision to the transfer credit agreement. A new effective date of the agreement will be applied.

d. Where the original agreement is no longer viable, the Faculty will advise the Transfer Credit Specialist of the decision and rationale for the rescission. So as not to disadvantage any transfer student currently registered in the affected course, the effective date of the rescission of an agreement will be a future date no earlier than the end of the current academic year. The sending institution will be notified through the ACAT website.

3. Changes Arising from a Review of a Degree Program by a University of Alberta Faculty

a. Where a Faculty embarks on the review of a program that indicates a need to make a substantial change to block transfer or individual transfer credit agreements, it will bring the matter to the attention of the ACAT Contact Person for advice and to ASC for initial informal discussion, with a view to informing ASC of the proposed changes. This may be done before or after consultation with the affected sending institutions.

b. Following such consideration by ASC and after seeking to reconcile or meet the legitimate concerns expressed by a sending institution, a Faculty will advise the Transfer Credit Specialist of the final decision. The Transfer Credit Specialist will communicate to the sending institution the decision to rescind or change the transfer credit agreement in question.
### DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Transfer Credit</td>
<td>An advance credit awarded on the basis of successful completion of structured educational activities at a postsecondary institution.</td>
</tr>
<tr>
<td>Receiving Institution</td>
<td>An institution to which students transfer course or program credits acquired at another institution. (See Sending Institution.)</td>
</tr>
<tr>
<td>Sending Institution</td>
<td>An institution from which students may transfer course or program credits to programs at another institution. (See Receiving Institution)</td>
</tr>
<tr>
<td>Approval</td>
<td>Indicates that transfer credit has been approved for specified, unspecified, or option credit.</td>
</tr>
<tr>
<td>Six-Sector Model</td>
<td>Alberta Government Roles and Mandates Policy Framework, The Six Sector Model indicates the educational mandate for program offerings for a postsecondary institution within a sector.</td>
</tr>
<tr>
<td>Transfer Credit Specialist</td>
<td>The Transfer Credit Specialist, by delegated authority and in consultation with the ACAT Contact Person, administers the transfer credit review process throughout the University of Alberta and updates and maintains agreements on the ACAT website. Acts as the official ACAT Contact Person Assistant.</td>
</tr>
<tr>
<td>Not Approved-Changes Required</td>
<td>Indicates that with required changes to course content or other specified criteria, the sending institution’s course may be eligible for transfer credit.</td>
</tr>
<tr>
<td>Not Approved</td>
<td>Indicates that transfer credit cannot be approved. Rationale is provided to the sending institution.</td>
</tr>
<tr>
<td>Date First Offered</td>
<td>The date the sending institution’s course was first offered in the form in which the course currently exists.</td>
</tr>
<tr>
<td>Block transfer</td>
<td>Normally refers to a block of courses completed as part of a credential (e.g. Diploma or Certificate) that transfers into a similar discipline of a University degree program.</td>
</tr>
<tr>
<td>Specified Credit</td>
<td>Where a sending institution’s course is determined to be virtually equivalent to a specific University for direct transfer (e.g., BIOL 107).</td>
</tr>
<tr>
<td>Unspecified Credit</td>
<td>Where a sending institution’s course will transfer towards satisfying requirements for a particular course subject but is not close enough to receive credit for the specific course (e.g., BIOL 1xx).</td>
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</tbody>
</table>
### Substantial change
Substantial changes to courses are those that impact existing transfer agreements which must be assessed for rescission or revision. Examples include changes to course content, instructor qualifications, pre/co-requisites, total hours of instruction and renumbering to a higher or lower course level.

### Non-Substantial Change
These changes to courses do not impact the existing transfer agreement but may still result in the need to update information editorially on the ACAT Website.

### ACAT Contact Person
The official ACAT Contact Person resides in the Office of the Registrar and is responsible for the integrity of transfer credit articulation between the University of Alberta, ACAT, and Alberta postsecondary institutions.

