OPENING SESSION

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

DISCUSSION ITEMS

2. Proposed Changes to Admission Decision Processes for Undergraduate Admissions, Office of the Registrar Amy Dambrowitz
3. Proposed Changes to Undergraduate English Language Proficiency Requirements, Office of the Registrar Amy Dambrowitz
4. Proposed Changes toExisting Entrance Requirements and Academic Standing Regulations for Graduate Programs in Paediatrics, Faculty of Graduate Studies and Research, and Faculty of Medicine and Dentistry Sujata Persad Janice Causgrove Dunn Maria Chia
5. 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 Sujata Persad Janice Causgrove Dunn Maria Chia
6. Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Undergraduate Programs in the Faculty of Science Gerda de Vries
7. Early Consultation – Recommendations of the GFC Executive's ad hoc Committee on Program Approval Pathways Tammy Hopper

CLOSING SESSION

8. Next Meeting: November 7, 2019 Tammy Hopper

Presenter(s):
Tammy Hopper Vice-Provost (Programs), Chair of GFC Academic Standards Committee
Amy Dambrowitz Associate Registrar
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
Gerda de Vries Associate Dean (Undergraduate), Faculty of Science

Documentation was before members unless otherwise noted.

Meeting REGRETS to: Heather Richholt, Committee Coordinator
Prepared by: University Governance www.governance.ualberta.ca
Governance Executive Summary
Action Item

Agenda Title | Proposed Changes to Admission Decision Processes for Undergraduate Admissions, Office of the Registrar
---|---

Motion
That the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to Admission Decision Processes for undergraduate admission, as submitted by the Office of the Registrar and as set forth in Attachment 2, to take effect for applicants admitted for Fall 2021.

Item
Action Requested | ☒ Approval ☐ Recommendation
---|---
Proposed by | Melissa Padfield, Interim Vice-Provost & University Registrar
Presenter(s) | Amy Dambrowitz, Associate Registrar

Details
Responsibility | Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific) | 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.
Executive Summary (outline the specific item – and remember your audience) | 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.

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:
- All faculties that offer undergraduate programs

Those who have been consulted:
- The Advisory Committee on Enrolment Management (ACEM); August 23, 2019
- University Counsel (Jaxine Oltean); DATE
- 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

Strategic Alignment

Alignment with For the Public Good

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 Institutional Risk Indicator

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
Item No. 2

Attachment 1 (page(s) 1): Case for Action: Significantly Different Performance
Attachment 2 (page(s) 3): Proposed calendar change
Attachment 2 (page(s) 3): Sample admissions letter with proposed updated language

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>
<td><strong>Admission Decision Process</strong></td>
</tr>
<tr>
<td><strong>Offers of Admission</strong></td>
<td><strong>Offers of Admission</strong></td>
</tr>
</tbody>
</table>

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](#).

Presentation of the minimum admission requirements and average does not guarantee admission. Admission to all programs at the University of Alberta is competitive.

Admitted students will have their admission offers revoked if they do not meet the conditions specified on their offers 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](http://www.studyincanada.ualberta.ca/documents).

1. High School applicants

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**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](http://www.studyincanada.ualberta.ca/documents).
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.

4. Admission on Academic Probation

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.

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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.

4. Admission on Academic Probation
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 Guvirkoqi 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)

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

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.
Governance Executive Summary

Action Item

<table>
<thead>
<tr>
<th>Agenda Title</th>
<th>Proposed Changes to Undergraduate English Language Proficiency Requirements, Office of the Registrar</th>
</tr>
</thead>
</table>

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  ☒ Recommendation</th>
</tr>
</thead>
<tbody>
<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>
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Details

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<tr>
<th>Responsibility</th>
<th>Provost and Vice-President (Academic)</th>
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<tr>
<td>The Purpose of the Proposal is</td>
<td>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.</td>
</tr>
<tr>
<td>(please be specific)</td>
<td></td>
</tr>
<tr>
<td>Executive Summary</td>
<td>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.</td>
</tr>
<tr>
<td>(outline the specific item – and</td>
<td>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.</td>
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<td>remember your audience)</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)

