

GFC Academic Standards Committee (ASC)

Approved Motions

The following Motions and attached final documents were approved by the GFC Academic Standards Committee (ASC) at the meeting of May 19, 2011:

Agenda Title: Faculty of Graduate Studies and Research Admissions/Transfer Requirements for Graduate Programming

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, changes to admission/transfer requirements for graduate programming, as submitted by the Faculty of Graduate Studies and Research and as set out in Attachment 4A of the documentation and as amended, to be effective in 2012-2013.

Agenda Title: Office of the Registrar and Student Awards Transfer Course Approvals for May, 2011

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposal for approval of courses for transfer credit, as submitted by the Office of the Registrar and Student Awards and as set out in Attachment 4B of the documentation, to take effect upon final approval.

Final Approved Document: [Item 4A – 4B](#)

Agenda Title: Faculties of Nursing and Graduate Studies and Research (FGSR) (New) Embedded Certificate in Teaching and Learning in Nursing Education

Motion: That the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the embedded certificate in Teaching and Learning in Nursing Education, as submitted by the Faculties of Nursing and Graduate Studies and Research and as set out in Attachment 1 of the documentation, for implementation in 2011-2012.

Final Approved Document: [Item 5](#)

Agenda Title: Office of the Registrar and Student Awards and the Expansion of University of Alberta Bridging Program

Motion: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee, the expansion of the University of Alberta Bridging Program to include a Stage 1, with newly defined admission requirements, and the renaming of the current Bridging Program to the University of Alberta Bridging Program Stage 2, as submitted by the Office of the Registrar and Student Awards and as set out in Attachment 1 of the documentation, to take effect upon approval and for publication in the 2012-13 University Calendar.

Final Recommended Document: [Item 6](#)

Agenda Title: **Recording Lectures and Changes to Section 61.3 (Marking and Grading Guidelines) of the GFC Policy Manual and Section 23.4 (Evaluation Procedures and Grading System) of the University Calendar**

Motion: THAT the GFC Academic Standards Committee recommend to the GFC Executive Committee Changes to Section 61.3 (Marking and Grading Guidelines) of the GFC Policy Manual and Section 23.4 (Evaluation Procedures and Grading System) of the University Calendar, as submitted by the Vice-Provost and Associate Vice-President (Information Technology) and as set out in Attachment 1 of the documentation, to be effective upon approval.

Final Recommended Document: [Item 7](#)

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OUTLINE OF ISSUE

4A. Faculty of Graduate Studies and Research Admissions/Transfer Requirements for Graduate Programming

4B. Office of the Registrar and Student Awards Course Approvals for May, 2011

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	René Poliquin, Vice-Dean, Faculty of Graduate Studies and Research, Ada Schmude, Associate Registrar, Director of Records
Presenter	N/A
Subject	N/A

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	
The Impact of the Proposal is	
Replaces/Revises (eg, policies, resolutions)	Section(s) 205.14.2, 205.18.5, 205.18.6, 205.24.1, 205.59.2, of the University Calendar
Timeline/Implementation Date	Item 4A: To take effect in 2012-2013 and for the 2012-2013 Calendar Items 4B: to take effect upon approval and for the 2012-13 Calendar
Estimated Cost	
Sources of Funding	
Notes	

Alignment/Compliance

Alignment with Guiding Documents	<i>Dare to Discover</i> Values: to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. PSLA: The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>3. UAPPOL Admissions Policy: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may</p>

consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

4. **UAPPOL Admissions Procedure:**

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*).

For example, a change approved in May 2005 would be first published in the 2006-2007 *University Calendar* in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).”

b. Where changes to admission regulations are deemed by the approving body to be “advantageous to students”, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.

5. **GFC ASC’s Terms of Reference (Mandate):** The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are **editorial** in nature. ASC’s terms of reference provide that “the term ‘**routine and/or editorial**’ refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy” (3.A.i).

Further, “ASC acts for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations” (Section 3.B.ii).

	<p>6. GFC ASC's Terms of Reference (Mandate): ASC's delegated authority from GFC extends to the following:</p> <ul style="list-style-type: none"> a. ASC approves, for inclusion in the Alberta Transfer Guide, courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. Approval will be based upon an assessment of course content and level of instructor qualifications. b. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. c. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta. d. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta. (3.D.i-iv.) <p>7. UAPPOL Transfer Credit Articulation Procedure (Overview and Procedure): "The University of Alberta will accept for transfer credit the courses recommended by Faculties and approved by ASC for inclusion in the Alberta Transfer guide, to the extent that the courses fit the degree program that the student wishes to enter. Credit for such courses will be considered in a credit-no credit basis only and will not be included in the University grade point average calculation on the University transcript. Faculties may have other requirements...Transfer credit is assess on an individual course-by-course basis for by a block transfer agreement."</p>
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Vice-Provost (Academic), Associate Registrar and Director of Records, Associate Registrar and Director of Enrolment (May 10, 2011)
Approval Route (Governance) (including meeting dates)	Faculty Council, GFC Academic Standards Committee (May 19, 2011)
Final Approver	GFC Academic Standards Committee (May 19, 2011)

1. Item 4A - Attachment 1 (pages 1-4) – Faculty of Graduate Studies and Research
2. Item 4B - Attachment 1 (pages 1-3) – Office of the Registrar and Student Awards

Agenda Title: Faculty of Graduate Studies and Research Admissions/Transfer Requirements for Graduate Programming

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, changes to admission/transfer requirements for graduate programming, as submitted by the Faculty of Graduate Studies and Research and as set out in Attachment 4A of the documentation and as amended, to be effective in 2012-2013.

To: GFC Academic Standards Committee

Date:

From: René Poliquin, Vice-Dean
Faculty of Graduate Studies and Research

Current	Proposed
<p>205.14.2 The Degree of MA in Communications and Technology (MACT)</p> <p>Entrance Requirements The normal admission requirements are as follows: a four-year degree from a recognized university; a GPA of at least 3.0 (or equivalent); at least three years of relevant professional experience; three letters of reference; and a letter of interest. The letter of interest should state the applicant's academic or professional area of specialization, specify how completion of the program would support the applicant's professional practice, and identify a provisional topic for the final applied research project. Where applicable a TOEFL score of 600 (paper based) or 100 (internet based) is required (see §203.2.4). Up to 25 students, including up to four thesis-based students, are admitted each year to begin their studies in May. The application deadline for admission to begin studies in May is December 15 of the preceding year. The MACT program may be completed through either a course-based or thesis-based route.</p>	<p>205.14.2 The Degree of MA in Communications and Technology (MACT)</p> <p>Entrance Requirements The normal admission requirements are as follows: a four-year degree from a recognized university; a GPA of at least 3.0 (or equivalent); at least three years of relevant professional experience; three letters of reference; and a letter of interest. The letter of interest should state the applicant's academic or professional area of specialization, specify how completion of the program would support the applicant's professional practice, and identify a provisional topic for the final applied research project. <u>Where applicable a satisfactory score on an approved English language examination as described below is required. TOEFL- minimum score of 600 (paper-based) or a total score of 100 with a score of at least 20 on each of the individual skill areas (internet-based); MELAB – minimum score of 85; IELTS (Academic) – minimum overall band score of 7.0 with at least 5 on each band; CAEL – overall minimum score of 60 with at least 60 on each subtest; PTE (Academic) – overall minimum score of 68.</u> Up to 25 students, including up to four thesis-based students, are admitted each year to begin their studies in May. The application deadline for admission to begin studies in May is December 15 of the preceding year. The MACT program may be completed through either a course-based or thesis-based route.</p>
<p>205.18.5 The Degree of PhD in Medical Sciences - Dentistry and the Degree of PhD in Medical Sciences - Oral Biology</p>	<p>205.18.5 The Degree of PhD in Medical Sciences - Dentistry and the Degree of PhD in Medical Sciences - Oral Biology</p>