### FORMS
No Forms for this Procedure [▲Top]

### RELATED LINKS
Should a link fail, please contact uappol@ualberta.ca. [▲Top]

- **Alberta Council on Admissions and Transfer** (Government of Alberta)
- **Alberta Council on Admissions and Transfer Best Practices in Instructor Qualification** (Government of Alberta)
- **Alberta Postsecondary Six Sector model** (Government of Alberta)
- **Alberta Transfer Guide** (Government of Alberta)
- **Transfer Credit Articulation Basic Principles Information Document** (University of Alberta)
- **University Calendar** (University of Alberta)
Recommendations for Revision of the Transfer Credit Articulation Procedure

Background:

The Transfer Credit Articulation Procedure was migrated to UAPPOL from the GFC Policy Manual in 2009. Its scope was limited to Alberta Council on Admissions and Transfer (ACAT) approved transfer credit for Alberta post secondary institutions (not including universities), which had been deemed within the jurisdiction of the GFC Academic Standards Committee. Other transfer credit was not considered by the procedure, including: transfer credit between universities within Alberta, transfer credit across the country and transfer credit from international institutions. In 2014, a working group examined the issues surrounding transfer credit articulation. They guided the creation of a Transfer Credit Guide, but did not expand the scope beyond ACAT nor propose any changes to policy and procedure (found here https://www.ualberta.ca/registrar/faculty-and-staff-resources/transfer-credit-toolkit). As a result, the vast majority of transfer credit assessed at the University of Alberta falls outside of the current procedure.

In April, 2017 the current iteration of the Transfer Credit Working Group began work on this set of recommendations. This Working Group now suggests a significant revision of the Transfer Credit Articulation Procedure. By doing so, we hope to address the limitations of the current procedure that has resulted in an absence of standardized processes across campus which in turn has lead to inefficiency, inconsistency and a lack a transparency for students, staff and partner institutions.

Desired Outcomes:

- Transparent transfer credit assessment for students.
- Quicker assignment of transfer credit to admitted applicants.
- Minimization of the amount of course content a student transferring credit will have to repeat by granting more direct transfer credit.
- Reduction of registration problems for transfer students by maximizing direct transfer credit and eliminating indirect credit (eg. OPT 1XX) wherever possible.
- Adoption of a Sector Model for transfer credit assessment (see Appendix 1) that would provide guidance for assessment and when warranted allow direct transfer credit to be granted without evaluation based on agreed upon parameters. A Sector Model would assign institutions to a category, resulting in transfer credit being based on the type of institution, general content of the course (e.g. Organic Chemistry) and course level rather than individual aspects of the course such as specific content, assessment methods, instructor qualifications, and program specifications particular to the teaching unit.
- More efficient use of staff time.
- Higher degree of accuracy and institutional consistency by creating a trusted centralized transfer credit bank (ideally in Campus Solutions).
- Automation of transfer credit processing, particularly as we transition to a new admissions system (Slate).
• Acceptance and active use of the Transfer Credit Articulation Procedure (TCAP) by all units across campus.
• Establishment of a **Transfer Credit Administration Committee** (see Appendix 2) to oversee transfer credit standards and practices, assign institutions within a Sector Model, facilitate consistent transfer credit decisions and wherever possible resolve issues and disagreements that arise in respect to these items.

**Proposed Next Steps:**
1. Refine and finalize the Terms of Reference for the Transfer Credit Articulation Committee (TCAC)
2. Constitute the TCAC
3. TCAC drafts a new Transfer Credit Articulation Procedure

**Appendices:**
1. Draft Sector Model
2. Draft Terms of Reference for the Transfer Credit Administration Committee
3. The Problem in More Detail
4. Considerations for a new Transfer Credit Articulation Procedure
Appendix 1: Draft Sector Model for Transfer Credit Evaluations

Draft example of a Sector Model. This type of model could be used to determine circumstances where an admitting Faculty can grant automatic direct transfer credit.

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Institutions</th>
<th>Automatic Direct Transfer Credit</th>
<th>Direct Transfer Credit requiring Faculty evaluation</th>
</tr>
</thead>
</table>
| Comprehensive Academic and Research  | University of Calgary  
• University of Lethbridge | All 100- and 200- level Introductory Courses. Introductory Courses are designated by the teaching Faculty (e.g. equivalents to MATH 114, BIOL 108, BIOL 208, CHEM 261, ECON 101). | 100- and 200-level courses not deemed an Introductory Course by teaching Faculty; 300- and 400-level courses |
| Baccalaureate and Applied Studies (Undergraduate) | Grant MacEwan U  
• Mount Royal U | All 100- and 200- level Introductory Courses (list provided by teaching Faculty). | 100- and 200-level courses not deemed an Introductory Course by teaching Faculty; 300-level courses |
| Independent Academic                 | Concordia  
• King’s University | All 100- and 200- level Introductory Courses (list provided by teaching Faculty). | 100- and 200-level courses not deemed an Introductory Course by teaching Faculty |
| Comprehensive Community              | GPRC  
• Keyano College | All 100- and 200- level Introductory Courses (list provided by teaching Faculty). | 100- and 200-level courses not deemed an Introductory Course by teaching Faculty |
| Polytechnic                          | NAIT  
• SAIT | 100- and 200-level courses | 100- and 200-level courses |
| First Nations Colleges               | Maskwacis Cultural College  
• Old Sun Community College | 100- and 200-level courses | 100- and 200-level courses |
Appendix 2: Draft Terms of Reference for the Transfer Credit Administration Committee (TCAC)

1. **Mandate**
   Under the direction of the Vice-Provost and University Registrar, the Transfer Credit Administration Committee (TCAC) is an administrative committee tasked with regulating transfer credit procedure including evaluation, maintenance, storage and sharing of Transfer Credit agreements and decisions.