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

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<th>Alignment with For the Public Good</th>
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<th>Alignment with Core Risk Area</th>
<th>Please note below the specific institutional risk(s) this proposal is addressing.</th>
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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>
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<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Component</td>
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<tr>
<td>U of A Undergrad (current)</td>
<td>6.5</td>
<td>5.5</td>
<td>90</td>
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<tr>
<td>U of A Undergrad (proposed)</td>
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<td>6.0</td>
<td>90</td>
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<td>6.5</td>
<td>5.5</td>
<td>90</td>
</tr>
<tr>
<td>Institution</td>
<td>Overall Score</td>
<td>IELTS</td>
<td>TOEFL</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------</td>
<td>-------</td>
<td>-------</td>
</tr>
</tbody>
</table>
| UBC Undergrad                | 6.5           | 6     | 90    | Reading: 22  
Listening: 22  
Speaking: 21  
Writing: 21                                                |
| U of T Undergrad             | 6.5           | 6     | 100   | Writing: 22  
Discretionary Range: total score 89~99  
& 19~21 on Writing |
| McGill Undergrad             | 6.5           | 6     | 90    | 21  
Education & Management: TOEFL score of 100  
Music: TOEFL score of 79~80 |
| McMaster Undergrad          | 6.5           | 6     | 86    | 20  |
| Queens University Undergrad  | 6.5           | 6     | 88    | Writing: 24  
Speaking: 22  
Reading: 22  
Listening: 20 |
<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>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Education: IELTS 8.0 with no components below a 7.0; TOEFL 100 with no components below 27</td>
<td></td>
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</tr>
</tbody>
</table>
### Language Proficiency Requirements

#### English Language Proficiency

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

... 

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

... 

7. A score of at least 6.5 on the IELTS Academic (International English Language Testing System) with no band less than 6.0 (see Note 4).

...
Governance Executive Summary
Action Item

<table>
<thead>
<tr>
<th>Agenda Title</th>
<th>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</th>
</tr>
</thead>
</table>

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>
</table>
| Proposed by      | Brooke Milne, Vice Provost and Dean, FGSR
                   | Dennis Kunimoto, Interim Dean, Faculty of Medicine and Dentistry |
| Presenter(s)     | Janice Causgrove Dunn, Associate Dean, FGSR
                   | Sujata Persad, Graduate Coordinator, Faculty of Medicine and Dentistry, Paediatrics Department |

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>
</tbody>
</table>
| Executive Summary (outline the specific item – and remember your audience) | 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. |

Supplementary Notes and context
### 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, Graduate Coordinator, Department of Paediatrics, Faculty of Medicine and Dentistry
- Mikhaila Skehor, Graduate Education Coordinator, Department of Paediatrics, Faculty of Medicine and Dentistry

**Those who have been consulted:**
- Maria Chia, Graduate Governance and Policy Coordinator
- Janice Hurlburt, Graduate Governance and Policy

**Those who have been informed:**

**Approval Route (Governance)**
(including meeting dates)

- FoMD Graduate Programs Committee (GPC) – June 11, 2019
- FoMD Faculty Learning Committee – June 21, 2019
- FoMD Faculty Council Committee – July 9, 2019
- GFC ASC Subcommittee on Standards October 3, 2019
- GFC Academic Standards Committee October 17, 2019

### Strategic Alignment

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

#### 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)
UAPPOL Admissions Policy
GFC Academic Standards Committee (ASC) Terms of Reference

### 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>
<tr>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Programs</strong></td>
<td><strong>Graduate Programs</strong></td>
</tr>
<tr>
<td><strong>Paediatrics [Graduate]</strong></td>
<td><strong>Paediatrics [Graduate]</strong></td>
</tr>
<tr>
<td>[...]</td>
<td>[...]</td>
</tr>
</tbody>
</table>

### Entrance Requirements

Candidates who wish to apply for either the MSc or PhD program must have a BSc, MSc or MD 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.

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

All other proof of English language proficiency will be
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.

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

<table>
<thead>
<tr>
<th>Agenda Title</th>
<th>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</th>
</tr>
</thead>
</table>

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
<table>
<thead>
<tr>
<th>Action Requested</th>
<th>☒ Approval ☐ Recommendation</th>
</tr>
</thead>
</table>
| 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>
</tr>
</thead>
<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>
</tr>
</tbody>
</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 & Gynecology, 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
**Item No. 5**

<table>
<thead>
<tr>
<th>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.</th>
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<tbody>
<tr>
<td>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.</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)**

<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>
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<tbody>
<tr>
<td></td>
<td>• Sujata Persad, Associate Professor, FoMD - Paediatrics Dept</td>
</tr>
<tr>
<td></td>
<td>• Sarah Hughes Associate Professor, FoMD - Medical Genetics Dept,</td>
</tr>
<tr>
<td></td>
<td>• Denise Hemmings, Associate Professor, FoMD - Obstetrics &amp; Gynaecology Dept</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Those who have been consulted:</th>
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</thead>
<tbody>
<tr>
<td>• Hanne Ostergaard, Associate Dean Research, Graduate Programs, FoMD</td>
</tr>
<tr>
<td>• Deborah Burshtyn, Vice-Dean, FGSR</td>
</tr>
<tr>
<td>• Radha Chari, Chair, Department of Obstetrics &amp; Gynecology, FoMD</td>
</tr>
<tr>
<td>• Susan Gilmour, Chair, Department of Paediatrics, FoMD</td>
</tr>
<tr>
<td>• Michael Walter, Chair, Department of Medical Genetics, FoMD</td>
</tr>
<tr>
<td>• Sandra Davidge, Director, WCHRI (Women and Children’s Health Research Institute)</td>
</tr>
<tr>
<td>• Faculty of Graduate Studies and Research (FGSR): Deborah</td>
</tr>
<tr>
<td>• Bryan Hogeveen, Vice Dean and Janice Hurlburt Graduate Governance and Policy Coordinator</td>
</tr>
<tr>
<td>• Vice - Provost (Programs) Tammy Hopper and Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) Andrea Patrick</td>
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<tr>
<td>• Office of the Registrar</td>
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**Strategic Alignment**

