

The following Motions and Documents were considered by the GFC Academic Standards Committee at its May 17, 2012 meeting:

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Agenda Title: **Office of the Registrar Course Approvals for May, 2012**

APPROVED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from GFC, the proposal for approval of transfer credit, as submitted by the Office of the Registrar and as set forth in Attachment 4A, to take effect upon approval.

Agenda Title: **Faculty of Physical Education and Recreation Proposed Changes to Admission Criteria for High School Applicants (Subject 5)**

APPROVED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to Section 15.3 (Admission Requirements by Faculty/Faculty of Physical Education and Recreation) of the University Calendar, as submitted by the Faculty of Physical Education and Recreation and as set out in Attachment 4B of the documentation, to be effective in 2013-2014.

Final Item: 4A-4B

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Agenda Title: **Faculty of Business' Proposed Embedded Credit Certificate in Leadership**

APPROVED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed embedded Credit Certificate in Leadership, as submitted by the Faculty of Business and as set forth in Attachment 1 (as amended), for implementation in 2012-2013.

Final Amended Item: 5

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Agenda Title: **Use of SAT Reasoning Test Results and ACT Scores to Fulfill Undergraduate Admission Requirements for High School Applicants from the American Education System (Proposed Changes to University Calendar Section 17.2.2 (Admission from the United States and Other Countries and Schools That Offer American-Based Curricula))**

APPROVED MOTION: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee proposed changes to existing undergraduate admission requirements for high school applicants from the American Education System (University Calendar Section 17.2.2 (Admission from the United States and Other Countries and Schools That Offer American-Based Curricula)), as submitted by the Office of the Registrar and as set forth in Attachment 2, to take effect in 2013-2014.

Final Recommended Item: 6

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**OUTLINE OF ISSUE**

**4A. Office of the Registrar Course Approvals for May, 2012**

**4B. Faculty of Physical Education and Recreation Proposed Changes to Admission Criteria for High School Applicants (Subject 5)**

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Ada Schmude, Associate Registrar and Director of Records, Office of the Registrar; Janice Causgrove Dunn, Associate Dean (Undergraduate), Faculty of Physical Education and Recreation
Presenter	Bill Connor, Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee
Subject	N/A

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	See the attached item for detail on proposed transfer course approvals submitted by the Office of the Registrar.
The Impact of the Proposal is	See 'Purpose'.
Replaces/Revises (eg, policies, resolutions)	Updates the <i>Alberta Transfer Guide</i> .
Timeline/Implementation Date	Item 4A: To take effect upon approval. Item 4B: To take effect in 2013-2014.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

**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 quote legislation and include identifying section numbers)	<p>1. <b>Post-Secondary Learning Act (PSLA)</b>: 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 (Academic Standards Committee). (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. <b>PSLA</b>: The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>3. <b>UAPPOL Admissions Policy</b>: “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</p>

for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

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

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

#### 4. **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 Academic Standards Committee (ASC) Terms of Reference:** [...]

#### 3. **Mandate of the Committee**

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

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from GFC, the proposal for approval of transfer credit, as submitted by the Office of the Registrar and as set forth in Attachment 4A, to take effect upon approval.

May 3, 2012

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR  
Proposals Recommended for APPROVAL of Transfer Credit at the  
Academic Standards Committee Meeting on May 17, 2012

Sending Institution and Proposal ID#	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
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**AMBROSE UNIVERSITY  
COLLEGE**

130442	HI 205 (3)	HIST 251 (3)		
130407	HI 224 (3)	HIST 2XX (3)		
130411	HI 226 (3)	HIST 2XX (3)	Student will not also receive credit for HIST 210 at UofA.	
130443	HI 244 (3)	HIST 246 (3)		
130414	PH 320 (3)	PHIL 2XX (3)	Student will not also receive credit for PHIL 386 at UofA.	

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**BLUE QUILLS FIRST  
NATIONS COLLEGE**

129368	IYIS 144 (3)	NS 1XX (3)		
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**GRANT MACEWAN  
UNIVERSITY**

124672	PSYC 355 (3)	PSYCO 3XX (3)	Student will not also receive credit for PSYCO 443 at UofA.	
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**LETHBRIDGE COLLEGE**

128828	PED 160 (3)	PAC 1XX (1.5) OR AUPAC 1XX (1)		
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**MEDICINE HAT  
COLLEGE**

May 3, 2012

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR  
Proposals Recommended for APPROVAL of Transfer Credit at the  
Academic Standards Committee Meeting on May 17, 2012

Sending Institution and Proposal ID#	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
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130159	GNED 110 (3)	STS 200 (3)		
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**MOUNT ROYAL  
UNIVERSITY**

130382	HUMN 2219 (3)	CLASS2XX (3)	Student will not also receive credit for CLASS 103 at UofA.	
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**RED DEER COLLEGE**

130313	HIST 361 (3)	HIST 250 (3)		
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130319	HIST 362 (3)	HIST 251 (3)		
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Faculty of Physical Education and Recreation  
Changes to the 2012/2013 University Calendar  
Approved at Faculty Council - September 27, 2011

§15 Admission Requirements by Faculty	§15 Admission Requirements by Faculty
15.13 Faculty of Physical Education and Recreation	15.13 Faculty of Physical Education and Recreation
15.13.1 Bachelor of Physical Education (BPE)	15.13.1 Bachelor of Physical Education (BPE)
<p><b>I. High School Applicants</b> Applicants must present a minimum average of 70% or equivalent based on the following subject requirements. Possession of this minimum average does not guarantee admission to the program.</p> <p><b>Subject Requirements</b></p> <p>(1) English Language Arts 30-1 (grade of at least 60%)  (2) Subject from Group A or C  (3) Subject from Group A or C  (4) Subject from Group C  (5) Subject from Group B, C, or Physical Education 30 (5 credit) <del>or approved 35-level equivalent (5 credit), including Exercise Science 35, Sports Medicine 35, or Sport Performance 35.</del></p>	<p><b>I. High School Applicants</b> Applicants must present a minimum average of 70% or equivalent based on the following subject requirements. Possession of this minimum average does not guarantee admission to the program.</p> <p><b>Subject Requirements</b></p> <p>(1) English Language Arts 30-1 (grade of at least 60%)  (2) Subject from Group A or C  (3) Subject from Group A or C  (4) Subject from Group C  (5) Subject from Group B, C, or Physical Education 30 (5 credit).</p>

**Motion:** THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to Section 15.3 (Admission Requirements by Faculty/Faculty of Physical Education and Recreation) of the *University Calendar*, as submitted by the Faculty of Physical Education and Recreation and as set out in Attachment 4B of the documentation, to be effective in 2013-2014.