2. **Reporting/Governance**
   Reports to ASC on all issues concerning the procedure and provides an annual report on all administrative decisions made. Liaises with other governing bodies, as appropriate. TCAC engages with the Campus transfer credit community through the Advisory Committee on Enrolment Management (ACEM). If an issue related to transfer credit cannot be resolved at the TCAC level, it would be appropriate to involve ACEM to attempt a resolution.

   **Areas of responsibility**
   a. Creation and maintenance of the *Transfer Credit Procedure*
   b. Categorizing institutions from Alberta, Canada and internationally using the Sector Model - Appendix 1
   c. Advise on the development and maintenance of a campus wide transfer credit storage system
   d. Support transparency in the communication of transfer credit agreements, decisions and practices

3. **Composition of the Committee** -
   - Faculty Senior Administrator (co-chair), Selected by committee from Faculties below
   - Assistant Registrar, Admissions or delegate (co-chair).
   - One (1) Specialist - Research & Curricula (Transfer Credit), Office of the Registrar
   - One (1) Senior Administrator, or delegate from the Faculty of Arts
   - One (1) Senior Administrator, or delegate from the Faculty of Science
   - **To be selected through ACEM** Three - five (3-5) Senior Administrators, or delegates from all remaining faculties. The Faculty representatives normally serve two (2) year staggered terms, and these members would come from the various Faculty groups in rotation.
   - One (1) Representative from University of Alberta International
   - One - two (1-2) Staff Transfer Credit Advisor(s) (or equivalent) from a Faculty appointed by the TCAC
5. Meetings

TCAC shall normally meet monthly, as determined by the co-chairs.

An agenda call to the membership will be sent prior to the meeting; the Co-Chairs will set the agenda.

Internal or external persons may be invited to attend meetings to provide advice and assistance, when necessary.

The notes and action items of each meeting will be prepared and shared with all committee members.

Meeting updates will be provided to governance bodies, as requested.
Appendix 3: The Problem in More Detail

The current Transfer Credit Articulation Procedure requires significant revision for the following reasons:

1. **Changes in ACAT processes:** Recent ACAT process changes no longer require formal institutional transfer credit agreements. As a result, all institutions should ensure that their own transfer credit articulation procedures are rigorous. Moreover, institutions can upload transfer credit to the ACAT searchable database that has not been agreed to by the partner institution. Conflicting transfer credit decisions will inevitably result; we should reduce risk by developing consistent and transparent transfer credit processes at the UofA.

2. **Absence of institutional standards:** Without parameters there is high variability among Faculty processes for evaluating transfer credit evaluation and tracking decisions. Transfer credit articulation decisions that are not within ACAT are not subject to ASC or any other institutional oversight.

3. **Lack of clarity for students/applicants:** As a result of variation among and specificity within Faculties, the ability to widely communicate the procedure for the granting of transfer credit is not possible. Therefore, there is little transparency or communication available regarding which courses will be granted specific or generic credit in advance of the student applying and receiving a personal assessment of the courses they present.

4. **Need for an effective central record of transfer credit:** Staff in faculties and central units must navigate a variety of resources to make well-informed transfer credit decisions. As a result of the variations in the granting procedures and requirements, automation cannot be developed. Campus Solutions does not automatically add or update transfer equivalents when users modify existing equivalents or add new equivalents. Campus Solutions does not keep track of creation or modification dates, which makes it nearly impossible to track changes that impact on accurate articulation.

5. **Inconsistent information for evaluation:** Detailed information for many courses (particularly those taught by postsecondary institutions outside of Canada) is often unavailable and in many cases is provided by the student. Therefore, conventions for transfer credit evaluation are applied inconsistently.

*Implications of course evaluation methods:* The current practice is for the teaching Faculty to evaluate the transferability of a course based on its conformity to content of the appropriate UofA course and other factors such as instructor qualification. This approach is not flexible enough to recognize that courses are used for different purposes by different programs (e.g. demonstration of basic competencies in a subject versus specific preparation for progress in a discipline), which leads to a great deal of non-specific (i.e. 1XX) credit being granted rather than direct credit.