<table>
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<tr>
<th>Alignment with For the Public Good</th>
<th>Institutional Strategic Plan - For the Public Good</th>
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<tbody>
<tr>
<td>EXPERIENCE</td>
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**Item No. 5**

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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>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Enrolment Management</td>
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<td>☐ Faculty and Staff</td>
<td>☒ Reputation</td>
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<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 - 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
Program Approval Template
Embedded Credit Certificates

This template is to be used for proposals calling for the establishment of new University of Alberta embedded credit certificates. Embedded credit certificates are taken concurrently with a degree program of the University of Alberta. (Certificate in Peace and Post-Conflict Studies offered by the Faculty of Arts; 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>
<thead>
<tr>
<th>Section A: Basics</th>
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<tbody>
<tr>
<td><strong>Program Name</strong></td>
</tr>
<tr>
<td><strong>Sponsoring Faculty/ Academic Unit</strong></td>
</tr>
<tr>
<td><strong>Contact information</strong></td>
</tr>
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<td></td>
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<td></td>
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<tr>
<td><strong>Institution(s)</strong></td>
</tr>
<tr>
<td>If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential.</td>
</tr>
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</table>

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<thead>
<tr>
<th>Units of Course Weight</th>
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<tbody>
<tr>
<td>9</td>
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<tr>
<th>Program Synopsis</th>
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<tbody>
<tr>
<td><strong>Description</strong></td>
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<tr>
<td>The Certificate in Maternal and Child Health will provide students in Master of Science (MSc) or Doctor of Philosophy (PhD) programs in the Departments of Pediatrics, Obstetrics &amp; Gynecology or Medical Genetics, all under the umbrella of the Medical Sciences Graduate Program, who enter through the Maternal and Child Health (MatCH) Scholarship Program (MatCH Scholarship Program) with additional training specific to maternal and child health including: 1) critical analysis of interdisciplinary biomedical and clinical research; 2) laboratory experience through rotations in three laboratories spanning multiple aspects of biomedical and/or clinical research to facilitate their final departmental placement and; 3) aspects specific to Pediatrics, Obstetrics &amp; Gynecology, or Medical Genetics depending upon the primary department that the student enters following the rotation semester. Some students may have to complete more than minimum degree requirements to qualify for both the degree and the Certificate.</td>
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<thead>
<tr>
<th>Curriculum *9 credits minimum</th>
</tr>
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<tbody>
<tr>
<td>1 PAED 600 (*3) Critical Discussion of Biomedical and Clinical Research (see attachment - Description of course)</td>
</tr>
<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>
</tr>
</tbody>
</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.

---

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

**Rationale for Introduction of Certificate**
Outline the rationale for the proposed embedded credit certificate and provide supporting data if applicable – eg. Results of student or economic demand analyses; consultation with wider community, etc.

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 & 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 & Gynecology, Medical Genetics, and the director of WCHRI.

**Vision and Academic Plan**
How does the proposed program align with the strategic goals described in *For the Public Good?* How does the program further the objectives or align with the strategies in the University’s Institutional Strategic 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."
| Resource Implications | 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.  
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.  
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.  
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. |
| Enrolment | 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 | 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 | 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>
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<tbody>
<tr>
<td><strong>Appendix A – curriculum and program structure</strong></td>
</tr>
<tr>
<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>See attached Course Descriptions and FGSR Graduate Programs Calendar Changes Calendar Changes would sit under Medical Sciences with links to the three departments</td>
</tr>
<tr>
<td><strong>Appendix B – other</strong></td>
</tr>
<tr>
<td>Include any additional information in support of the proposal including the Library Impact Statement and letters of support.</td>
</tr>
</tbody>
</table>
| See attached Letters of support and statements:
  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 Pediatrics, FoMD
  Michael Walter, Chair, Department of Medical Genetics, FoMD
  Sandra Davidge, Director, WCHRI
  Library Statement |
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 MatCH 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,

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 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.
- 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.