<p>The Department of Dentistry offers the PhD in Medical Sciences - Dentistry and the PhD in Medical Sciences - Oral Biology. The program of study is determined in consultation with the supervisor and supervisory committee. The general description for the PhD in Medical Sciences is as presented for all PhD programs in Medical Sciences (see §205.43 Medical Sciences).</p>	<p>The Department of Dentistry offers the PhD in Medical Sciences - Dentistry and the PhD in Medical Sciences - Oral Biology. The program of study is determined in consultation with the supervisor and supervisory committee. The general description for the PhD in Medical Sciences is as presented for all PhD programs in Medical Sciences (see §205.43 Medical Sciences). <u>In addition the Department of Dentistry requires a Masters degree or the consent of the Department of Dentistry.</u></p>
<p>205.18.6 The Degree of PhD in Medical Sciences – Orthodontics</p> <p>The PhD in Medical Sciences - Orthodontics program is a full-time program with clinical training integrated into it. <u>Up to one student per year may be admitted into the program.</u> The program of study is determined in consultation with the supervisor and supervisory committee. Clinical training will not start until defined research milestones are attained. The time required to complete the PhD will vary according to the previous training of the applicant and the nature of the research undertaken; however, a minimum of five years is considered normal. For the PhD in Medical Sciences - Orthodontics program, applications will be received and reviewed by the Director of Orthodontics (see §205.43 Medical Sciences). Students enrolled in the PhD in Medical Sciences - Orthodontics will not have the option of transferring to the MSc in Medical Sciences - Orthodontics program.</p>	<p>205.18.6 The Degree of PhD in Medical Sciences – Orthodontics</p> <p>The PhD in Medical Sciences - Orthodontics program is a full-time program with clinical training integrated into it. The program of study is determined in consultation with the supervisor and supervisory committee. Clinical training will not start until defined research milestones are attained. The time required to complete the PhD will vary according to the previous training of the applicant and the nature of the research undertaken; however, a minimum of five years is considered normal. For the PhD in Medical Sciences - Orthodontics program, applications will be received and reviewed by the Director of Orthodontics (see §205.43 Medical Sciences). Students enrolled in the PhD in Medical Sciences - Orthodontics will not have the option of transferring to the MSc in Medical Sciences - Orthodontics program. <u>In addition the Department of Dentistry requires a Masters degree or consent of both the Department of Dentistry and the Division of Orthodontics.</u></p>
<p>205.24 Educational Psychology ... 205.24.1 General Information ... Entrance Requirements The Department's minimum admission requirements are a four-year undergraduate degree with a minimum grade point average of 3.0 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution, <u>and an internet based TOEFL score of 88 where applicable (see §203.2.4). For details on alternate methods of assessing English skills, see §203.2.4.</u></p> <p><u>The TESL program requires an internet based TOEFL score of 98 with a minimum of 28 in</u></p>	<p>205.24 Educational Psychology ... 205.24.1 General Information ... Entrance Requirements The Department's minimum admission requirements are a four-year undergraduate degree with a minimum grade point average of 3.0 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution. <u>For those students whose previous academic work was completed in a language other than English, the Department requires proof of proficiency in the English language. Any one of the following is acceptable:</u></p> <ul style="list-style-type: none"> • <u>TOEFL score of 580 paper-based; OR</u>

speaking, and 24 in listening and writing components for individuals whose first language is not English.

Additional details concerning admission requirements, including prerequisite courses, within each area may be found on the Department's website at www.uofaweb.ualberta.ca/edpsychology

- TOEFL score of 237 computer-based; OR
- TOEFL score of 93 Internet-based, with a score of at least 24 on speaking and writing, and 20 on reading and listening; OR
- An Academic IELTS score of 7.0 with no band less than 6.5; OR
- An official CAEL (Canadian Academic English Language assessment system) score of at least 70 in all bands.

Areas within the Department may have higher standards.

The TESL program requires:

- TOEFL score of 600 paper-based (or 250 computer-based); AND
- TSE score of 55 (minimum) (SPEAK scores are not acceptable); OR
- TOEFL iBT (internet-based) score of 98, with minimum scores of 28 in the speaking component, 22 in the reading component and 24 in the listening and writing components; OR
- An Academic IELTS score of 8 (minimum) on listening/speaking bands with no band less than 7; OR
- An official CAEL (Canadian Academic English Language assessment system) score of at least 80 on listening/speaking bands with no band less than 70.

Additional information regarding English Language proficiency may be found at:

<http://www.gradstudies.ualberta.ca/applyadmission/elp.htm>

Additional details concerning admission requirements, including prerequisite courses, within each area may be found on the Department's website at www.uofaweb.ualberta.ca/edpsychology.

205.59.2 The Degree of MSc in Physical Therapy (course-based)

...
Program Requirements
...

Clinical Policies and Procedures: The procedures governing clinical placements are binding and will be provided in the MScPT Student Manual. To be eligible for admission to clinical placements the students must meet the following requirements:
(1) CPR Certification

205.59.2 The Degree of MSc in Physical Therapy (course-based)

...
Program Requirements
...

Clinical Policies and Procedures: The procedures governing clinical placements are binding and will be provided in the MScPT Student Manual. To be eligible for admission to clinical placements the students must meet the following requirements:
(1) CPR Certification

<p>(2) Security Clearance Check (3) Medical Examination and Immunization Requirements (4) Fit Testing for Respirator Mask, as required (5) For students requesting Specialized Support and Disability Services (SSDS) accommodation and for students returning to the program after a prolonged period of absence due to illness, a medical examination and relevant documentation may be required prior to clinical practice. Details on these clinical requirements are available in the MScPT Student Manual.</p>	<p>(2) Security Clearance Check (3) Immunization Requirements (4) Fit Testing for Respirator Mask, as required (5) For students requesting Specialized Support and Disability Services (SSDS) accommodation and for students returning to the program after a prolonged period of absence due to illness, a medical examination and relevant documentation may be required prior to clinical practice. Details on these clinical requirements are available in the MScPT Student Manual.</p>
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Remove requirement as according to the UofA Health Clinic Director, the physical exam is not particularly useful in ensuring students are safe/fit for practice.

University of Alberta: Office of the Registrar and Student Awards
Proposals Recommended for APPROVAL of Transfer Credit at the Academic Standards Committee Meeting on May, 2011

Agenda Title: **Office of the Registrar and Student Awards Course Approvals for May, 2011**

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposal for approval of courses for transfer credit, as submitted by the Office of the Registrar and Student Awards and as set out in Attachment 4B of the documentation, to take effect upon final approval.

Proposal ID # and Sending Institution	Sending Institution Course	U of A Course	Transfer Guide Footnotes	Comments
AMBROSE UNIVERSITY COLLEGE				
127185	HI 228 (3)	AUHIS 2XX (3)		Ambrose's HI 228 (3) was previously approved for HIST 2xx (3). Student will not also receive credit for HIST 210 at UofA. The new agreement will be: HI 228 (3) = HIST 2xx (3) OR AUHIS 2xx (3). Student will not also receive credit for HIST 210 at UofA.
ATHABASCA UNIVERSITY				
128137	EDPY 200 (3)	AUEPS 258 (3)		Athabasca's EDPY 200 (3) was previously approved for EDPY 200 (3). The new agreement will be: EDPY 200 (3) = EDPY 200 (3) OR AUEPS 258 (3).
128064	GERM 302 (3)	GERM 211 (3)		
128065	GERM 303 (3)	GERM 212 (3)		
127058	HIST 210 (3)	AUHIS 1XX (3)		Athabasca's HIST 210 (3) was previously approved for HIST 1xx (3). The new agreement will be: HIST 210 (3) = HIST 1xx (3) OR AUHIS 1xx (3).
CANADIAN UNIVERSITY COLLEGE				
97595	ENGL 212 (3)	ENGL 2XX (3)		
GRANT MACEWAN UNIVERSITY				
118231	MATH 310 (3)	MATH 3XX (3)	Student will not also receive credit for MATH 314 at UofA.	
118243	MATH 350 (3)	MATH 322 (3)		
124629	MATH 410 (3)	MATH 4XX (3)	Student will not also receive credit for MATH 414 at UofA.	