Faculty of Physical Education and Recreation  
 Changes to the 2012/2013 University Calendar  
 Approved at Faculty Council - September 27, 2011

§15 Admission Requirements by Faculty	§15 Admission Requirements by Faculty
15.13 Faculty of Physical Education and Recreation	15.13 Faculty of Physical Education and Recreation
15.13.2 Bachelor of Science in Kinesiology (BScKin)	15.13.2 Bachelor of Science in Kinesiology (BScKin)
<p><b>I. High School Applicants</b>            Applicants must present a minimum average of 70% or equivalent based on the following subject requirements. Possession of this minimum average does not guarantee admission to the program.</p> <p><b>Subject Requirements</b></p> <ul style="list-style-type: none"> <li>(1) English Language Arts 30-1 (grade of at least 60%)</li> <li>(2) Chemistry 30</li> <li>(3) Pure Mathematics 30 or Mathematics 30-1</li> <li>(4) Physics 30</li> <li>(5) Biology 30 or Physical Education 30 (5 credit), <del>or approved 35-level equivalent (5 credit), including Exercise Science 35, Sports Medicine 35, or Sport Performance 35.</del></li> </ul>	<p><b>I. High School Applicants</b>            Applicants must present a minimum average of 70% or equivalent based on the following subject requirements. Possession of this minimum average does not guarantee admission to the program.</p> <p><b>Subject Requirements</b></p> <ul style="list-style-type: none"> <li>(1) English Language Arts 30-1 (grade of at least 60%)</li> <li>(2) Chemistry 30</li> <li>(3) Pure Mathematics 30 or Mathematics 30-1</li> <li>(4) Physics 30</li> <li>(5) Biology 30 or Physical Education 30 (5 credit).</li> </ul>

Faculty of Physical Education and Recreation  
 Changes to the 2012/2013 University Calendar  
 Approved at Faculty Council - September 27, 2011

§15 Admission Requirements by Faculty	§15 Admission Requirements by Faculty
15.13 Faculty of Physical Education and Recreation	15.13 Faculty of Physical Education and Recreation
15.13.3 Combined Bachelor of Physical Education/Bachelor of Education (BPE/BEd) (Elementary or Secondary Routes)	15.13.3 Combined Bachelor of Physical Education/Bachelor of Education (BPE/BEd) (Elementary or Secondary Routes)
<p><b>I. High School Applicants</b>            Applicants must present a minimum average of 70% or equivalent based on the following subject requirements. Possession of this minimum average does not guarantee admission to the program.</p> <p><b>Subject Requirements</b></p> <p>(1) English Language Arts 30-1 (grade of at least 60%)            (2) Subject from Group A or C            (3) Subject from Group A or C            (4) Subject from Group C            (5) Subject from Group B, C, or Physical Education 30 (5 credit), <del>or approved 35 level equivalent (5 credit), including Exercise Science 35, Sports Medicine 35, or Sport Performance 35.</del></p>	<p><b>I. High School Applicants</b>            Applicants must present a minimum average of 70% or equivalent based on the following subject requirements. Possession of this minimum average does not guarantee admission to the program.</p> <p><b>Subject Requirements</b></p> <p>(1) English Language Arts 30-1 (grade of at least 60%)            (2) Subject from Group A or C            (3) Subject from Group A or C            (4) Subject from Group C            (5) Subject from Group B, C, or Physical Education 30 (5 credit).</p>



Faculty of Physical Education and Recreation  
 Changes to the 2012/2013 University Calendar  
 Approved at Faculty Council - September 27, 2011

§15 Admission Requirements by Faculty	§15 Admission Requirements by Faculty
15.13 Faculty of Physical Education and Recreation	15.13 Faculty of Physical Education and Recreation
15.13.4 Bachelor of Arts in Recreation, Sport and Tourism (BARST)	15.13.4 Bachelor of Arts in Recreation, Sport and Tourism (BARST)
<p><b>I. High School Applicants</b>            Applicants must present a minimum average of 70% or equivalent based on the following subject requirements. Possession of this minimum average does not guarantee admission to the program.</p> <p><b>Subject Requirements</b></p> <p>(1) English Language Arts 30-1 (grade of at least 60%)            (2) Subject from Group A or C            (3) Subject from Group A or B            (4) Subject from Group C (Biology 30 recommended)            (5) Subject from Group A, C, or Physical Education 30 (5 credit), <del>or approved 35 level equivalent (5 credit), including Exercise Science 35, Sports Medicine 35, or Sport Performance 35.</del></p>	<p><b>I. High School Applicants</b>            Applicants must present a minimum average of 70% or equivalent based on the following subject requirements. Possession of this minimum average does not guarantee admission to the program.</p> <p><b>Subject Requirements</b></p> <p>(1) English Language Arts 30-1 (grade of at least 60%)            (2) Subject from Group A or C            (3) Subject from Group A or B            (4) Subject from Group C (Biology 30 recommended)            (5) Subject from Group A, C, or Physical Education 30 (5 credit).</p>