Library Contact:

<table>
<thead>
<tr>
<th>Name: Janice Kung</th>
<th>Date: May 22, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Unit: Scott Health Sciences Library</td>
<td>Email: <a href="mailto:janice.kung@ualberta.ca">janice.kung@ualberta.ca</a></td>
</tr>
</tbody>
</table>

Program Proposal Contact:

<table>
<thead>
<tr>
<th>Name: Dr. Sarah Hughes</th>
<th>Dept./School: Department of Medical Genetics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty: Faculty of Medicine &amp; Dentistry</td>
<td>E-mail: <a href="mailto:shughes1@ualberta.ca">shughes1@ualberta.ca</a></td>
</tr>
</tbody>
</table>

Proposed Program Changes:

New Course - INT D 605 – Interdisciplinary research experience in basic biomedical and clinical settings. +3 (fi6) (either, 0-3-0)

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.

Library Service or Resource | Description of Library Impact
--- | ---
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.) | 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 web site to support the research process. Course/assignment specific instruction is also available. Please contact Janice Kung, the subject librarian, to arrange.
Reference assistance (e.g., ongoing one-on-one help) | Health sciences librarians are available for one-to-one consultations by appointment for specialized research support. In addition, general reference
<table>
<thead>
<tr>
<th>Collections – reserves, print, electronic [note any impacts on simultaneous users, licensing considerations etc.]</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<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:

ASSOCIATE UNIVERSITY LIBRARIAN SIGNATURE:

Date: May 28, 2018
## 2019-2020 University of Alberta Proposed Calendar Graduate Program Changes:

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Programs</td>
<td>Graduate Programs</td>
</tr>
<tr>
<td>Medical Sciences [Graduate]</td>
<td>Medical Sciences [Graduate]</td>
</tr>
<tr>
<td>Graduate Program Requirements</td>
<td>Graduate Program Requirements</td>
</tr>
<tr>
<td>The Graduate Embedded Certificate in Maternal and Child Health Research</td>
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</tbody>
</table>

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
- Pearson Test of English (Academic) minimum score of 68
- CAEL overall score of 70 with at least 70 on each subtest
- MELAB 91

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.

There are usually five student intakes per year depending on funding availability and the quota for the year:

- 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 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.

<table>
<thead>
<tr>
<th>Paediatrics [Graduate]</th>
<th>Paediatrics [Graduate]</th>
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<tbody>
<tr>
<td><a href="#">Graduate Program Requirements</a></td>
<td><a href="#">Graduate Program Requirements</a></td>
</tr>
<tr>
<td><a href="#">The Degree of MSc (Paediatrics) [Graduate]</a></td>
<td><a href="#">The Degree of MSc (Paediatrics) [Graduate]</a></td>
</tr>
</tbody>
</table>

**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.

---

### 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).
The Degree of PhD (Medical Genetics) [Graduate]

Program Description

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

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

 [...] 

The Degree of PhD (Medical Genetics) [Graduate]

Program Description

The general description for the PhD in Medical Sciences (Medical Genetics) is as presented for all PhD 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.

 [...] 

Obstetrics and Gynecology [Graduate]

 [...] 

Graduate Program Requirements

 [...] 

The Degree of MSc (Obstetrics and Gynecology) [Graduate]

Program Description

The general description for the MSc in Medical Sciences–Obstetrics and Gynecology 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.

 [...] 

The Degree of PhD (Obstetrics and Gynecology) [Graduate]

Program Description

The general description for the PhD in Medical Sciences–Obstetrics and Gynecology is as presented for all PhD 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.

 [...]
<table>
<thead>
<tr>
<th>programs in Medical Sciences [see The Degree of PhD (Medical Sciences)].</th>
<th>programs in Medical Sciences [see The Degree of PhD (Medical Sciences)].</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

Justification: The MatCH 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. The MatCH Graduate Embedded Certificate proposal is being put forward with a requirement of *9. 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 MatCH program and it is accepted practice in its current form.

Approved by: MSGP June 2019
FoMD Graduate Programs Committee (GPC) June 11, 2019
FoMD Faculty Learning Committee June 21, 2019,
FoMD Faculty Council Committee July 9 2019
<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
</table>
| NEW COURSE | INT D 605 – Interdisciplinary research experience in basic biomedical and clinical settings.  
| | *3 (fif) (either, 0-3-0)  
| | 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 rotations, of 4 to 6 weeks each, 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 (CR/NC) based on participation and written assignments based on each rotation. Enrollment must be approved by course coordinators. |

**Rationale:** As part of the Maternal and Child Health Scholarship program students undertake rotation in three different research groups located within the Departments of Pediatrics, Obstetrics & Gynecology or Medical Genetics in order to identify their potential supervisor for their graduate program. The basis of the rotations is to allow the student to clearly identify their area of research interest and their potential supervisor. This will also provide students with increased exposure to different research approaches which will build their knowledge base and understanding of different approaches to research which they will then use within their own graduate program. This course will ensure that the student will participate fully in this process.
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. 6

Governance Executive Summary

Action Item

| Agenda Title | Proposed Changes to Existing Entrance Requirements and 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 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.