6. **Consequences of granting non-specific transfer credit:** Non-specific credit (e.g. CHEM 1xx) is not recognized by Campus Solutions, which creates registration bottlenecks for transfer students who must be manually registered in a course. Especially in light of ever-increasing enrollment pressures, transfer students often cannot get into courses that fill up quickly due to the inability
to self-register through Bear Tracks. More faculties are using the Academic Advisement capabilities within Campus Solutions and this requires accurate, consistent, and specific transfer credit as a primary program advising resource.

7. *Different transfer credit decisions by Faculty:* Many students enter the UofA in one faculty and then transfer to another before completing their degree. Also, applicants have more than one choice on their application. As a result of the different decision making processes by Faculty or program, a student may find themselves in a position of being granted credit for a course in one Faculty but denied credit in a different Faculty. In the case of outgoing exchange, there isn’t a standard as to if/what the student will be granted upon their return to our institution.
Appendix 4: Considerations for a new Transfer Credit Articulation Procedure

- Develop criteria for transfer credit assessment applicable institution wide.
- Using a sector-based transfer credit model (Sector Model - Appendix 1), grant specific transfer credit for junior (introductory) level courses without full assessment.
- Within a Sector Model, there may be different levels of programs at a particular institution, including certificate and degree pathways, where individual consideration may need to be given.
- Where possible, move from a content-based assessment of courses to a competency or learning outcome based assessment, in order to minimize non-specific credit.
  - Junior level courses coming from recognized institutions should be granted direct transfer credit using a Sector Model.
    - The Teaching Faculty would designate which of their courses are considered Introductory Courses. Introductory Courses would be eligible for automatic direct transfer under a Sector Model.
  - In support of achieving the level of competency to be successful in the next higher level course, a grade higher than the C- minimum currently required for transfer credit may be warranted. The grade minimum will be determined by the Faculty teaching the course.
  - Granting transfer credit should not be based on specific content alignment as much as whether a student will be capable of succeeding in subsequent higher level coursework using said credit as a prerequisite given the material covered. However, Faculties can identify fundamental courses they teach to require higher thresholds regarding content requirements, learning objectives and instructor qualifications in order to receive direct transfer credit.
  - Instructor qualifications should not be a significant consideration in determining transferability of junior level courses: accreditation of the institution, program type within the institution and learning outcomes/competencies should be the determining factor.
- Allow receiving Faculty to assign direct transfer credit for all junior level courses in its program regardless of what Faculty teaches the course, unless the Faculty teaching the course has identified differently.
  - Recognizes courses fulfill different roles in different programs.
  - Admissions communication indicates transfer credit assessment only applies to the program the student is admitted to due to the fact academic programs have differing content requirements.
- The teaching Faculty assessing any course deemed not eligible for automatic, direct transfer credit is responsible for ensuring Campus Solutions is up-to-date as a “source of truth”.
  - Focus on facilitating efficient and effective awarding of transfer credit.
  - Ensure dates are included and accurate, and receiving program is listed for transfer credit entries in the system.
  - Includes domestic, national and international courses.
  - Revising the way transfer credit is held within Campus Solutions may be necessary.
○ The adoption of the Slate Admission System may provide additional options for tracking and awarding transfer credit.
● Senior level courses will only be assessed by the faculty teaching the course using the appropriate proposed practices for institutions within Alberta and outside Alberta.
● Separate recommendations will be developed for PLARS, Credit by Special Assessment and Dual Credit courses.
● Office of the Registrar takes responsibility for ensuring appropriate transfer credit from Campus Solutions is reflected in the ACAT system.
  ○ Focus on ensuring transfer credit assessment is transparent to students.
Governance Executive Summary
Action Item

<table>
<thead>
<tr>
<th>Agenda Title</th>
<th>Proposed Revisions to Standing Committee Terms of Reference - GFC Academic Standards Committee (ASC)</th>
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Motion
THAT the GFC Academic Standards Committee recommend that General Faculties Council approve the proposed changes to the GFC Academic Standards Committee Terms of Reference as set forth in Attachment 1, to take effect July 1, 2019.