	<p>procedures. (GFC 29 SEP 2003) (GFC 31 MAY 2005)”</p> <p>The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are <b>editorial</b> in nature. ASC’s terms of reference provide that “the term ‘<b>routine and/or editorial</b>’ 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).</p> <p>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> <p><b>6. GFC ASC Terms of Reference (Mandate):</b> GFC ASC’s delegated authority from GFC extends to the following:</p> <p>“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.</p> <p>b. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta.</p> <p>c. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta.</p> <p>d. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta.” (3.D.i-iv.)</p> <p><b>7. UAPPOL Transfer Credit Articulation Procedure (Overview and Procedure):</b> “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 assessed 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 Programs and Instruction) and Chair, GFC Academic Standards Committee; Associate Registrar and Director of Records (May 1, 2012); Vice-Provost (Academic Programs and Instruction) and Representatives of the Office of the Registrar (May 7, 8, and 9, 2012)
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee (May 17, 2012) – for final approval
Final Approver	GFC Academic Standards Committee

**Attachments:**

Attachment 1 (pages 1 – 2): Item 4A – Office of the Registrar

Attachment 2 (pages 1 – 4): Item 4B – Faculty of Physical Education and Recreation

**OUTLINE OF ISSUE**

Agenda Title: **Faculty of Business' Proposed Embedded Credit Certificate in Leadership**

**Motion:** That the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed embedded Credit Certificate in Leadership, as submitted by the Faculty of Business and as set forth in Attachment 1 (as amended), for implementation in 2012-2013.

**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 Business
Presenter(s)	Elaine Geddes, Associate Dean (Undergraduate Programs), Faculty of Business
Subject	New Proposed embedded Credit Certificate in Leadership in the Bachelor of Commerce (BCom) Program in the Faculty of Business

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To establish an embedded credit certificate entitled <i>Certificate in Leadership</i> open to undergraduate students in the Faculty of Business (Alberta School of Business) at the University of Alberta.
The Impact of the Proposal is	See 'Purpose'.
Replaces/Revises (e.g., policies, resolutions)	N/A
Timeline/Implementation Date	For early implementation in the Fall of 2012. Mechanisms to select a small group of students for September, 2012 have been developed.
Estimated Cost	Costs will be minimal as two of the courses for this certificate program are existing, and the other two will be put on as part of the normal teaching load and costs.
Sources of Funding	The Faculty of Business is currently planning to fund the Certificate in Leadership out of its own funds.
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	<i>Dare to Discover</i> and <i>Dare to Deliver</i>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. <b>Post-Secondary Learning Act (PSLA):</b> 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. <b>GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):</b> 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,</p>

ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC).” (3.G.).

3. **PSLA:** The *PSLA* 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.)

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.”

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)).

	<p><b>7. UAPPOL Academic Standing Policy:</b> “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.”</p> <p><b>8. UAPPOL Academic Standing Regulations Procedures:</b> “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.</p> <p>If the Provost and Vice-President (Academic) determines the proposal to 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><b>9. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):</b> The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are <b>editorial</b> in nature. ASC’s terms of reference provide that “the term ‘<b>routine and/or editorial</b>’ 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).</p> <p>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>
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**Routing (Include meeting dates)**

Consultative Route (parties who have seen the proposal and in what capacity)	Office of the Provost and Vice-President (Academic); Office of the Registrar; GFC ASC Subcommittee on Standards (May 1, 2012)
Approval Route (Governance) (including meeting dates)	Undergraduate Studies Policy Committee, Faculty of Business (February 29, 2012) – for recommendation; Faculty of Business Council (March 23, 2012) – for recommendation; GFC Academic Standards Committee (May 17, 2012) – for final approval
Final Approver	GFC Academic Standards Committee

Attachments (each to be numbered 1 - &lt;&gt;):

- Attachment 1 (pages 1 – 15): New Proposed embedded Certificate in Leadership in the Bachelor of Commerce (BCom) Program in the Faculty of Business (and Supporting Documents)

**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. /

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.

<b>Section A: Basics</b>		
<b>Program Name</b>	Leadership Certificate	
<b>Sponsoring Faculty/ Academic Unit</b>	Alberta School of Business	
<b>Contact information</b>	Name and Title	Elaine F. Geddes, Associate Dean, Undergraduate Programs, Alberta School of Business
	Phone	2-5142
	Email	Elaine.Geddes@business.ualberta.ca
<b>Institution(s)</b> If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential.	University of Alberta	
<b>Units of Course Weight</b>	<p>The Certificate in Leadership for Business students will be made up of four courses for a total course weight of *12. This is in addition to the requirements of the Business degree and major chosen. None of the courses that make up the Certificate in Leadership are required courses for any major in Business. This differs from many other embedded certificate programs that have a higher amount of units of course weight required, but can include courses that are otherwise required to fulfill major requirements. All courses required by this certificate are Senior Business Electives at the 300 and 400 level.</p> <p>Business cannot have a Certificate program that requires much more than *12 if the program is to be accessible to the majority of our students. 38% of our students are Accounting majors. These students usually complete coursework beyond what is required by the School of Business for their major. They usually also complete the requirements for the CA School of Business (CASB). This leaves them with very little room in their programs to take additional Business courses. In particular, students in the new Honours program in Accounting would be completely shut out of the Leadership Certificate if the course requirements were more than *12. The only additional room in their programs would be to take away some of the electives outside Business that are currently required. The School does not believe that is a pedagogically sound idea and would diminish the breadth of the BCom degree. In addition, it could affect our accreditation with the AACSB.</p>	
<b>Program Synopsis</b> Describe the program. Include curriculum content, target student group, target employment, further education options, etc.	This certificate program is an early step in a process that aims eventually to realize the vision of a larger leadership program for the whole University of Alberta. The larger vision is of an interdisciplinary experience that would be open to undergraduate students in all faculties and all programs. It would bring students together for a unique learning experience where they would be mentored by extraordinary men and women from all walks of life who have demonstrated their	

own leadership abilities. It would be led by an individual who combines exemplary leadership both within the University of Alberta and within the larger community. The emphasis is on showing students examples of leadership close up, and allowing them to develop personal relationships with this extraordinary group of people.

The Certificate in Leadership program being proposed here is a first step and is able to stand on its own at this time as a valuable program for Business students. It is hoped that it will provide a base from which a larger program can be developed.