Motion II
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

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

<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>To seek approval for the proposed changes to the BSc General regulations in regards to admission requirements and academic standing regulations.</td>
</tr>
<tr>
<td>Executive Summary (outline the specific item – and remember your audience)</td>
<td>Admission Requirements</td>
</tr>
<tr>
<td></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>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Academic Standing Regulations</td>
</tr>
<tr>
<td></td>
<td>Declaring major and/or minor:</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Rationale for the change pertaining to deferred standing for students in</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Supplementary Notes and context</th>
<th>&lt;This section is for use by University Governance only to outline governance process.&gt;</th>
</tr>
</thead>
</table>

**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>&lt;For information on the protocol see the Governance Resources section Student Participation Protocol&gt;</td>
<td>● GFC ASC SOS</td>
</tr>
<tr>
<td></td>
<td>● GFC ASC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Those who have been consulted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Martin Pasev, VP Academic, Interdepartmental Science</td>
</tr>
<tr>
<td>● Chairs’ Council</td>
</tr>
<tr>
<td>● Science Faculty Council</td>
</tr>
<tr>
<td>● Students’ Society</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Those who have been informed:</th>
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<tbody>
<tr>
<td>●</td>
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</table>

<table>
<thead>
<tr>
<th>Approval Route (Governance) (including meeting dates)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairs’ Council: May 16, 2019</td>
</tr>
<tr>
<td>Science Faculty Council: May 23, 2019</td>
</tr>
<tr>
<td>GFC ASC Subcommittee on Standards, October 3, 2019</td>
</tr>
<tr>
<td>GFC Academic Standards Committee, October 17, 2019</td>
</tr>
</tbody>
</table>

**Strategic Alignment**

<table>
<thead>
<tr>
<th>Alignment with For the Public Good</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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</td>
</tr>
</tbody>
</table>

51
<table>
<thead>
<tr>
<th>Alignment with Core Risk Area</th>
<th>Please note below the specific institutional risk(s) this proposal is addressing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Enrolment Management</td>
<td>☐ Relationship with Stakeholders</td>
</tr>
<tr>
<td>☐ Faculty and Staff</td>
<td>☒ Reputation</td>
</tr>
<tr>
<td>☐ Funding and Resource Management</td>
<td>☐ Research Enterprise</td>
</tr>
<tr>
<td>☐ IT Services, Software and Hardware</td>
<td>☐ Safety</td>
</tr>
<tr>
<td>☐ Leadership and Change</td>
<td>☒ Student Success</td>
</tr>
<tr>
<td>☐ Physical Infrastructure</td>
<td></td>
</tr>
</tbody>
</table>

| 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)
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
**Postsecondary Transfer Students**

1. All postsecondary transfer applicants must meet the admission subject requirements as outlined in [Required Grade 12 Admission Subjects](https://calendar.ualberta.ca/content.php?catoid=29&navoid=7378#postsecondary-transfer-students) to be eligible for consideration. They must be in satisfactory standing by the standards of the Faculty of Science (see [Academic Standing](https://calendar.ualberta.ca/content.php?catoid=29&navoid=7378#postsecondary-transfer-students)) 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 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 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.

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Applicants who have been expelled from any postsecondary institution are ineligible for admission to the Faculty of Science.
# 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 conclusion of the next Fall/Winter.

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.

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**PROPOSED**

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 conclusion of the next Fall/Winter.

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   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 \( \star 60 \) 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 \( \star 18 \) with a competitive AGPA 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

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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: 

**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.

**Rationale for removing admission with an AGPA of 2.7 on ★18:**

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.
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>
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<tr>
<th><strong>CURRENT</strong></th>
<th><strong>PROPOSED</strong></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>
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### 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:

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.
Governance Executive Summary  
Advice, Discussion, Information Item

<table>
<thead>
<tr>
<th>Agenda Title</th>
<th>Consultation on Program Approval Processes</th>
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<th>Item</th>
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<tr>
<td>Proposed by</td>
<td>GFC Executive ad hoc Committee on Program Approval Processes</td>
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| Presenter | Tammy Hopper, Vice-Provost (Programs)  
Meg Brolley, GFC Secretary |

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<th>Details</th>
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<tr>
<td>Responsibility</td>
<td>General Faculties Council</td>
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<tr>
<td>The Purpose of the Proposal is (please be specific)</td>
<td>The proposal is before the committee to discuss and receive input into proposed changes to the process for program approval.</td>
</tr>
<tr>
<td>Executive Summary (outline the specific item – and remember your audience)</td>
<td>A fundamental role of GFC is to set university-wide academic regulations, and approve new programs and changes to existing programs.</td>
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The Report of the ad hoc Committee on Academic Governance including Delegated Authority, endorsed by GFC in April 2017, noted the following:

The approval pathways related to programs and regulations can be convoluted and burdensome for those proposing them. The current standing committee structure does not appear to provide a cohesive approach to these activities as portions of proposals can follow different approval pathways; this results in the appearance of a confusing, slow and cumbersome pathway for approval of new programs, program changes and course changes.