Item
<table>
<thead>
<tr>
<th>Action Requested</th>
<th>☐ Approval   ☒ Recommendation</th>
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<tbody>
<tr>
<td>Proposed by</td>
<td>GFC Academic Standards Committee (ASC)</td>
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<tr>
<td>Presenter(s)</td>
<td>Tammy Hopper, Chair ASC</td>
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Details
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<tr>
<th>Responsibility</th>
<th>General Faculties Council</th>
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<tr>
<td>The Purpose of the Proposal is (please be specific)</td>
<td>The proposal is before the committee to approve the revised terms of reference for the GFC ASC</td>
</tr>
<tr>
<td>Executive Summary (outline the specific item – and remember your audience)</td>
<td>The Report of the ad hoc Committee on Academic Governance Including Delegated Authority, endorsed by GFC on April 21, 2017, made 10 recommendations specific to ASC. The following 6 recommendations are addressed in the draft Terms of Reference attached:</td>
</tr>
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</table>

THAT the ex-officio membership on ASC remain unchanged; and that the membership be expanded to include two additional elected GFC members and the Associate Dean of Students as a non-voting member

THAT the role of Academic Standards Committee be expanded to allow the committee to comment on all academic portions of program proposals including program structure of new programs and changes to programs

THAT the delegated authority to approve the suspension of a program move from Academic Standards Committee to the Academic Planning Committee

THAT the Academic Standards Committee recommend to the Academic Planning Committee on program terminations and suspensions and vet the Calendar language for such proposals

THAT the Academic Standards Committee recommend to the Academic Planning Committee on program changes

THAT the Academic Standards Committee be given the delegated authority to approve establishment, termination and changes to certificates for all Faculties; those requiring additional funding and/or space would be recommended to the Academic Planning Committee for approval * Currently those requiring government approval are recommended to APC who recommends to the Board. This pathway was originally developed when certificates were first being
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introduced. The Board approves new credentials; degree programs stop at APC.

Discussions with ASC, ASC SOS, and the Section 37 working group have confirmed that further work on the remaining 4 recommendations, listed below, is required and will continue beyond the April 2019 deadline:

**THAT, over the next year, the ASC Subcommittee on Standards be charged with reviewing and revising the policy on course and minor program changes**

**THAT the delegated authority to ratify new course designators and to approve renumbering of courses move from the Executive Committee to the Academic Standards Committee**

**THAT the Academic Standards Committee review and approve courses associated with new programs, subject to challenge through the normal course circulation process**

**THAT the Academic Standards Committee be given delegated authority to approve the establishment, termination and changes to college level diploma and certificate programs from the Centre collégial de l’Alberta; those requiring additional funding and/or space would be recommended to the Academic Planning Committee for approval**

Other Changes:

The proposed terms of reference reflect a standard template that will be used for all GFC standing committees which has been designed to provide increased clarity on mandate, responsibilities, and delegated authority.

Addition of directives to regularly report to GFC APC and GFC.

Removals of:
- Institutional marking and grading policies and/or procedures
- Institutional term work policies and/or procedures
- Maintaining a dialogue with secondary and other post-secondary institutions
- Receiving the Report of the Senate Committee of Lay Observers of the Admissions Process in Quota Programs
- Changes to the University Calendar on Missed Term Work
- Monitoring the implementation of the consolidated final examination policy

**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:**

- ad hoc Committee on Academic Governance Including Delegated Authority
- GFC Executive Committee Transition Committee
- ASC
- ASC Subcommittee on Standards (SOS)
### Item No. 3

<table>
<thead>
<tr>
<th><strong>Those who have been consulted:</strong></th>
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<tbody>
<tr>
<td>- Report of the ad hoc Committee on Academic Governance Including Delegated Authority (endorsed by GFC April 21, 2017) Appendix 6: List of Consultations</td>
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<td>- ASC</td>
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<td>- ASC SOS</td>
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<td>- GFC Executive Committee Transition Committee</td>
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<th><strong>Those who have been informed:</strong></th>
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<tr>
<td>- ASC</td>
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<td>- ASC SOS</td>
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<td>- General Faculties Council</td>
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<tr>
<td>- Board of Governors has been provided with brief highlights of the work of the ad hoc Committee on Academic Governance Including Delegated Authority</td>
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**Approval Route (Governance) (including meeting dates)**

- GFC ASC – February 14, 2019
- GFC Executive Committee – March 4, 2019
- General Faculties Council – March 18, 2019

### Strategic Alignment

#### Alignment with *For the Public Good*

**For the Public Good**

Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.