University of Alberta: Office of the Registrar and Student Awards
Proposals Recommended for APPROVAL of Transfer Credit at the Academic Standards Committee Meeting on May, 2011

KING'S UNIVERSITY COLLEGE, THE				
127701	HIST 309 (3)	AUHIS 2XX (3)		King's HIST 309 (3) was previously approved for HIST 212 (3). The new agreement will be: HIST 309 (3) = HIST 212 (3) OR AUHIS 2xx (3).
127720	HIST 382 (3)	AUHIS 3XX (3)	Student will not also receive credit for AUHIS 337 at UofA.	King's HIST 382 (3) was previously approved for HIST 2xx (3). The new agreement will be: HIST 382 (3) = HIST 2xx (3) OR AUHIS 3xx (3). Student will not also receive credit for AUHIS 337 at UofA.
LETHBRIDGE COLLEGE				
111690	PED 162 (3)	PEDS 1XX (3)		A grandfathered merger agreement exists with Augustana Faculty. The new agreement will be: PED 162 (3) = PEDS 1xx (3) OR AUPED 1xx (3).
MEDICINE HAT COLLEGE				
127784	PHIL 319 (3)	AUPHI 2XX (3)		MHC's PHIL 319 (3) was previously approved for PHIL 2xx (3). Student will not also receive credit for PHIL 382 at UofA. The new agreement will be: PHIL 319 (3) = PHIL 2xx (3) OR AUPHI 2xx (3). Student will not also receive credit for PHIL 382 at UofA.
MOUNT ROYAL UNIVERSITY				
127590	ENGL 3327 (3)	AUENG 3XX (3)		MRU's ENGL 3327 (3) was previously approved for ENGL 3xx (3). The new agreement will be: ENGL 3327 (3) = ENGL 3xx (3) OR AUENG 3xx (3).
127596	ENGL 3350 (3)	AUENG 270 (3)		MRU's ENGL 3350 (3) was previously approved for ENGL 3xx (3). The new agreement will be: ENGL 3350 (3) = ENGL 3xx (3) OR AUENG 270 (3).
127593	ENGL 3353 (3)	AUENG 307 (3)		MRU's ENGL 3353 (3) was previously approved for ENGL 308 (3). The new agreement will be: ENGL 3353 (3) = ENGL 308 (3) OR AUENG 307 (3).
127252	FREN 3339 (3)	AUFRE 3XX (3)		MRU's FREN 3339 (3) was previously approved for FREN 3xx (3). The new agreement will be: FREN 3339 (3) = FREN 3xx (3) OR AUFRE 3xx (3).
128018	LAST 1101 (3)	LA ST 1XX (3)		

University of Alberta: Office of the Registrar and Student Awards
Proposals Recommended for APPROVAL of Transfer Credit at the Academic Standards Committee Meeting on May, 2011

128141	LING 2201 (3)	LING 204 (3)		
127332	PHIL 2241 (3)	AUPHI 326 (3)		MRU's PHIL 2241 (3) was previously approved for PHIL 291 (3). The new agreement will be: PHIL 2241 (3) = PHIL 291 (3) OR AUPHI 326 (3).
111510	SLGY 2277 (3)	SOC 2XX (3)		A grandfathered merger agreement exists with Augustana Faculty. The new agreement will be: SLGY 2277 (3) = SOC 2xx (3) OR AUSOC 2xx (3).
127579	SPAN 4417 (3)	SPAN 4XX (3)		
127231	WMST 3309 (3)	AUSoc Sci 2XX (3)		MRU's WMST 3309 was previously approved for W ST 2xx (3). The new agreement will be: WMST 3309 (3) = W ST 2xx (3) OR AUSoc Sci 2xx (3).
127227	WMST 3850 (3)	AUSoc Sci 2XX (3)		MRU's WMST 3850 was previously approved for W ST 3xx (3). The new agreement will be: WMST 3850 (3) = W ST 3xx (3) OR AUSoc Sci 2xx (3).
RED DEER COLLEGE				
127246	ENGL 340 (6)	AUENG 2XX (6)	Student will not also receive credit for AUENG 103 or 104 at UofA.	RDC's ENGL 340 (6) was previously approved for ENGL 2xx (6). The new agreement will be: ENGL 340 (6) = ENGL 2xx (6) OR AUENG 2xx (6). Student will not also receive credit for AUENG 103 or 104 at UofA.

FOR INFORMATION

**University of Alberta: Office of the Registrar and Student Awards
Summary of Transfer Credit Proposals DENIED
Circulated for Information Only at the Academic Standards Committee Meeting in May, 2011**

Proposal ID # and Sending Institution	Sending Institution Course	U of A Course Requested	Denial Date	Reason for Denial
GRANT MACEWAN UNIVERSITY				
123000	ACCT 275 (3)	ACCTG 437 (3)	April 14, 2011	An important part of AIS on REA data modeling and ER Diagrams is not taught in this course. This part is critical in understanding database design.

OUTLINE OF ISSUE

Agenda Title: **Faculty of Nursing and the Faculty of Graduate Studies and Research (FGSR) Embedded Certificate in Teaching and Learning in Nursing Education**

Motion: That the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the embedded certificate in Teaching and Learning in Nursing Education, as submitted by the Faculties of Nursing and Graduate Studies and Research and as set out in Attachment 1 of the documentation, for implementation in 2011-2012.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Faculty of Nursing and the Faculty of Graduate Studies and Research (FGSR)
Presenter(s)	Joanna Harrington, Associate Dean, Faculty of Graduate Studies and Research (FGSR) and delegate for René Poliquin, member of GFC ASC SOS, Florence Myrick, Associate Dean, Faculty of Nursing, Barbara Dussault, Director of Graduate Services, Faculty of Nursing
Subject	New embedded certificate in Teaching and Learning in Nursing Education

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	[<i>excerpt from the proposal</i>] Nursing education requires educators who not only possess nursing knowledge and who are proficient in clinical practice and skill but who are also knowledgeable about educational theory and informed about the process of teaching and learning. The rationale for the introduction of the embedded Graduate Certificate in Teaching and Learning in Nursing Education is to address a need for formal teacher preparation in nursing education. The completion of this certificate would thus reflect the acquisition of the relevant knowledge and skills required to teach in the discipline of nursing. At a glance, this certificate would allow for instant recognition of formal preparation in teaching and learning in nursing education.
The Impact of the Proposal is	[<i>excerpt from the proposal</i>] As these courses already exist and are delivered consistently within the nursing graduate programs at the University of Alberta, there are no resource implications.
Replaces/Revises (eg, policies, resolutions)	
Timeline/Implementation Date	Fall, 2011
Estimated Cost	
Sources of Funding	See attached
Notes	<u>Note 1:</u> On April 28, 2008, the Board Educational Committee (BEAC) (now the Board Learning and Discovery Committee (BLDC)) approved free-standing credit certificates as a new credential for the University of Alberta. <u>Note 2:</u> (ASC's Terms of Reference): "Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or



	<p>delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC).”</p> <p><u>Note 3:</u> non-credit certificates are received by ASC for information; embedded certificates are approved by GFC ASC and do not require government approval.</p> <p><u>Note 4:</u> Free-standing credit certificates may be approved by GFC APC and be forwarded to the Post-Secondary Programs Branch for approval.</p>
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Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p><i>Dare to Discover Values:</i> to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth; <i>Dare to Deliver.</i></p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<ol style="list-style-type: none"> 1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)). 2. GFC ASC’s Terms of Reference (Mandate): GFC delegated authority to ASC to approve “proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC).” (3.G.). 3. PSLA: The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)). 4. UAPPOL Admissions Policy: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) <p>The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the <i>University Calendar</i>. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition</p>



of the *University Calendar*.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

5. UAPPOL Admissions Procedure:

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*).