The recommendations in this section seek to ensure that the governance oversight expected by GFC is in place and that proposals follow pathways that are clear and add value at each step. Some changes are proposed which add value to the proposal and some provide a more transparent and seamless pathway to approval. The changes will ensure: approval processes are streamlined yet rigorous; that necessary consultations occur; that there is clarity with regard to which bodies have authority for particular approvals; that value is added at each step; and that resources are used efficiently.

Since GFC endorsed the ad hoc report and recommendations, there has been considerable consultation as committees have discussed and revised terms of reference to implement the recommendations. The GFC Executive Transition Committee, which was tasked with ensuring the implementation of the recommendations, has provided guidance and advice as this work unfolded.

In January 2019, the Transition Committee reported to GFC Executive that the vision of the ad hoc committee regarding program approval pathways could not be achieved within the current committee structure,
and recommended that GFC Executive establish an ad hoc Committee on Program Approval Processes to conduct further consultation with stakeholders and develop more suitable pathways for program approval.

The ad hoc Committee on Program Approval Processes was mandated to propose revised pathways that are transparent, straightforward and incorporate the recommendations of the ad hoc committee on Academic Governance including Delegated Authority.

The ad hoc committee is coming forward at this time to consult on a proposal for a new process of program approval at the university that consolidates approval functions that currently reside in various committees and policy processes. This draft proposal represents a significant departure from current practice but one that could potentially provide a cohesive, transparent, and streamlined approach to the process. In the proposed pathway, all components (except resources) of new and revised programs would come to a single committee for approval.

The attached briefing note explains the principles the committee used to frame the development of a new process and the resulting outcomes.

The proposal calls for the establishment of a new committee – the GFC Programs Committee. This committee’s mandate would consolidate work currently under the responsibilities of Academic Planning Committee, Academic Standards Committee, Executive Committee and the process of GFC Policy Manual Section 37. The committee would have a clear governance focus and matters of an administrative nature would reside in the Provost’s or Registrar’s offices as appropriate.

Structurally, one new standing committee would be added to GFC, the Academic Standards Committee would be disbanded, and GFC Policy Manual Section 37 would be rescinded. Components of program approval would be removed from the terms of reference of APC and Executive. APC would continue to deal with proposals with institution wide implications to the university’s longer term academic, research, financial, and facilities development.

Operationally, proposals would receive early support by the Provost’s and Registrar’s offices during the development stages which will avoid some of the complications seen in the current system of approval which result in slowing the progress of approval, and/or put an additional workload burden on units. Approval would be streamlined as one committee would have delegated authority to approve the various components rather than the current multi-step process. Additionally, proposals which have impact beyond a single faculty would be identified early and appropriate consultation could occur in a timely fashion.
### Questions for Discussion:

The questions for discussion at this time are limited to those of governance oversight. A second phase of development would deal with the operational aspects of the final approved pathways.

1. Are the following principles, which are outlined by the ad hoc committee in Attachment 1, appropriate? Should others be added?
   - clear and transparent
   - efficient and streamlined
   - effective
   - governance focused
   - recognition that graduate programs are fundamentally different
   - institutionally focused
   - supports innovation
   - maintains attention to impact on students

2. What comments do you have on the outcomes for the proposed new process:
   - excellence in program quality
   - sustainable and efficient
   - informs the community
   - ensures appropriate administration mechanisms are in place to support units

3. What are your thoughts on establishing a Programs Committee to consolidate program approval functions in one place?

4. Is the authority delegated to the GFC Programs Committee in keeping with the GFC Principles of Delegation of Authority that calls for delegations to be reasonable in scope and appropriate to the character and capacity of the body?