#### Alignment with Institutional Risk Indicator

Please note below the specific institutional risk(s) this proposal is addressing.

| ☐ Enrolment Management | ☒ Relationship with Stakeholders |
| ☐ Faculty and Staff | ☒ Reputation |
| ☐ Funding and Resource Management | ☐ Research Enterprise |
| ☐ IT Services, Software and Hardware | ☐ Safety |
| ☒ Leadership and Change | ☒ Student Success |
| ☐ Physical Infrastructure | |

#### Legislative Compliance and jurisdiction

- Post-Secondary Learning Act (PSLA)
- GFC Executive Committee Terms of Reference
- GFC Academic Standards Committee Terms of Reference

**Attachments**

- Draft ASC Terms of Reference

1. Current ASC Terms of Reference

**Prepared by:** University Governance
1. **Mandate and Role of the Committee**  
The Academic Standards Committee (ASC) is a standing committee of General Faculties Council (GFC) charged with oversight on matters related to admissions and transfer, academic standing, and academic programs. 

The Committee may be called upon to provide advice to the Provost and Vice-President (Academic) on items which may include academic advisement, official University academic records-keeping, and registration.

2. **Areas of Responsibility**
   a. Admission/Transfer and Academic Standing Regulations
   b. Transfer
   c. Physical Testing and Immunization of Students
   d. Credit and Non-Credit Certificates
   e. Faculty of Extension Non-Credit Courses and Programs
   f. Program Proposals

   All proposals for consideration of the Committee are first submitted to the Provost and Vice-President (Academic) who will consult as necessary with the Faculties and other individuals and offices in its consideration of these proposals.

3. **Composition**
   **Voting Members (26)**
   
   **Ex-officio (22)**
   - Provost and Vice-President (Academic), Chair
   - Dean of each Faculty or School (18)
   - Vice-Provost and University Registrar
   - Vice-President (Academic), Students’ Union
   - Vice-President (Academic), Graduate Students’ Association

   **Elected by and from GFC (4)**
   - 3 academic staff (A1.1, 1.5, 1.6, 1.7), 1 of whom will be elected as Vice-Chair
   - 1 undergraduate student

   **NOTE:** One ex-officio Dean or delegate of ASC will be cross appointed to the GFC Undergraduate Awards and Scholarships Committee, as elected by ASC

   **NOTE:** One ex-officio Dean or delegate of ASC will be cross appointed to the GFC Student Conduct Policy Committee, as elected by ASC

   **Non-voting Members**
   - Associate Dean of Students
   - Director of the Student Ombuds
   - Associate Registrar
   - University Secretary
   - GFC Secretary

4. **Delegated Authority from General Faculties Council**
   *Should be reviewed at least every three years and reported to GFC.*
4.1 Admission /Transfer and Academic Standing Regulations
   a. Approve routine and/or editorial changes to admission/transfer and academic standing regulations
   b. Approve changes to International Baccalaureate (IB) and Advanced Placement (AP) regulations

4.2 Transfer
   a. Approve (for inclusion in the Alberta Transfer Guide) and deny courses for transfer credit to the University of Alberta which are offered by Alberta Council on Admissions and Transfer (ACAT) member institutions and institutions within the Alberta Postsecondary Six-Sector Model with specific exceptions outlined in the Transfer Credit Articulation Procedure.
   b. Monitor, and rescind if necessary, entries in the Alberta Transfer Guide relevant to the University of Alberta

4.3 Physical Testing and Immunization of Students
   a. Approve individual Faculty regulations concerning physical testing and immunization of students.

4.4 Credit and Non-Credit Certificates
   a. Approve the establishment and termination of credit and non-credit certificates subject to resource limitations.

4.5 Faculty of Extension Non-Credit Programs
   a. Approve new non-credit programs and program expansions in the Faculty of Extension subject to resource limitations
   b. Decide on any challenge made to an Extension non-credit course which the Provost and Vice-President (Academic) has been unable to resolve.

5. Responsibilities Additional to Delegated Authority

5.1 Calendar
   a. Provide advice to the GFC Executive Committee (EXEC) on the preparation and publication of the University Calendar

5.2 Changes to Admissions, Transfer, and/or Academic Standards Regulations
   a. Recommend to GFC on changes to admissions, transfer and/or academic standards regulations with institutional scope

5.3 Program Proposals
   a. Review new program proposals and substantial revisions to programs, and provide recommendations to the GFC Academic Planning Committee (APC)
   b. Review and recommend program suspensions and terminations to APC

6. Sub-delegations from the GFC Academic Standards Committee
   Should be reviewed at least every three years and reported to GFC.

   None.