The program proposed here for Business students is aimed at producing a transformative experience for undergraduate students; an experience that provides them with access to and mentorship by individuals with proven leadership qualities in the local, national and international communities. Academic coursework is provided by Faculty members trained in leadership and who conduct research in this area. Additional learning experiences are provided by leaders from across Alberta and Canada in many different disciplines. Both the former Dean, Dr. Mike Percy, and the current Interim Dean, Dr. Joseph Doucet, are committed to this program and to teaching and facilitating the courses. Both are committed to playing strong roles in the mentoring and support of students in the program. Additional academic staff include Dr. Richard Field, a former Associate Dean in Business and an instructor in Leadership for both undergraduate and graduate students for over 25 years.

Guest lecturers and speakers will come from the local and national community in the seminar and lecture series. Speakers will be leaders in academic life, business, professions, military, government, and the volunteer, cultural and non-profit communities as examples. Leadership in all areas of life will be stressed.

A small cohort of no more than twenty students per year ensures that each student is given individual attention. All courses in the program, both existing and new courses, will be adapted for delivery in a small group setting. The small class setting will be ideal for the development of strong connections between students in the program and between students and the course and program leaders, mentors and instructors. It will also allow us to put on special events for students such as job shadowing, individual mentoring, retreats and other experiences that enhance the ability of individual students to have personal one-on-one time with selected leaders. Additional experiences offered will vary from year to year and as the interests of both students and leaders develop.

An annual weekend retreat for students in both years has been proposed. This retreat would be an opportunity for students to develop personal relationships with leaders in an informal environment that encourages the development of the characteristics of successful leaders and mentors. Senior students would not only be mentored by community leaders but they would also be able to mentor junior students in a supportive environment. The students will learn from each other as well as from the leaders.

Students will be senior undergraduate Business students in their third and fourth years. Selection into the program will be done primarily on the basis of character and leadership potential. Students will be chosen for the program by a Faculty Admissions Committee that will have strong representation by external members. External members will be successful community leaders chosen by the Dean of the

	<p>School of Business. The admission requirements and process are outlined in the attached calendar copy.</p> <p>Students will apply to the program at the end of Year Two in their studies. Interviews and selection will take place over the summer for the program to begin in September. Students will take four courses over two years as a cohort. In Year Three, they will take SMO 402 in the Fall term to establish an academic and theoretical basis for leadership studies. In Winter of Year Three, they will take BUS 301 that provides a more practical view of the skills that leaders need to develop. In the Fall of Year Four, students will take SMO 470, the Leadership Lecture Series, where they will have an opportunity to have first hand and intimate contact with leaders from various areas. This will happen in a small group setting that facilitates conversation rather than lecturing. In the Winter of Year Four, students will take SMO 471 that will operate as a capstone experience in leadership where they draw together the threads of what they have been experiencing up to then. All of these courses will be scheduled into the same time slot every year and every term as three hour classes in the same classrooms. This ensures that the program has a home base and students will know that this day and time is specially blocked off for them.</p> <p>The emphasis in all courses will be on participatory learning and on individual personal development through mentorship and example.</p> <p>The Certificate in Leadership is administered by the Undergraduate Programs Office in the Faculty of Business.</p>
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<b>Section B: Rationale, Implications and Impact</b>	
<p><b>Rationale for Introduction of Certificate</b> 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.</p>	<p>The larger vision of a leadership program for the whole University of Alberta is one that will continue to be pursued, but it may be some years into the future. This certificate is a place to start in the attempt to realize that vision. The School of Business is willing to start the process by offering the certificate to Business students and develop a program that could be adapted for interdisciplinary use in other faculties in the future. The School of Business has academic staff and administrative leadership at the moment who are excited by the possibilities inherent in this project and want to see it made a reality for Business students as soon as possible.</p> <p>Students in Business and elsewhere are increasingly looking for and want enriching experiences during their university years. The University is increasingly aware that much learning takes place in environments other than the traditional classroom with traditional instructors. Leadership is a quality that is learned through osmosis and example; through the observation of great leaders in action, and through the reflections on leadership that these leaders provide.</p> <p>Employers today are looking for students who can display many of the soft skills that will be taught in this program. The emphasis will be on a collaborative learning environment where students learn the skills that leaders possess such as inspiring trust and loyalty, managing people, conflict resolution, goal orientation, service to community and ethics.</p>



	Both the University of Alberta and the Alberta School of Business need to prepare students to take key positions in society after graduation. There is a need in society for strong ethical and motivated leaders in all disciplines and areas.
<b>Vision and Academic Plan</b> How does the proposed program connect to the University's vision <i>Dare to Discover</i> ? How does the program further the University's Academic Plan?	The commitment to excellence and transformative experience is consistent with <i>Dare to Discover</i> . We are creating an exceptional and life-changing university experience for students through providing this opportunity to integrate learning and educate prospective leaders. We look to recognize the excellence of individuals as displayed in their leadership efforts within our community and show how leadership contributes to community- and nation-building. We seek to inspire students through the examples of academic instructors, community leaders and others, and enable and encourage students to engage in activities that develop leadership, foster social and moral responsibility, and contribute to the further development of our society and its institutions.
<b>Resource Implications</b> Identify the resource implications of the proposed embedded credit certificate. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.	<p>Existing resources will be used to deliver some course content. Two existing courses will be offered to students in special sections devoted to certificate students only. The only resource implications that arise here would be the cost of sessional instructors to replace the regular instructors in these courses. There would need to be additional sections. In at least one of these courses, additional sections for all students are being planned independently of this program.</p> <p>Teaching and facilitation of courses will be counted as part of the regular teaching load of the academic staff members associated with the certificate program. Guest lecturers and speakers will contribute on a voluntary basis and not require extensive resources.</p> <p>The School of Business is prepared to provide any additional resources required out of own funding to provide additional enriching experiences for students. Donor support will be sought as we grow the program and seek to provide co-curricular and extra-curricular activities.</p>
<b>Enrolment</b> Outline the expected enrolment for the embedded credit certificate and any potential impacts on course offerings.	Program is intended to remain small at twenty students admitted per year, forty students overall in two years of the program. Additional course sections of two courses will be offered, so that there should be no less availability of space in these courses for other students.
<b>Implications of Introduction of the Credit Certificate</b> Identify the implications of the proposed embedded credit certificate for the system. For example, will it affect other programs at the U of A, programs at other institutions, etc.?	No effect on other programs is anticipated in the sense of increasing or decreasing student numbers. Existing Business students will be given an option that will fit within their regular program and will not require them to change their major.
<b>Consultation</b> Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student	Former Dean Mike Percy has had extensive consultations with the Office of the President and the Office of the Provost. There have been consultations with the Office of the Registrar. Minor record keeping effects on the Office of the Registrar and Convocation Office. No effect is expected on any of the service units within the University aside from

Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student Services, etc.	the Office of the Registrar.
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<b>Appendices</b>	
<p><b>Appendix A – curriculum and program structure</b> List course names, numbers, and descriptions. Indicate if the courses are new or existing. Include draft content for the University Calendar.</p>	<p>*3 BUS 301 Business Communications (existing) <i>Calendar description:</i> This is a practical skill development course open to students of all majors in any year of a Business program. Good communication in business matters. This course will help develop writing confidence and strategies for professional business applications. The focus is on hands-on guided practice and uses business scenarios to emphasize technical and persuasive writing as well as an understanding of the skills required to begin a successful business career. In addition students will develop a strong resume, cover letter and a personal brand. <i>Additional information about special section:</i> The section devoted to the Leadership Certificate students will have a greater weight placed on verbal communications, presentation skills, understanding body language, persuasive skills and understanding and developing a personal style in communications. Guest speakers may overlap with some speakers from the other sections, but will consist largely of community leaders with superior communication skills who exemplify the Leader as Communicator.</p> <p>*3 SMO 402 Management Skills for Supervisors and Leaders (existing) <i>Calendar description:</i> The purpose of this course is to increase understanding of leadership roles and skill in exercising those roles. These include team building, mentoring, managing conflict, delegating, managing participative decision making, creative problem solving, and time and stress management. Prerequisite: SMO 201 or 301. Open to third- and fourth-year students. <i>Additional information about special section:</i> The section devoted to the Leadership Certificate students will concentrate on the theoretical bases for leadership and leadership studies, and how those apply to the real world environment of 21<sup>st</sup> Century leadership. Guest speakers will be brought in to discuss how they put leadership principles into practice.</p> <p>*3 SMO 470 Leadership Lecture series (<i>new course</i>) <i>Calendar description:</i> This course will provide students with an opportunity to hear leaders speak in a small group setting. Speakers will be leaders in academic life, business, military, professions, government, and the volunteer, cultural and non-profit communities as examples. Leadership in all areas of life will be explored. The lecture series will also allow the School to organize and offer innovative learning experiences for the students that will enhance the cohort “esprit de corps” and learning.</p> <p>*3 SMO 471 Leadership Seminar course (<i>new course</i>) <i>Calendar description:</i> This course is designed as an intensive examination of the role of the leader in an organization, the tasks and responsibilities of the leader, the dynamic processes in any organization, and developing leadership skills. This course is intended to function as a capstone course for these students.</p> <p>[Calendar copy attached]</p>

<b>Appendix B – other</b> Include any additional information in support of the proposal including the Library Impact Statement and letters of support.	Kathy West, Winspear Library to provide Library Impact Statement. Only minimal effect on library system anticipated. Letters of support
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### Appendix – Sample Enrolment Table

Proposed Enrolment	2012-13	2013-14	2014-15	2015-16	Annual Ongoing
• <b>Total Full-Time head count</b>	20	40	40	40	40
• <b>Full-Time Year 1</b>	0	0	0	0	0
• <b>Full-Time Year 2</b>	0	0	0	0	0
• <b>Full-Time Year 3</b>	20	20	20	20	20
• <b>Full-Time Year 4</b>	0	20	20	20	20
• <b>Total Part-Time head count</b>	0	0	0		0
• <b>Part-Time Year 1</b>					
• <b>Part-Time Year 2</b>					
• <b>Part-Time Year 3</b>					
• <b>Part-Time Year 4</b>					
• <b>Total Work Experience hc</b>	0	0	0		0
• <b>Work Experience Year 1</b>					
• <b>Work Experience Year 2</b>					
• <b>Work Experience Year 3</b>					
• <b>Work Experience Year 4</b>					
• <b>Total FLE</b>	20	40	40	40	40
• <b>FLE Year 1</b>	0	0	0	0	0
• <b>FLE Year 2</b>	0	0	0	0	0
• <b>FLE Year 3</b>	20	20	20	20	20
• <b>FLE Year 4</b>	0	20	20	20	20
• <b>Anticipated Number of Graduates</b>	0	20	20	20	20

**Faculty of Business**  
**Bachelor of Commerce**  
*Calendar Change Request Form*

Department: Alberta School of Business

Implementation: Normal (effective 2013-2014) \_\_\_\_\_ Early

Type of Change: Course Deletion  Course Change  New Course

Major Change  New Major  Program Change

Calendar Change (Other)

CURRENT	PROPOSED
<p><del>64.7 Certificate in Community Service Learning</del>            Students in the Bachelor of Commerce program may pursue the Certificate in Community Service-Learning by fulfilling the requirements of their Business program ...</p>	<p><b>64.7 Certificates</b></p>
	<p><b>64.7.1</b> Certificate in Community Service Learning            Students in the Bachelor of Commerce program may pursue the Certificate in Community Service-Learning by fulfilling the requirements of their Business program ...  <i>[No Change beyond renumbering]</i></p>
	<p><b>64.7.2 Certificate in Leadership</b></p>
	<p>I. The Certificate in Leadership is administered by the Undergraduate Programs Office in the Faculty of Business. This program aims at producing a transformative experience for undergraduate students that provides them with access to and mentorship by individuals with proven leadership qualities in the local, national and international communities. Academic coursework is provided by Faculty members trained in leadership, and additional learning experiences are provided by leaders from across Alberta, Canada, and internationally in many different disciplines.</p>