5. What challenges do you see with the proposed process?

6. What benefits do you see with the proposed process?

### Supplementary Notes and context

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

### Engagement and Routing (Include proposed plan)

| Consultation and Stakeholder Participation | GFC Academic Planning Committee – September 25 (no documents), October 9, 2019  
GFC Academic Standards Committee – September 19 (no documents), October 17, 2019  
GFC ASC Subcommittee on Standards – October 3, 2019  
Vice-Provost's Program Advisory Committee of Associate Deans Undergraduate – September 26, 2019  
GFC Executive Transition Committee – September  
GFC Academic Planning Committee/GFC Academic Standards Committee – joint meeting |
|---|---|
Strategic Alignment

Alignment with *For the Public Good*

| Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports. |

Alignment with Institutional Risk Indicator

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

- Enrolment Management
- 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
- General Faculties Council
- GFC Executive Committee
- GFC Principles of Delegation of Authority
- GFC Principles of Committee Composition

Attachments (each to be numbered 1 - <>)

1. Attachment 1: Briefing Note
2. Attachment 2: Draft of Proposed GFC Programs Committee Terms of Reference
3. Attachment 3: Terms of Reference – GFC Executive ad hoc committee on Program Approval Processes

*Prepared by:* University Governance
Update – ad hoc Program Approval Pathways

Background

In response to the Report of the ad hoc Committee on Academic Governance including Delegated Authority endorsed by GFC in April 2017, the GFC Executive Committee established a Transition Committee to advise and guide the implementation of the Report’s recommendations. The Transition Committee provided regular reports to the Executive Committee on the progress of the implementation.

In January 2019, the Transition Committee reported to Executive on the recommendations around program approval. They concurred with the findings of the ad hoc committee that identified that the current system of program approval at the university was a complex one that involves many facets including three standing committees, one sub-committee, and a process governed by GFC policy.

Although 6 of the 11 recommendations would be addressed through upcoming changes to committee terms of reference which would streamline some of the current processes and provide oversight at the appropriate levels, the Transition Committee noted that it had become evident that further work was required to achieve the efficiencies and effectiveness envisioned for the program approval process.

On the recommendation of the Transition Committee, Executive established an ad hoc committee to conduct further consultation with stakeholders and develop appropriate pathways. This group would be tasked with reviewing current approval processes and propose revised pathways that would be transparent, straightforward and incorporate the recommendations from the ad hoc Report.

Current Status

The newly constituted ad hoc committee on program approval process met over two days May 23-24 to begin its work. The committee began by discussing the purpose of program approval, developing principles to guide what an ideal process would look like, and discussing challenges to be mindful of.

Purpose of Program Approval

- Ensure institutional program quality and sustainability
- Enhance reputation
- Alignment with institutional mandate and strategic plan
- Prevent unnecessary duplication
- Encourage inter/multidisciplinary programs and innovation
- Consider impact on students, other units
- Inform community

Principles of Program Approval Pathway

- Clear and transparent
- Efficient and streamlined
Approval items are rationally grouped together
Rigorous review and oversight
Leverage stakeholder strengths
Supports innovation

Outcomes
Pathways and processes clear and cohesive
Proponents receive support at an early stage
Administrative mechanisms in place to support program development and ensure that administrative and editorial processes occur outside of the governance process whenever possible
Streamlined approach

Challenges
Balancing Faculty autonomy with institutional responsibility
Budget model
Proposals with resource implications

The group discussed these principles in the context of current processes and approval authorities. The group further discussed strategies for pulling together a coherent process that would be consistent with GFC Principles and principles of collegial governance while aligning with the principles and outcomes developed.

Next Steps

Updates – Verbal updates to Executive Committee, APC, and ASC in June 2019
Consultation – to begin fall 2019

A consultation document will be developed to guide the discussion with:
Associate Deans undergraduate
Policy Review Committee, FGSR
APC
ASC
GFC and GFC Executive

Consultation documents:
- Briefing note
- Draft terms of reference
- Draft program development flow chart
- Guiding questions
1. **Mandate and Role of the Committee**
The GFC Programs Committee is a standing committee of General Faculties Council (GFC) charged with oversight on matters related to programs of study and courses.

2. **Areas of Responsibility**
   a. Introduction, modification and termination of programs and courses
   b. Admission, Transfer and Academic Standards
   c. Physical Testing and Immunization of Students
   d. Non-Credit Programs and Courses

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

3. **Composition**
   **Voting Members**
   - Ex-officio
     - Vice-Provost (Programs), Chair
     -- others - tbd
   - Elected by GFC - tbd
   - Appointed - tbd

   **Non-voting Members**
   - tbd

4. **Delegated Authority from General Faculties Council**
   Should be reviewed at least every three years and reported to GFC.

   **4.1 Introduction, modification and termination of programs and courses**
   a. Approve the introduction and modification of academic programs
   b. Approve the termination of academic programs and report to GFC and APC for information.
   c. Approve the introduction, modification and termination of embedded certificates
   d. Approve the introduction, modification and deletion of courses
   e. Approve new course designators

   **4.2 Admission, Transfer and Academic Standing Regulations**
   a. Approve routine changes to admission/transfer and academic standing regulations
   b. Approve changes to International Baccalaureate (IB) and Advanced Placement (AP) regulations
   c. 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.

d. Approve routine changes to Physical Testing and Immunization of Students

4.3 Non-Credit Programs and Courses
a. Approve the establishment of non-credit programs and associated courses
b. Decide on any challenge made to non-credit courses which the Provost and Vice-President (Academic) has been unable to resolve.