7. Limitations to Authority
The following further refines or places limitations on authorities held by or delegated to ASC:

7.1 Admission/Transfer and Academic Standing Regulations
   a. Substantial changes and those with institutional scope are recommended to GFC

7.2 Transfer
   a. ASC considers course transfers only for the institutions indicated in the Transfer Credit Articulation Procedure

7.5 Certificates
   a. Where additional funding and/or space is required to support the offering of the proposed certificate ASC would provide a recommendation on the proposal to APC

7.6 Faculty of Extension Non-credit Programs
   a. Where additional funding and/or space is required, ASC would provide a recommendation on the proposed program to APC

8. Reporting
   8.1 The Committee should regularly report to GFC with respect to its activities and decisions.
   8.2 The Committee should report on approved changes to individual Faculty regulations concerning physical testing and immunization of students to EXEC for information.
   8.3 The Committee should report annually to APC on new and terminated certificates.

9. Definitions
   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.

   Substantial - refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept.

   Dispute - If there is any dispute or question as to which of the above categories a proposal falls under, the Provost and Vice-President (Academic) (or delegate) will decide.

   Embedded Certificate – Defines a specific area of focus for the student and is completed during the course of an undergraduate or graduate degree program.

   Free-standing Credit Certificate – Stand-alone programs at the undergraduate or graduate level.

   Free-standing Non-Credit Certificate – Stand-alone programs for professional development and continuing education.

   Academic staff – as defined by the Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Administrators and Colleagues

10. Links
    Admissions Policy
    Transfer Credit Articulation Procedure
    Undergraduate Admissions Procedure
GFC ACADEMIC STANDARDS COMMITTEE
Terms of Reference

Academic Standing Policy
Academic Standing Regulations Procedure

Approved by General Faculties Council: [date]
GFC Academic Standards Committee Terms of Reference

1. Authority

The Post-Secondary Learning Act gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over "academic affairs" (section 26(1)). Further, the Post-Secondary Learning Act (sections 60(1)(c) and (d)) gives the Board of Governors authority over certain admission requirements and rules respecting "enrolment of students to take courses." The Board has delegated its authority over these areas to GFC. GFC has thus established an Academic Standards Committee (GFC ASC), as set out below, and has delegated certain of its powers to the GFC ASC.

The complete wording of the section(s) of the Post-Secondary Learning Act, as referred to above, and any other related sections, should be checked in any instance where formal jurisdiction or delegation needs to be determined.

2. Composition of the Committee

Ex Officio
Provost and Vice-President (Academic) (or delegate); (Chair) (GFC 31 MAY 2005)
Dean (or delegate) of each Faculty or School;
Vice-Provost and University Registrar (or delegate)
Students' Union Vice-President (Academic) (or delegate);
Graduate Students' Association Vice-President (Academic) (or delegate) (GFC 29 SEP 2003) (GFC 31 MAY 2005)
Director of the Student Ombudservice (or delegate)

Elected Members
One academic staff member (Categories A1.1 and A1.6 and their counterparts in A1.5 and A1.7*) elected by GFC (GFC 29 SEP 2003)
One undergraduate student elected by GFC, who may be a transferee from an Alberta College

Appointed Member
A representative of the Health Sciences Council, appointed by the Council (GFC 29 SEP 2003)

* See UAPPOL Recruitment Policy (Appendix A) Definition and Categories of Academic Staff.

Non-Voting Members
Associate Registrar (or delegate) (GFC 29 SEP 2003) (GFC 31 MAY 2005)
The Chair of the GFC Academic Appeals Committee (or delegate) (EXEC 03 FEB 2003)
University Advisor – International Educational Experiences (EXEC 04 OCT 2010)

Chair and Vice-Chair
ASC is chaired by the Provost and Vice-President (Academic) or delegate. A faculty member from among the ex-officio membership, appointed by the Chair, will serve as Vice-Chair. (EXEC 06 OCT 2008)

Normally the Chair of ASC (or delegate) will serve as the University's representative on the Alberta Council on Admissions and Transfer (ACAT). (EXEC 06 JUN 1984) (GFC 26 JAN 1987) (GFC 26 JUN 1989)

3. Mandate of the Committee
The ASC is responsible for making recommendations and/or for providing advice to GFC, its Executive Committee, and/or the GFC Academic Planning Committee (APC) on the matters set out below, which include such areas as admissions and transfer, including admission and transfer to Faculties, admission of Open Studies students, academic standing policies and general university admission policies, and all institutional marking and grading policies and/or procedures. (GFC 29 SEP 2003) (GFC 31 MAY 2005)

A. Definitions

i. "Routine and/or Editorial"
In the responsibilities which follow, the term "routine and/or editorial" refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and which do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy.

ii. "Substantial"
In the responsibilities which follow, the term "substantial" refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept.

iii. Dispute
If there is any dispute or question as to which of the above categories a proposal falls under, the Provost and Vice-President (Academic) (or delegate) will decide. (GFC 31 MAY 2005)