	<p>A small cohort of twenty students per year ensures that each student is given individual attention. Students will be senior undergraduate Business students in their third and fourth years</p> <p>II. Students in the Bachelor of Commerce program may apply to pursue the Certificate in Leadership by meeting the following requirements:</p> <ol style="list-style-type: none"> <li>(1) Students must apply to the Undergraduate Office by March 1<sup>st</sup>;</li> <li>(2) Applications must be accompanied by a resume, at least one letter of reference, and a letter of intent outlining why the student should be admitted to the program;</li> <li>(3) Students must have completed or be in the process of completing all of the required primary core courses in the Bachelor of Commerce Program;</li> <li>(4) Students must have completed a minimum of *51 and a maximum of *69 towards their Bachelor of Commerce degree including courses in progress during the Winter term in which they apply;</li> <li>(5) Students must be in satisfactory academic standing;</li> <li>(6) Students must be current Bachelor of Commerce students, or transfer students who have applied for entry to the Bachelor of Commerce program.</li> </ol>
	<p>III. Only a small number of spaces exist in the Certificate in Leadership Program. Only qualified applicants will be considered for admission. Qualified applicants are those who meet the requirements above. Admission decisions will be made by a Faculty Admissions Committee on the basis of the student’s character and leadership potential based on a combination of a personal interview, resume, letter of intent and letter(s) of reference.</p>
	<p>IV. Coursework</p> <p>Students are required to complete all of the requirements for the Bachelor of Commerce program, including the requirement to complete a major area of concentration. In addition to those requirements, students will complete the following courses:</p> <ol style="list-style-type: none"> <li>(1) BUS 301 Business Communications</li> <li>(2) SMO 402 Management Skills for Supervisors and</li> </ol>

	<p style="text-align: center;">Leaders</p> <p>(3) SMO 470 Leadership Lecture Series (4) SMO 471 Leadership Seminar</p> <p>Upon completion of all of the above, the student will receive the Certificate in Leadership at the same time they receive their degree parchment.</p>
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Rationale: See attached

Submitted By: Elaine Geddes, Assoc. Dean, Undergraduate Programs      Date: February 29, 2012

Department Chair: \_\_\_\_\_  
(signature)

Date: \_\_\_\_\_

**Faculty of Business**  
**Bachelor of Commerce**  
*Calendar Change Request Form*

Department: Strategic Management and Organization

Implementation: Normal (effective 2013-2014) \_\_\_\_\_ Early **XX**

Type of Change: Course Deletion \_\_\_\_ Course Change \_\_\_\_ New Course **XX**  
 Major Change \_\_\_\_ New Major \_\_\_\_ Program Change \_\_\_\_  
 Calendar Change (Other) \_\_\_\_

CURRENT	PROPOSED
	SMO 470 Leadership Lecture series *3 ( <i>fi 6</i> ) (either term 0-3-0) This course will provide students with an opportunity to hear leaders speak in a small group setting. Speakers will be leaders in academic life, business, military, professions, government, and the volunteer, cultural and non-profit communities as examples. Leadership in all areas of life will be explored. The lecture series will also allow the School to organize and offer innovative learning experiences for the students that will enhance the cohort “esprit de corps” and learning. (This course is normally restricted to students enrolled in the Credit Certificate in Leadership.)
	SMO 471 Leadership Seminar *3 ( <i>fi 6</i> ) (either term 0-3-0) This course is designed as an intensive examination of the role of the leader in an organization, the tasks and responsibilities of the leader, the dynamic processes in any organization, and developing leadership skills. (This course is normally restricted to students enrolled in the Credit Certificate in Leadership.)

Rationale: These courses are necessary for the introduction of the Leadership Certificate

Submitted By: Yoni Reshef, Chair Strategic management and Organization Date: February 6, 2012

Department Chair: \_\_\_\_\_ Date: \_\_\_\_\_  
 (signature)

## NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT

Proposal for a Certificate in Leadership submitted by the School of Business

The Associate Dean Undergraduate Program in the School of Business, Elaine Geddes, has indicated that the School of Business is proposing the establishment of a new embedded credit certificate program in Leadership for the Bachelor of Commerce programme. A small cohort of no more than 20 students per year will be accepted in to the programme. The certificate programme is comprised of 4 courses, 2 of which are new and 2 are existing courses. Students would take these 4 courses in addition to the coursework required for the BComm degree.

None of the 4 courses will require additional collection resources. There will be no assignments for the 2 new courses, a leadership lecture series and a leadership seminar. Assignments in SMO 402 do not currently require the use of Libraries staff resources.

Assignments in Bus 301 (Business communications) utilize Libraries staff and collection resources. The addition of an extra section of this course will require approximately six hours of professional time providing class instruction on researching information, and providing individual student consultations. (Approximately 20% of class books consultation.)

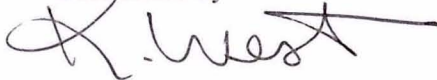
The School of Business proposes to grow the program to other university faculties in the future. In this case, we would expect there to be increased impact on staff resources and possibly database resources. **Another Impact Statement would be required.**

### Summary of Costs:

6 hrs. professional librarian X \$50/hr.

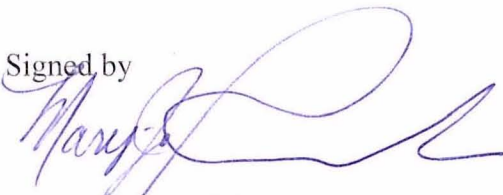
\$300 /yr.