For example, a change approved in May 2005 would be first published in the 2006-2007 *University Calendar* in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).”

b. Where changes to admission regulations are deemed by the approving body to be “advantageous to students”, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.

6. PSLA: The *PSLA* gives Faculty Councils the authority to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).

7. UAPPOL Academic Standing Policy: All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the *University Calendar*.

8. UAPPOL Academic Standing Regulations Procedures: All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.

If the Provost and Vice-President (Academic) determines the proposal to

	<p>be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.</p> <p>Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.</p> <p>9. GFC ASC’s Terms of Reference (Mandate): The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are editorial in nature. GFC policy provides that “the term ‘routine and/or editorial’ refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy” (Section 12.1.2.1).</p> <p>Further, GFC policy allows for ASC “to act for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations” (Section 12.1.3.1).</p>
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	
Approval Route (Governance) (including meeting dates)	GFC ASC Subcommittee on Standards (May 5, 2011-for discussion) GFC Academic Standards Committee (May 19, 2011-for approval)
Final Approver	GFC Academic Standards Committee

1. Attachment 1 Template IIIB (pages 1 – 6)



UNIVERSITY OF ALBERTA

Template IIIB: Credit Certificates

- Template IIIB is to be used for proposals calling for the establishment of new University of Alberta credit certificates.

TEMPLATE IIIB
REQUEST FOR APPROVAL OF NEW CREDIT CERTIFICATE
(2 pages maximum)

SECTION A: CREDIT CERTIFICATE INFORMATION

Certificate Name	Graduate Certificate in Teaching and Learning in Nursing Education
Institution(s)	University of Alberta
Sponsoring Faculty/Academic Unit	Faculty of Nursing
Contact Person	Name: Dr. Florence Myrick Phone: 780-492-0251 Fax: 780-492-2551 E-mail: Flo.myrick@ualberta.ca
Name of Credential	<i>Graduate Certificate in Teaching and Learning in Nursing Education</i> <input type="checkbox"/>
Program Length	Three graduate level courses (i.e. 2 x 4 credits; 1 x 6 credits = 14 credits) The 3 courses listed in Appendix A were revised and implemented in the fall of 2008 and currently appear as listed in the calendar.
Enrolment	As an embedded certificate, there will be no impact on enrolments. Frequently, the teaching courses have tended to be very high in demand. The need for master's prepared clinicians has increased in the health care environment. We are finding, however, that there are fewer students currently registering in the Teaching and Learning courses. On the other hand, the need for nurse educators in the postsecondary environment is also concurrently on the increase. Thus, the impetus to formally recognize the knowledge and skill in the area of teaching and learning at the graduate level is vital.
Implementation Date	We at the Faculty of Nursing would like to offer an embedded graduate certificate in teaching and learning in nursing education. Those nursing students who began a graduate program from September 2008 onward at the Faculty of Nursing and subsequently who have successfully completed their graduate degree in nursing including the three graduate level courses in teaching and learning would be awarded this certificate. Formal announcements and inclusion in the UA Calendar would commence upon approval as it will benefit the students.

Program Synopsis

This certificate would comprise three graduate level courses which provide a foundation for teaching and learning in nursing education. The certificate will be noted on the student's transcript.

These courses are part of the Master of Nursing Program, Teaching and Learning focus; they comprise 27% (3/11 courses) of the required course work. Doctoral students are also able to register in these courses however, it is difficult to project the percentage of weight as the only required course work in the PhD program is the dissertation seminar.

SECTION B: RATIONALE FOR AND IMPLICATIONS OF THE PROPOSED CREDIT CERTIFICATE

Rationale for Introduction of Credit Certificate

(Outline the rationale for the proposed credit certificate and provide supporting data if applicable - eg, results of student or economic demand analyses; consultation with wider community; et cetera.)

Nursing education requires educators who not only possess nursing knowledge and who are proficient in clinical practice and skill but who are also knowledgeable about educational theory and informed about the process of teaching and learning. The rationale for the introduction of the embedded Graduate Certificate in Teaching and Learning in Nursing Education is to address a need for formal teacher preparation in nursing education. The completion of this certificate would thus reflect the acquisition of the relevant knowledge and skills required to teach in the discipline of nursing. At a glance, this certificate would allow for instant recognition of formal preparation in teaching and learning in nursing education.

Provider Comments:

Resource Implications

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

As these courses already exist and are delivered within the nursing graduate programs, there are no resource implications.

Provider Comments:

Implications of Introduction of the Credit Certificate

(Identify the implications of the proposed credit certificate for the system. For example, will it affect access, programs at other institutions, et cetera?)

As these courses already exist and are delivered consistently within the nursing graduate programs at the University of Alberta, there are no resource implications.

Provider Comments:

SECTION C: REQUIRED CONSULTATIONS AND APPENDICES

Faculty Council Approval (Date of Approval)

Support from Other University (Provide description.)

Academic Units, Associations (Professional; Student), Accrediting Agencies, et al Prior to the completion of her tenure as the Vice-Provost (Academic), Dr. Olive Yonge provided the impetus and support for the implementation of the Embedded Graduate Certificate of Teaching and Learning in Nursing Education within the nursing graduate programs.

Office of the Registrar and Student Awards (Provide description.)

Computing and Network Services (Provide description, if applicable.)

Library Administration (Provide description. A Library Impact Statement, provided by the central administration of the University's Library system, must be provided as an appendix to this proposal—this statement will detail the anticipated impact the proposal may have on existing Library resources.)

Facilities and Operations (regarding space requirements/needs) (Provide description, if applicable.)

Student Services (Provide description, if applicable.)

AAS:UA/NASA (Provide description, if applicable.)

APPENDICES (List below and attach, as appropriate. Appendices would set out relevant supporting documentation, including, for example, (draft) University Calendar copy (including, where relevant, admission/transfer and academic standing/graduation criteria, letters of support from both the internal and external communities, external evaluations of the proposal, new course offerings/changes to existing courses)

Appendix A – Synopsis

Appendix B – Calendar Changes

Appendix C – Letter of Support from Dr. Anita Molzahn, Dean, Faculty of Nursing

Appendix D – Letter of Support from Dr. Katherine Moore, Associate Dean Graduate Studies, Faculty of Nursing

Appendix A Certificate Synopsis

Upon entry into either the Master of Nursing Program or the PhD (Nursing) Program, in addition to their required courses, students with an interest in teaching are encouraged to register in and complete three graduate level courses focused specifically on teaching and learning. As an embedded certificate, the completion of these three courses will formally recognize the student's newly acquired knowledge in the area of teaching and learning in nursing education.

NURS 546 Philosophy of Teaching

*4 (fi 8) (either term, 0-3s-9c). The focus of this course is the exploration of major philosophical positions and their contributions to the teaching learning process. Specifically, it involves an examination of the relationship between philosophical reflection and pedagogical practice within the context of nursing education. Students discuss basic world views that influence contemporary thought about the teaching learning process, critically analyze/deconstruct educational concepts, values and practices and explore how philosophy of teaching influences curricular development and shapes nursing education. Credit will not be granted to students who have previously received credit for NURS 560 - Philosophy of Teaching.

NURS 556 Teaching in Nursing Practice

*4 (fi 8) (either term, 0-3s-9c). Students will explore theories of learning and the related implications for effective educational endeavors in various contexts of nursing practice. The course will facilitate how learning outcomes in nursing practice are influenced by the orientation, characteristics, and actions of those who teach and learn, as well as the resources and constraints within each context where the teaching and learning processes occur.