5. Responsibilities Additional to Delegated Authority

5.1 Introduction, modification or termination of programs and courses
a. Review and recommend program suspensions to APC

5.2 Admissions, Transfer, and Academic Standards
a. Recommend to GFC on policies regarding admission, registration, academic standing
b. Recommend to GFC on changes to admissions, transfer and/or academic standards regulations with institutional scope
c. Receive and discuss the Report of the Senate Committee of Lay Observers of the Admissions Process in Quota Programs

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

6.1 Introduction, modification or termination of programs and courses
a. Academic Programs – Graduate Degree Specializations - All proposals for establishment, suspension and termination of graduate degree second level specializations shall be submitted to the Dean of the Faculty of Graduate Studies and Research. The Dean, after consultation, may approve proposals which do not involve base operating or capital funds; the Dean will report these on an annual basis to the Programs Committee.

6.2 Non-Credit Programs and Courses
a. Approval of modification or deletion of non-credit programs and courses is sub-delegated to the Provost and Vice-President (Academic) who will report these on an annual basis to the Programs Committee.

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

7.1 Academic Programs
a. In cases where a new program represents a new credential for the university, final approval resides with GFC and the Board of Governors
b. Proposals which involve new space or resources or affect long-range planning shall be referred to the GFC Academic Planning Committee

7.2 Admission, Transfer and Academic Standards
a. Substantial changes and those with institutional scope are recommended to GFC
8. **Reporting**

8.1 The Committee should regularly report to GFC with respect to its activities and decisions.

9. **Definitions**

Program - refers to all credit programs that result in a government approved credential including: degrees, diplomas and certificates

Non-Credit Program – refers to stand-alone programs for professional development and continuing education.

Embedded Certificate – refers to a credit program with a specific area of focus that is completed during the course of an undergraduate or graduate degree program

Routine - 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. 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.

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
- Academic Standing Policy
- Academic Standing Regulations Procedure

Approved by General Faculties Council:
GFC Executive Committee *ad hoc* committee on Program Approval Processes

**Purpose:**

To review current approval processes and propose revised pathways that will be transparent, straightforward and will incorporate the recommendations of the report of the *ad hoc* committee on Academic Governance including Delegated Authority, and other issues that have arisen since the report was endorsed by GFC.

**Suggested Composition:**

Vice-Provost (Programs), as Chair  
One member of the GFC Academic Planning Committee  
One member of the GFC Academic Standards Committee  
One student member  
One representative from the Faculty of Graduate Studies and Research  
One representative from the Registrar’s Office  

Resource members: University Governance, others as required  

The *ad hoc* committee may add to its membership as it deems necessary.

**Meetings:**

The *ad hoc* committee will meet once or twice a month until completion.

Guests will be invited to attend as required. Other consultation activities will be determined by the *ad hoc* committee.

**Terms of Reference:**

1. To consider the current program approval process, the recommendations of the *ad hoc* committee (see item 5 below), and input from GFC standing committees and other stakeholders related to:  
   - Approval, modification, suspension and termination of programs  
   - Consideration of alternate pathways for graduate programs  
   - Consideration of pathways for Centre collégial de l'Alberta (CCA) programs  
   - Approval, modification and termination of non-credit programs  
   - GFC Policy Manual, Section 37: course and minor program changes (including service courses)  
   - Other delegations related to programs and courses within GFC standing committee terms of reference (such as: approval of courses for new programs, course designators, course renumbering)

2. To develop pathways for program approval that are consistent with GFC Principles and principles of collegial governance
3. To recommend revisions to GFC standing committee terms of reference and GFC policy to reflect proposed pathways.

4. To identify further steps (ie administrative delegations, faculty councils, UAPPOL).

5. An implementation plan for the following 5 recommendations from the ad hoc Committee on Academic Governance including Delegated Authority will constitute part of the ad hoc committee’s activities:
   · That, over the next year, the ASC Subcommittee on Standards be charged with reviewing and revising the policy on course and minor program changes (recommendation 16)
   · That the delegated authority to ratify new course designators and to approve re-numbering of courses move from the Executive Committee to the Academic Standards Committee (recommendation 17)
   · That the Academic Standards Committee review and approve courses associated with new program, subject to challenge through normal course circulation process (recommendation 19)
   · 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 collegial de l’Alberta; those requiring additional funding and/or space would be recommended to the Academic Planning Committee for approval (recommendation 20)
   · That further works and consultation occur with FGSR and Governance to develop a proposal for approval pathways that recognizes the unique nature of the Faculty (recommendation 43)

Timeline:

Final recommendations to be submitted no later than April 30, 2020

Established by GFC Executive Committee January 14, 2019