Submitted by



Kathy West  
Head, Winspear Business Library  
March 8<sup>th</sup>, 2012

Signed by



Mary Jo Romaniuk  
Acting Chief Librarian, University of Alberta Libraries



April 30, 2012

Elaine Geddes  
Associate Dean/Undergrad Program  
Alberta School of Business  
2-20C Business  
Edmonton, AB T6G 2R6

Re: Certificate in leadership

Dear Elaine,

The School of Business fully supports the Certificate in leadership for the Bachelor of Commerce program. Personally, I consider this to be an exciting opportunity for the School and for the University of Alberta. I know that we have substantial support within the School and among alumni and stakeholders with whom I have spoken about the Certificate. The benefits to our students will be significant and I am anxious to see this program get off the ground.

I commit to the School providing the required resources for this program, recognizing that there is some uncertainty at this time as to the specifics required. That said I know that we have the teaching expertise and resources required.

One important component of this program will be the involvement of leaders from business, government, NGOs, cultural organizations and others. The School's superb network of alumni and supporters will provide us with a large number of potential speakers and mentors. You have my commitment to ensuring that we can tap into this network.

Finally, I want to stress that I see the current proposal as a first step in building more leadership training and development at the University and hope that the School of Business will play a leading role.

Thank you for your effort in putting this program together Elaine. Should you require any additional information or support please do not hesitate to let me know.

Regards,



Joseph Doucet  
Stanley A. Milner Professor and Interim Dean

Attached you will find letters of support that should accompany the Leadership Certificate proposal to SOS.

Elaine Geddes

----- Forwarded message -----

From: "Geddes, Elaine" <elaine.geddes@business.ualberta.ca>

To: "Geddes, Elaine" <elaine.geddes@business.ualberta.ca>

Cc:

Date: Mon, 30 Apr 2012 18:00:18 +0000

Subject: FW: Certificate in Leadership

**From:** "Mowat, Dave" <[DMowat@atb.com](mailto:DMowat@atb.com)>

**Date:** 29 April, 2012 11:17:29 MDT

**To:** Joseph Doucet <[joseph.doucet@business.ualberta.ca](mailto:joseph.doucet@business.ualberta.ca)>

**Subject: Certificate in Leadership**

Stanley A Milner Professor and Interim Dean  
Alberta School of Business  
4-40G Business Building  
University of Alberta  
Edmonton, Alberta T6G 2R6  
Canada

Re: Proposed Leadership Certificate

Dear Dean Doucet (Joseph),

I am pleased to write this letter of support for the Certificate in Leadership that the Alberta School of Business is developing. This is an exciting opportunity for the School and for the University of Alberta and I very much hope that this Certificate will be approved and that the first group of students will join the program this fall as we have discussed.

As you know from our discussions, leadership development is a very important issue for ATB. I am thus very pleased to support your program. In the future we might be able to collaborate together to combine the academic depth of the University with our practical application of Leadership abilities. Our determination is to consistently harness leadership to inspire and lead our associates and ultimately convert that leadership and engagement into results. Working with the University will give us another dimension to deliver on that challenge.

Clearly participating students will benefit from many aspects of the program. One point that caught my attention is the fact that you propose to call upon leaders from a wide range of domains and experiences. In order to be successful and offer a transformative experience for students it is critical that they be exposed to leaders from business, government, cultural institutions and others. I would be happy to participate myself in this program if that is appropriate.

In closing, let me reiterate that I believe that leadership development is important not just for the students involved but also for our broader communities and Alberta's future. I applaud the initiative and look forward to supporting you where possible.

Sincerely,

Dave Mowat  
President and CEO  
ATB Financial  
[780-408-7181](tel:780-408-7181)

The information contained in this e-mail is confidential and may contain privileged information. It is intended only for the person or persons named above. If you are not an intended recipient of this e-mail please be advised that any distribution or copying of this e-mail is prohibited. If you have received this e-mail in error, please notify us by return e-mail and delete all copies of the e-mail and any attachments.

----- Forwarded message -----

From: "Geddes, Elaine" <[elaine.geddes@business.ualberta.ca](mailto:elaine.geddes@business.ualberta.ca)>  
To: "Geddes, Elaine" <[elaine.geddes@business.ualberta.ca](mailto:elaine.geddes@business.ualberta.ca)>  
Cc:  
Date: Mon, 30 Apr 2012 17:59:31 +0000  
Subject: FW: Proposed Leadership Certificate

**From:** Bunny Ferguson <[bunnyferg@shaw.ca](mailto:bunnyferg@shaw.ca)>  
**Organization:** Bunny Ferguson  
**Reply-To:** Bunny Ferguson <[bunnyferg@shaw.ca](mailto:bunnyferg@shaw.ca)>  
**Date:** Sun, 29 Apr 2012 14:09:55 -0600  
**To:** jdoucet <[joseph.doucet@business.ualberta.ca](mailto:joseph.doucet@business.ualberta.ca)>  
**Subject:** Proposed Leadership Certificate

Dear Dean Doucet:

We are pleased to write this letter of support for the Certificate in Leadership that the Alberta School of Business is developing. This is an exciting opportunity for the School and for the University of Alberta and we very much hope that this Certificate will be approved enabling the first group of students to join the program this Fall.

As you are aware, we have been involved in discussions with the University for some time now on leadership development. It is gratifying to see that a concrete proposal is now being moved through University governance and we look forward to having students enrolled and benefitting from this initiative.

Our interest in leadership development stems from our longstanding involvement in business and community activities and our belief that we need to enhance the development of the next generation of leaders. While the proposed Certificate will initially be offered only to students enrolled in the Alberta School of Business, we are hopeful that this is but the first step in a broader initiative to create leadership development programs and opportunities throughout the University.

We feel the proposed program is well structured and the proposed costs of same seem achievable.

One point that deserves to be highlighted is the fact that you propose to call upon leaders from a wide range of domains and experiences. In order to be successful and offer a transformative experience for students, it is critical that they be exposed to leaders from business, government, sport, the Arts, military to name a few. We would be happy to lend our support in securing this external participation.

Time is of the essence in recruiting and selecting students given that you hope to admit the first cohort of students to this Certificate in the coming Fall. On that note, we want to reiterate our very strong feeling that students should be admitted based on leadership potential, i.e. character, rather than academic performance. Of course the students will be expected to be strong academically, but we believe that

leaders are distinguished by broader qualities than academic achievement and we trust that the selection process will incorporate this.