NURS 586 Teaching Practicum

*6 (fi 12) (either term, 0-2s-34c). This practicum is designed to enhance contextual knowledge and skills relevant to teaching roles in nursing practice which may focus on basic and continuing nursing education, patient education in particular, or health education in general. Based on what is both personally and professionally relevant, each student develops an individualized learning plan and is paired with a teaching preceptor in the area of nursing practice appropriate for the student learning goals. Seminars provide a forum to critically reflect about how teaching and learning can be effectively practiced in the various teaching practicum interests the students bring to the course.

**Appendix B
Calendar Changes
2011–2012**

CURRENT	PROPOSED
<p><i>134 Programs of Study</i></p> <p>205.49.1 General Information</p> <p>The Faculty of Nursing is organized into four broad Areas of Excellence: Nursing Pedagogy; Philosophy, and History (NPPH); Chronicity; Health Equity and Health Systems. This initiative organizes the faculty’s research efforts, facilitates the development of research partnerships and interdisciplinary linkages, and directly links with courses in the Master of Nursing (MN) and the PhD.</p> <p>The MN program prepares nurses to fulfil leadership roles in advanced practice nursing; provide health promotion, prevention and specialized care in a variety of health care settings; teach in academic and clinical settings; and contribute to the development of health programs and policies. It provides a solid academic and practice foundation for pursuing a PhD in Nursing.</p> <p>The PhD (Nursing) program is designed to educate for excellence in the development and testing of nursing knowledge and research-based nursing practice. The number and types of courses included in the program will vary according to the individual needs of the student.</p>	<p><i>134 Programs of Study</i> <u><i>134.11 The Graduate Certificate in Teaching and Learning in Nursing Education</i></u></p> <p><u>For information regarding the embedded Graduate Certificate in Teaching and Learning in Nursing Education refer to section 205.49.</u></p> <p>205.49.1 General Information</p> <p>The Faculty of Nursing is organized into four broad Areas of Excellence: Nursing Pedagogy; Philosophy, and History (NPPH); Chronicity; Health Equity and Health Systems. This initiative organizes the faculty’s research efforts, facilitates the development of research partnerships and interdisciplinary linkages, and directly links with courses in the Master of Nursing (MN) and the PhD.</p> <p>The MN program prepares nurses to fulfil leadership roles in advanced practice nursing; provide health promotion, prevention and specialized care in a variety of health care settings; teach in academic and clinical settings; and contribute to the development of health programs and policies. It provides a solid academic and practice foundation for pursuing a PhD in Nursing.</p> <p>The PhD (Nursing) program is designed to educate for excellence in the development and testing of nursing knowledge and research-based nursing practice. The number and types of courses included in the program will vary according to the individual needs of the student.</p> <p><u>The embedded Graduate Certificate in Teaching and Learning in Nursing Education is recognition of the completion of three specific graduate level courses in teaching and learning. This certificate is provided to those students who, upon fulfillment of the requirements for either the Master of Nursing or PhD (Nursing) Program, have focused on the practice of teaching and completed the three graduate level teaching and learning courses. Preferably, students will declare an intention to receive the embedded Graduate Certificate in Teaching and Learning in Nursing Education at the beginning of their graduate program.</u></p>

CURRENT	PROPOSED
<p><i>205.49.4 Graduate Courses</i></p> <p>Course offerings vary from term to term depending upon student enrolment and availability of suitable instructors. A current listing is available on Bear Tracks: https://www.beartracks.ualberta.ca/ Graduate courses can be found in §231, Course Listings, under the subject heading Nursing (NURS).</p>	<p><u>205.49.4 The Graduate Certificate in Teaching and Learning in Nursing Education</u></p> <p><u>Nursing education requires educators who are not only proficient in clinical knowledge and skill but who are also knowledgeable and informed about the process of teaching and learning. The completion of this certificate would reflect the acquisition of the relevant knowledge and skills required to teach in the discipline of nursing. At a glance, this certificate would thus allow for instant recognition of formal preparation in teaching and learning.</u></p> <p><u>Students admitted to either the Master of Nursing or PhD (Nursing) Program may choose to focus on the practice of teaching and learning within the context of nursing education. Students who declare this choice at the beginning of their graduate program will be required to register in and successfully complete the three graduate level courses (NURS 546, 556, 586) focused on teaching and learning in higher education for nursing. Upon successful completion of the graduate program, inclusive of the designated teaching and learning courses, the student will be awarded the embedded Graduate Certificate in Teaching and Learning in Nursing Education in addition to their graduate degree. The embedded Graduate Certificate in Teaching and Learning in Nursing Education will be noted on the student's transcript.</u></p>
<p><i>205.49.4 Graduate Courses</i></p> <p>Course offerings vary from term to term depending upon student enrolment and availability of suitable instructors. A current listing is available on Bear Tracks: https://www.beartracks.ualberta.ca/ Graduate courses can be found in §231, Course Listings, under the subject heading Nursing (NURS).</p>	<p><u>205.49.5 Graduate Courses</u></p> <p>Course offerings vary from term to term depending upon student enrolment and availability of suitable instructors. A current listing is available on Bear Tracks: https://www.beartracks.ualberta.ca/ Graduate courses can be found in §231, Course Listings, under the subject heading Nursing (NURS).</p>

OUTLINE OF ISSUE

Agenda Title: **Office of the Registrar and Student Awards and the Expansion of University of Alberta Bridging Program**

Motion: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee, the expansion of the University of Alberta Bridging Program to include a Stage 1, with newly defined admission requirements, and the renaming of the current Bridging Program to *the University of Alberta Bridging Program Stage 2*, as submitted by the Office of the Registrar and Student Awards and as set out in Attachment 1 of the documentation, to take effect upon approval and for publication in the 2012-13 University Calendar.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Office of the Registrar and Student Awards
Presenters	Ada Schmude, Associate Registrar and Director of Records and member of GFC ASC Lihong Yang, Assistant Registrar, International Admissions Bill Connor, Special Advisor to the Provost
Subject	Admission Requirements to the University of Alberta Bridging Program

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To expand the University of Alberta Bridging Program to include a Stage 1 and Stage 2 which will provide students an option to ladder from the first to the second.
The Impact of the Proposal is	<p>The University of Alberta Bridging Program was begun in 2003, and it has been evolving and growing since. The Bridging Program allows international students who present competitive averages or better but who have lower than the minimum English language requirements to be admitted to a participating Faculty while upgrading their language skills in the Faculty of Extension's English Language Program. Upon successfully completing the Bridging Program, students may either continue their degree programs in their Faculty of registration or apply to transfer to another Faculty. At present, the participating Faculties are ALES, Arts, Augustana, Native Studies, and Science.</p> <p>Both university and private foundation programs in Canada admit students with a lower level of language proficiency than our established Bridging Program, so in order to be competitive, our Bridging Program is adding a new level of language training (Bridging Program Stage 1) that will prepare otherwise qualified students to enter the established program (Bridging Program Stage 2). The proposed English language admission requirements would apply to applicants entering this new Bridging Program Stage 1.</p> <p>The proposed requirements pose no risk to academic standards for the following reasons:</p> <ol style="list-style-type: none"> 1. The proposed standards are comparable to or higher than requirements of competing programs in Canada. 2. Students in the Bridging Program Stage 1 will not be allowed to take

	credit courses until they have successfully completed Stage 1. 3. Their continuation in the University will require progression to Bridging Program Stage 2, where they will be required to pass both ESL 140 and ESL 145 -- the present completion requirement for Bridging Program students.
Replaces/Revises (eg, policies, resolutions)	<i>University of Alberta Calendar</i> Section 13.3.1
Timeline/Implementation Date	Early implementation: to take effect upon approval and for publication in the 2012-13 edition of the <i>University Calendar</i> .
Estimated Cost	N/A
Sources of Funding	N/A
Notes	

Alignment/Compliance

Alignment with Guiding Documents	<i>Dare to Discover Values</i> : to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. GFC ASC's Terms of Reference (Mandate) allow for ASC to respond to proposals that may affect the admission or transfer of students to the University of Alberta. (Section 3Bx).</p> <p>3. UAPPOL Admissions Policy: "Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)</p> <p>The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the <i>University Calendar</i>. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the <i>University Calendar</i>.</p> <p>The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine."</p> <p>4. UAPPOL Admissions Procedure:</p>



PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar).