B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)

i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals. (GFC 29 SEP 2003) (GFC 31 MAY 2005) (EXEC 04 DEC 2006)

ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations, and acts for GFC in approving all proposals for a) change to examination regulations, b) change to existing International Baccalaureate (IB) and Advanced Placement (AP) policies and procedures and c) change to the University Calendar Section on Missed Term Work (under the Section entitled Evaluation Procedures and Grading System. (EXEC 18 NOV 1996) (EXEC 04 DEC 2006)

iii. In consultation with the Office of the Provost and Vice-President (Academic) and the Office of the Registrar and Student Awards, ASC monitors the implementation of the consolidated final examination policy.

iv. ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or to academic standing regulations.

v. ASC provides advice or recommends to APC on general University admission or transfer policies affecting students, including policies which affect Open Studies.
vi. ASC provides advice or recommends to the GFC Executive Committee on institutional marking and grading policies and/or procedures.

vii. ASC provides advice or recommends to the GFC Executive Committee on institutional term work policies and/or procedures (with the exception of that noted in B. ii).

viii. ASC maintains a dialogue with the Provost and Vice-President (Academic) on major admission/transfer and academic standing issues. (GFC 29 SEP 2003)

ix. ASC maintains a dialogue with secondary and other post-secondary institutions, as requested by the Provost and Vice-President (Academic). (GFC 31 MAY 2005)

x. ASC responds to proposals that may affect the admission or transfer of students to the University of Alberta.

xi. ASC acts for GFC in approving either of the following kinds of proposed changes to courses recommended or required for admission: a. a course previously recommended for admission is now required for admission; or b. a course previously required for admission is now only recommended for admission.

C. Quotas

i. Proposals which involve a new quota or a revision to an existing quota are submitted to the Provost and Vice-President (Academic) (or delegate) for consideration by the GFC Academic Planning Committee (APC); ASC's advice will be sought on the admissions/transfer component of such proposals. (GFC 29 SEP 2003) (GFC 31 MAY 2005)

ii. ASC undertakes studies on the effects of admission/transfer requirements, and where such studies involve quotas, consults with the Provost and Vice-President (Academic).

iii. ASC receives annually and considers the Report of the Senate Committee of Lay Observers of the Admissions Process in Quota Programs. (GFC 29 SEP 2003)

D. Alberta Transfer Guide

i. ASC approves, for inclusion in the Alberta Transfer Guide, courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. Approval will be based upon an assessment of course content and level of instructor qualifications.

ii. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta.

iii. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta.

iv. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta.

E. Physical Testing and Immunization of Students

ASC approves on GFC's and the Board's behalf, all individual Faculty policies concerning physical testing and immunization of students, and files a report with the GFC Executive Committee for information. (GFC 27 SEP 1999) (GFC 29 SEP 2003)

F. Faculty of Extension Courses and Programs: Approval Route
i. GFC delegated to ASC the authority to approve new non-credit programs and program expansions in the Faculty of Extension. Where additional funding and/or space is required, ASC would provide a recommendation on the proposed program to the GFC Academic Planning Committee (APC); (GFC 29 SEP 2003)

ii. GFC delegated to the Provost and Vice-President (Academic) the authority (a) to approve new non-credit courses or major changes in the content or delivery of existing non-credit courses in the Faculty of Extension and (b) to receive and resolve challenges concerning these courses. (GFC 29 SEP 2003)

iii. GFC delegated to ASC the authority to make a decision on any challenge made to an Extension non-credit course which the Provost and Vice-President (Academic) has been unable to resolve. (GFC 30 MAR 1981) (GFC 29 SEP 2003)

iv. Credit programs and courses in the Faculty of Extension will follow the normal route as outlined in policies on course and program changes. (GFC 29 SEP 2003)

G. Certificates (All Faculties): Approval Route

GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC). (GFC 31 MAY 2005) (EXEC 12 JAN 2009)

H. Other Matters

The Chair of ASC will bring forward to ASC items where the Office of the Provost and Vice-President (Academic), in consultation with other units or officers of the University, is seeking the advice of the Committee. These matters may include, but are not limited to, those related to academic advisement, official University academic records keeping, discipline, student services, publication of the University Calendar, the continuation of, or major changes to, existing affiliation agreements and proposals for new affiliation agreements between other post-secondary institutions and the University of Alberta, and registration. (GFC 29 SEP 2003) (GFC 31 MAY 2005)

4. Committee Procedures

See General Terms of Reference.

5. Additional Reporting Requirements

None.