For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006)."

b. Where changes to admission regulations are deemed by the approving body to be "advantageous to students", normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.

5. GFC ASC's Terms of Reference (Mandate): The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are **substantial** in nature. ASC's terms of reference provide that "the term '**substantial**' refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept." (3.A.ii).

6. GFC ASC's Terms of Reference (Mandate): "ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or to academic standing regulations." (3.B.iv)

7. GFC Academic Planning Committee Terms of Reference (3. Mandate) states:

"The Academic Planning Committee (APC) is GFC's senior committee dealing with academic, financial and planning issues. As such, it is not only responsible to GFC (or the Board) for the specific matters itemized below, but may also ask to consider or recommend to GFC on any academic issue, including 1) those issues under the purview of other GFC committees [...]. In like manner, the President, Provost and Vice-President (Academic) or other Vice-Presidents may refer any matter to APC for consideration or recommendation to GFC. APC is also responsible to GFC for promoting an optimal learning environment for students and excellence in teaching, research, and graduate studies. [...]"

7. Admission, Transfer and Academic Standing
[...]

	b. To consider advice or recommendation from the GFC ASC on proposals which involve substantial change to admission/transfer regulations or to academic standing regulations.” (3.7)
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	<p>Week of March 21, 2011 – Office of the Provost and Vice-President (Academic)</p> <p>Week of March 28, 2011 – Faculties of Agriculture, Life and Environmental Sciences, Arts, Augustana, Native Studies, Science</p> <p>April 4, 2011 – Vice-Provosts’ Meeting/Provost International</p> <p>April 6, 2011 – Dean’s Council</p> <p>April 14, 2011 – Meeting of the International Admissions Network (Faculties of Agriculture, Life and Environmental Sciences, Arts, Augustana, Business, Education, Engineering, Graduate Studies and Research, Native Studies, Science)</p> <p>April 27, 2011 – Meeting of Bridging Program Stakeholders (Bridging Program Participating Faculties, Faculty of Extension, and Administration)</p> <p>May 5, 2011 – GFC ASC Subcommittee on Standards</p>
Approval Route (Governance) (including meeting dates)	<p>GFC Academic Standards Committee—for recommendation (May 19, 2011)</p> <p>GFC Academic Planning Committee – for final approval (June 8, 2011)</p>
Final Approver	GFC Academic Planning Committee – June 8, 2011

Attachments

1. Attachment 1 (page 1) – An Overview of the University of Alberta Bridging Program
2. Attachment 2 (page 1-2) – Proposed Changes for the 2012-13 *University Calendar*

Prepared by: Carrie Holstead, Policy Development and Issues Advisor, carrie.holstead@ualberta.ca

An Overview of the University of Alberta Bridging Program

The University has assisted international applicants who need additional English language training in its Bridging Program for about eight years. Initially the program operated informally, but it was officially established in 2005/06 when Bridging Program students were registered in Open Studies, with an advisor in the Registrar's Office inviting applicants with superior grades who had failed to meet the language requirements to enroll. Students would take ESL 140 and 145 – normally one each term -- in the Faculty of Extension and, in some cases, a couple of regular academic courses. In 2005/06, 94 students started the Bridging Program.

Because some students had trouble getting study visas when registered in Open Studies (because Open Studies didn't lead directly to a degree or certificate), the Registrar's Office looked into finding a faculty that would enroll the Bridging Program students for 2006. Arts agreed. Even with minimal advertising, enrollment gradually increased to 175 in 2009-10. In 2010/11, both overall enrollment and the number of participating faculties increased. 198 students started last fall – Arts 148, Science 40, ALES 10. The faculties of Augustana and Native Studies have agreed to participate starting in 2011.

Bridging Program students improve their language skills in the long-established English Language Program of the Faculty of Extension. In the current year, Bridging Program students could start intensive 7-week language courses, ESL 140 (English for Academic Purposes, Part I) and ESL 145 (English for Academic Purposes, Part II) at six points in the academic year – July, September (the largest group), November, January, March, and May. In September of 2011, an existing English Language Program course, ESL 135, will be offered in an enriched form to Bridging Program students who need additional English language training before beginning ESL 140 in the established program.

Starting in the 2011/12 academic year, the Bridging Program will be organized in three “stages” and additional academic skills training will be added.

Bridging Program Stage 1 will consist of ESL 135, a non-credit academic preparation course, and learning strategies seminars. Students will not be allowed to enroll in regular degree-credit courses in Stage 1.

Bridging Program Stage 2 will consist of ESL 140 and ESL 145 (worth 3 credits each), non-credit academic preparation courses, and learning strategies seminars. Students can also attempt one degree-credit course from an approved list. Stage 2 is quite similar to our traditional Bridging Program, but with additional academic support components.

Bridging Program Stage 3 will allow students who have successfully completed ESL 145 to enroll in regular degree-credit courses. Academic support and advising will continue, and there will be activities and information sessions designed to help the students with the transition to mainstream undergraduate programs. The essential feature of Stage 3 is the continuing connection with the Bridging Program and the support offered students during their first term as full-time undergraduates.

The enhanced Bridging program is intended not only to increase international student numbers but also to improve the success rates of the students entering their degree programs through this route.

ESL 135, 140, & 145 Hours of Instruction (as of September 2011)

- ESL 135: 124 hrs (*112 hrs regular instruction + 12 hrs Foundation Program 101*) – not yet finalized for September 2011
- ESL 140: 130 hrs (*112 hrs regular instruction + 18 hrs Introduction to Science*)
- ESL 145: 130 hrs (*112 hrs regular instruction + 18 hrs Introduction to Literature*)

Proposed Changes to the University of Alberta Calendar	
<i>2011-2012 Calendar (Current)</i>	<i>2012-2013 Calendar (Proposed)</i>
<p>13.3 Language Proficiency Requirements</p> <p>13.3.1 English Language Proficiency</p> <p>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.</p> <p>The University of Alberta reserves the right to use discretion in determining adequate levels of language proficiency to ensure success in academic programs. In some cases, additional English language testing, conducted by the Faculty of Extension, may be required to confirm English proficiency.</p> <p>Proficiency in English may be fulfilled in one of the following ways:</p> <p>(1) Successful completion of three years of full-time education in English</p> <ol style="list-style-type: none"> a. in Canada including the grade 12 year. This can be a combination of secondary and postsecondary education. (See notes 1, 2, and 3). b. in another country where English is recognized as an official language of instruction. (See notes 1, 2, 3, and 5). c. at a recognized school/institution which uses English as the primary language of instruction. (See notes 1, 2, 3, and 5). <p>(...)</p> <p>(5) One of the two TOEFL (Test of English as a Foreign Language) test formats with the appropriate score;</p> <ol style="list-style-type: none"> a. Internet-based TOEFL (iBT) of at least 86, with no less than 21 on each band. (See note 4) b. Paper-based TOEFL of at least 580 with a TWE of 4.0 or better (See note 4) <p>(6) A score of at least 85 on the MELAB (Michigan English Assessment Battery). (See note 4)</p> <p>(7) A score of at least 6.5 on the IELTS (International English Language Testing System) with no band less than 5.0. (See note 4)</p> <p>(8) A score of at least 70 on the CAEL (the Canadian Academic English Language assessment exam). (See note 4)</p> <p>(9) A score of at least 59 on the PTE Academic (Pearson</p>	<p>13.3 Language Proficiency Requirements</p> <p>13.3.1 English Language Proficiency</p> <p>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.</p> <p>The University of Alberta reserves the right to use discretion in determining adequate levels of language proficiency to ensure success in academic programs. In some cases, additional English language testing, conducted by the Faculty of Extension, may be required to confirm English proficiency.</p> <p>Proficiency in English may be fulfilled in one of the following ways:</p> <p>(1) Successful completion of three years of full-time education in English</p> <ol style="list-style-type: none"> a. in Canada including the grade 12 year. This can be a combination of secondary and postsecondary education. (See notes 1, 2, and 3). b. in another country where English is recognized as an official language of instruction. (See notes 1, 2, 3, and 5). c. at a recognized school/institution which uses English as the primary language of instruction. (See notes 1, 2, 3, and 5). <p>(...)</p> <p>(5) One of the two TOEFL (Test of English as a Foreign Language) test formats with the appropriate score;</p> <ol style="list-style-type: none"> a. Internet-based TOEFL (iBT) of at least 86, with no less than 21 on each band. (See note 4) b. Paper-based TOEFL of at least 580 with a TWE of 4.0 or better (See note 4) <p>(6) A score of at least 85 on the MELAB (Michigan English Assessment Battery). (See note 4)</p> <p>(7) A score of at least 6.5 on the IELTS (International English Language Testing System) with no band less than 5.0. (See note 4)</p> <p>(8) A score of at least 70 on the CAEL (the Canadian Academic English Language assessment exam). (See note 4)</p> <p>(9) A score of at least 59 on the PTE Academic (Pearson</p>

<p>Test of English Academic)</p> <p>(10) Successful completion of the University of Alberta's ESL 140/145.</p> <p>Applicants with superior academic standing who do not meet the English language requirements but who have a TOEFL score between 70 and 85 (internet-based), or 530 and 577 (paper-based) and who meet all other Faculty-specific program requirements may be considered for admission to the Bridging Program.</p> <p>For more information, students should contact the Office of the Registrar and Student Awards, International Admissions Unit, 105 Administration Building, Edmonton, Alberta, T6G 2M7.</p>	<p>Test of English Academic)</p> <p>(10) Successful completion of the University of Alberta's ESL 140/145.</p> <p><u>Bridging Program Stages 1 and 2</u></p> <p><u>Applicants with superior academic standing who do not meet the English language requirements but who have a minimum TOEFL score of 65 (internet-based), or 500 (paper-based), or a score of at least 5.0 on the IELTS and who meet all other Faculty-specific program requirements may be considered for admission to the Bridging Program Stage 1.</u></p> <p>Applicants with superior academic standing who do not meet the English language requirements but <u>who have successfully completed Bridging Program Stage 1</u> or who have a TOEFL score between 70 and 85 (internet-based), or 530 and 577 (paper-based) <u>or a score of at least 5.5 on IELTS</u> and who meet all other Faculty-specific program requirements may be considered for admission to the Bridging Program <u>Stage 2</u>.</p> <p>For more information, students should contact the Office of the Registrar and Student Awards, International Admissions Unit, 105 Administration Building, Edmonton, Alberta, T6G 2M7.</p>
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OUTLINE OF ISSUE

Agenda Title: **Recording Lectures and Changes to Section 61.3 (*Marking and Grading Guidelines*) of the GFC Policy Manual and Section 23.4 (*Evaluation Procedures and Grading System*) of the *University Calendar***

Motion: THAT the GFC Academic Standards Committee recommend to the GFC Executive Committee Changes to Section 61.3 (*Marking and Grading Guidelines*) of the GFC Policy Manual and Section 23.4 (*Evaluation Procedures and Grading System*) of the *University Calendar*, as submitted by the Vice-Provost and Associate Vice-President (Information Technology) and as set out in Attachment 1 of the documentation, to be effective upon approval.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Jonathan Schaeffer, Vice-Provost and Associate Vice-President (Information Technology), Kathleen Brough, Office of the Provost and Vice-President (Academic)
Presenter	Kathleen Brough, Office of the Provost and Vice-President (Academic)
Subject	Regulations regarding recording of lectures

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The addition of a required statement in course outlines detailing the requirement for permission from an instructor in order to create an audio or video recording of a lecture.
The Impact of the Proposal is	
Replaces/Revises (eg, policies, resolutions)	
Timeline/Implementation Date	Upon approval
Estimated Cost	n/a
Sources of Funding	n/a
Notes	

Alignment/Compliance

Alignment with Guiding Documents	Transformative Organization and Support
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. GFC Academic Standards Committee Terms of Reference (Mandate) The ASC is responsible for making recommendations and/or for providing advice to GFC, its Executive Committee, and/or the GFC Academic Planning Committee (APC) on the matters set out below, which include such areas as admissions and transfer, including admission and transfer to Faculties, admission of Open Studies students, academic standing policies and general university admission</p>



	<p>policies, and all institutional marking and grading policies and/or procedures. (GFC 29 SEP 2003) (GFC 31 MAY 2005)</p> <p>3. GFC Policy: “All proposals from the Faculties or the Administration related to...marking and grading policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals.” (Section 12.1.1(1) of the GFC Policy Manual)</p> <p>4. GFC Policy: ASC’s terms of reference provide that ASC is “[t]o provide advice or to recommend to the GFC Executive Committee on institutional marking and grading policies and/or procedures; after considering ASC’s advice or recommendation, the GFC Executive Committee may choose to act on GFC’s behalf or to recommend directly to GFC. “ (Section 12.1.3(5) of the GFC Policy Manual)</p> <p>5. GFC Policy: The GFC Executive Committee may act on behalf of GFC in considering proposals it deems to be <u>urgent</u> or <u>routine</u> in nature (Section 59.3.1 and 53.3.2, GFC Policy Manual).</p> <p>6. GFC Policy: Course outline content is set out in Section 61.6 (<i>Course Requirements, Evaluation Procedures and Grading Parts</i>) of the GFC Policy Manual.</p> <p>7. University Calendar. Course outline content is set out in Section 23.4 (<i>Evaluation Procedures and Grading System</i>) of the <i>Calendar</i>.</p>
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	<p>Copyright and Licensing Office Vice-Provosts Meeting Teaching, Learning and Technology Council GFC Campus Law Review Committee (CLRC) GFC Academic Standards Committee (ASC) GFC Committee on the Learning Environment (CLE) General Counsel Information and Privacy Office</p>
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee (May 19, 2011 – to recommend to the GFC Executive Committee)
Final Approver	GFC Executive Committee

Attachments

- Attachment 1 (page(s) 1 - 5)

Prepared by: Kathleen Brough, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)

Current 2011-2012 Calendar	Proposed 2012-13Calendar
<p>23.4 Evaluation Procedures and Grading System ...</p> <p>(2) Course Requirements, Evaluation Procedures and Grading: The policies set out below are intended to provide instructors and their students with general course information. GFC, in approving these guidelines, expected that there would be a common sense approach to their application and understood that circumstances might develop, during a term, where a change to the course outline, as set out in §23.4(2)a., made sense to all concerned. Such changes shall only occur with fair warning or general class consent.</p> <p>Students concerned about the application of these guidelines should consult, in turn, the instructor, the chair of the department by which the course is offered, and the dean of the faculty in which the course is offered.</p> <p>a. At the beginning of each course, instructors are required by GFC to provide a course outline which must include the following:</p> <ul style="list-style-type: none"> i) a statement of the course objectives and general content ii) a list of the required textbooks and other major course materials iii) a list of any other course fees as described in the ‘Student Instructional Support Fees Policy’ and their associated costs iv) an indication of how and when students have access to the instructor v) the distribution of weight between term work and final examination vi) identification of all course activities worth 10% or more of the overall course mark vii) whether marks are given for class participation and other in-class activities as well as the weight of such participation viii) dates of any examination and course assignments with a weight of 10% or more of the overall course mark ix) the manner in which the official University grading system is to be implemented in that particular course or section, i.e., whether a particular distribution is to be used to determine grades, or whether there are absolute measures or marks which will determine them, or whether a combination of the two will be used. Instructors should refer to the University of Alberta Marking and Grading Guidelines. x) an indication of how students will be given access to past or representative evaluative course material. 	<p><i>No changes until...</i></p>

b. Every course outline should contain the following statement: “Policy about course outlines can be found in §23.4(2) of the University Calendar.”

c. Every course outline should contain the following statement: “The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.uofaweb.ualberta.ca/governance.cfm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

d. Nothing in any course outline, syllabus or course web-site may override or contravene any Calendar regulation or GFC policy. In resolving any discrepancy, GFC policy and Calendar regulations will take precedence.

e. Instructors may indicate in the course outline the date, time and place on which the deferred examination for the course will occur, should one be required. See §23.5.6.

f. Instructors should discuss with the class their expectations with respect to academic honesty issues and outline both permitted and prohibited behaviour.

g. Instructors must follow copyright regulations as established by the University from time to time in the duplication of course material.

h. Instructors should allow students a reasonable time in which to complete an assignment, bearing in mind its weight.

Insert:

g. Every course outline must contain the following statement: “Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.”

h.

i.

<p>i. Instructors should mark and return to students with reasonable dispatch all term examinations and, provided the students submit them by the due date, all course projects, assignments, essays, etc.</p> <p>j. All projects, assignments, essays, etc., should be returned on or by the last day of classes in the course, with the exception of a final major assignment (which may be due on the last day of classes), which should be returned by the date of the scheduled final examination or, in nonexamination courses, by the last day of the examination period.</p> <p>k. Upon request, instructors are required to provide the method which was used to translate final and, where appropriate, term marks into grades.</p>	<p><u>j</u>.....</p> <p><u>k</u>.....</p> <p><u>l</u>....</p>
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Current GFC Policy	Proposed GFC Policy
<p>Section 61.3 Marking and Grading Guidelines</p> <p>Course Requirements, Evaluation Procedures and Grading Parts are presented in the University Calendar (23.4).</p> <p>The policies set out below are intended to provide instructors and their students with general course information. GFC, in approving these guidelines, expected that there would be a common sense approach to their application and understood that circumstances might develop, during a term, where a change to the course outline as set out in Section 61.6(a) of the GFC Policy Manual, made sense to all concerned. Such changes shall only occur with fair warning or general class content. (GFC 29 SEP 2003)</p> <p>Students concerned about the application of these guidelines should consult, in turn, the instructor, the chair of the department by which the course is offered, and the dean of the faculty in which the course is offered.</p> <p>a. At the beginning of each course, instructors are required by GFC to provide a course outline which must include the following:</p> <p>i. a statement of the course objectives and general content.</p> <p>ii. a list of the required textbooks and other major course materials.</p> <p>iii. a list of any other course fees as described in the 'Student Instructional Support Fees Policy' and their associated costs. (EXEC 04 DEC 2006)</p>	<p>Section 61.3 Marking and Grading Guidelines</p> <p>Course Requirements, Evaluation Procedures and Grading Parts are presented in the University Calendar (23.4).</p> <p>The policies set out below are intended to provide instructors and their students with general course information. GFC, in approving these guidelines, expected that there would be a common sense approach to their application and understood that circumstances might develop, during a term, where a change to the course outline as set out in Section 61.6(a) of the GFC Policy Manual, made sense to all concerned. Such changes shall only occur with fair warning or general class content. (GFC 29 SEP 2003)</p> <p>Students concerned about the application of these guidelines should consult, in turn, the instructor, the chair of the department by which the course is offered, and the dean of the faculty in which the course is offered.</p> <p>a. At the beginning of each course, instructors are required by GFC to provide a course outline which must include the following:</p> <p>i. a statement of the course objectives and general content.</p> <p>ii. a list of the required textbooks and other major course materials.</p> <p>iii. a list of any other course fees as described in the 'Student Instructional Support Fees Policy' and their associated costs. (EXEC 04 DEC 2006)</p>

iv. an indication of how and when students have access to the instructor.

v. the distribution of weight between term work and final examination.

vi. identification of all course activities worth 10% or more of the overall course mark.

vii. whether marks are given for class participation and other in-class activities as well as the weight of such participation

viii. dates of any examination and course assignments with a weight of 10% or more of the overall course mark.

ix. the manner in which the official University grading system is to be implemented in that particular course or section, i.e., whether a particular distribution is to be used to determine grades, or whether there are absolute measures or marks which will determine them, or whether a combination of the two will be used. Instructors should refer to the University of Alberta Marking and Grading Guidelines. (GFC 29 SEP 2003)

x. an indication of how students will be given access to past or representative evaluative course material. (EXEC 18 JUN 2007)

b. Every course outline should contain the following statement: "Policy about course outlines can be found in Section 23.4(2) of the University Calendar." (GFC 29 SEP 2003)

c. Every course outline should contain the following statement:
"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University." (GFC 29 SEP 2003)

d. Nothing in any course outline, syllabus or course web-site may override or contravene any Calendar regulation or GFC policy. In resolving any discrepancy, GFC policy and Calendar regulations will take precedence. (GFC 29 SEP 2003)

e. Instructors may indicate in the course outline the date, time and place on which the deferred examination for the course will occur, should one be required. See

iv. an indication of how and when students have access to the instructor.

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vi. identification of all course activities worth 10% or more of the overall course mark.

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viii. dates of any examination and course assignments with a weight of 10% or more of the overall course mark.

ix. the manner in which the official University grading system is to be implemented in that particular course or section, i.e., whether a particular distribution is to be used to determine grades, or whether there are absolute measures or marks which will determine them, or whether a combination of the two will be used. Instructors should refer to the University of Alberta Marking and Grading Guidelines. (GFC 29 SEP 2003)

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e. Instructors may indicate in the course outline the date, time and place on which the deferred examination for the course will occur, should one be required. See

<p>Section 23.5.6 (GFC 29 SEP 2003)</p> <p>f. Instructors should discuss with the class their expectations with respect to academic honesty issues and outline both permitted and prohibited behaviour. (GFC 29 SEP 2003)</p> <p>g. Instructors must follow copyright regulations as established by the University from time to time in the duplication of course material. (GFC 29 SEP 2003)</p> <p>h. Instructors should allow students a reasonable time in which to complete an assignment, bearing in mind its weight.</p> <p>i. Instructors should mark and return to students with reasonable dispatch all term examinations and, provided the students submit them by the due date, all course projects, assignments, essays, etc.</p> <p>j. All projects, assignments, essays, etc. should be returned on or by the last day of classes in the course, with the exception of a final major assignment (which may be due on the last day of classes), which should be returned by the date of the scheduled final examination or, in non-examination courses, by the last day of the examination period.</p> <p>k. Upon request, instructors are required to provide the method which was used to translate final, and where appropriate, term marks into grades.</p>	<p>Section 23.5.6 (GFC 29 SEP 2003)</p> <p>f. Instructors should discuss with the class their expectations with respect to academic honesty issues and outline both permitted and prohibited behaviour. (GFC 29 SEP 2003)</p> <p><i>Insert:</i> <u>g. Every course outline must contain the following statement: “Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.”</u></p> <p><u>h.</u></p> <p><u>i.</u></p> <p><u>j.</u></p> <p><u>k.</u></p> <p><u>l.</u></p>
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