We sincerely believe that the proposed program has tremendous potential and value and we strongly encourage you to proceed. We support you in this initiative and look forward to helping you in any way we can to bring this to fruition.

Regards,  
John and Bunny Ferguson

Bunny Ferguson, C.M., LL.D (Hon.)  
[Address Withheld]

*Prepared by:* Elaine Geddes, Associate Dean (Undergraduate Programs), Faculty of Business

### OUTLINE OF ISSUE

**Agenda Title: Use of SAT Reasoning Test Results and ACT Scores to Fulfill Undergraduate Admission Requirements for High School Applicants from the American Education System (Proposed Changes to *University Calendar* Section 17.2.2 (Admission from the United States and Other Countries and Schools That Offer American-Based Curricula))**

**Motion:** THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee proposed changes to existing undergraduate admission requirements for high school applicants from the American Education System (*University Calendar* Section 17.2.2 (Admission from the United States and Other Countries and Schools That Offer American-Based Curricula)), as submitted by the Office of the Registrar and as set forth in Attachment 2, to take effect in 2013-2014.

#### 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
Presenter	Lihong Yang, Acting Associate Registrar and Director of Enrolment Management, Office of the Registrar
Subject	Admission requirements to undergraduate programs for high school applicants from the American education systems

#### Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To adjust the options available to students under American-based high school curricula for meeting University of Alberta admission requirements. Currently, admission for these students depends on equating specific matriculation subjects to the Alberta system by examining level and years of study. This does not work well for students under American-based curricula as the curricula in the American system vary from state to state. For example, some curricula only include one full year of study in each of the sciences (biology, physics, and chemistry) which may be taken in Grades 9, 10, 11, or 12. The transcripts from high schools alone do not always present the academic competency of applicants. The proposed standardized test results are better indication of the students' academic preparedness to the undergraduate programs at the University of Alberta.  Please see attached proposal document for more information.
The Impact of the Proposal is	See 'Purpose'.
Replaces/Revises (eg, policies, resolutions)	<i>University of Alberta Calendar</i> Section 17.2.2.
Timeline/Implementation Date	2013-2014.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

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

1. **Post-Secondary Learning Act (PSLA):** The *PSLA* gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. 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)).

**2. GFC Academic Standards Committee Subcommittee on Standards (SOS) Terms of Reference/3. Mandate of the Committee:**

“To review and make recommendations to the GFC Academic Standards Committee (ASC) with respect to a number of issues which affect all students at the University of Alberta. These include, but are not limited to:

- a. examination policy
- b. academic definitions
- c. academic standing regulations
- d. admission/transfer requirements

Consideration of areas in which greater standardization would benefit the University could result in: a) the institution being more easily understood by students, staff, and the general public, and b) the introduction of more efficient practices that may result in economies.”

3. **GFC Academic Standards Committee (ASC) 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 a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept” (3.A.ii).

Further, “ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing.” (3.B.iv)

4. **GFC Academic Standards Committee (ASC) Terms of Reference (Mandate)** allow for GFC ASC to respond to proposals that may affect the admission or transfer of students to the University of Alberta. (Section 3.B.x).

5. **GFC Academic Planning Committee (APC) Terms of Reference (3. Mandate):** “[...]”

**7. Admission, Transfer and Academic Standing**

- a. To consider advice or recommendation from the GFC ASC on proposals for the establishment of or change to general University admission or transfer policies affecting students, including policies affecting Open Studies students, and to act for

GFC in approving policies which in APC's view are minor or routine; and to recommend to GFC on proposals involving major change[.]

- 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. [...]"

6. ***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.)

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."

7. ***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.



**Routing** (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	GFC Academic Standards Committee (April 21, 2011) – for discussion; GFC Academic Standards Committee (June 16, 2011) – for discussion; GFC ASC Subcommittee on Standards (May 1, 2012) – for discussion
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee (May 17, 2012) – for recommendation; GFC Academic Planning Committee (May 23, 2012 or June 13, 2012) – for recommendation or for final approval; GFC Executive Committee or General Faculties Council (dates to be determined) – if recommended by GFC APC to GFC for final approval
Final Approver	See 'Approval Route' above.

**Attachments:**

1. Attachment 1 (pages 1 – 6) – Admission Requirements for High School Applicants from the American Education System (For Information/Discussion)
2. Attachment 2 (page 1) – Proposed Changes for the 2013-2014 *University Calendar* (For Approval)

*Prepared by:* Lihong Yang, Acting Associate Registrar and Director of Enrolment Management, Office of the Registrar; Carrie Holstead, Policy Development and Issues Advisor, Office of the Registrar, [carrie.holstead@ualberta.ca](mailto:carrie.holstead@ualberta.ca)

## Admission Requirements for High School Applicants from the American Education System

Since Fall 2009, the Office of the Registrar (RO) has been monitoring the academic performance of undergraduate students who graduated from American high schools. Based on the results so far, the RO proposes to modify the admission requirements for applicants to undergraduate programs from the American system for Fall 2013 admission onward. We believe that the proposed admission requirements are a better indication of the applicants' learning outcomes and a better prediction of their preparedness for academic success in the undergraduate programs at the UofA. In addition, this will put the UofA in a competitive position in the market and have similar admission requirements as our peer institutions.

### Current admission requirements:

Applicants from the United States and other countries that offer American-based curricula may be considered for admission to the University in one of the following ways:

1. Presentation of a full academic challenge or college preparatory high school program, including three consecutive years of study in each of the required subjects culminating in the grade 12 year, or
2. An acceptable score on the SAT Subject Test results and Grade 12 standing. The Critical Reading section of the SAT Reasoning Test may be used to meet the English Language Arts 30-1 requirement.
3. AP or IB exam results in required subjects.

### Proposed admission requirements:

Applicants from the United States and other countries that offer American-based curricula may be considered for admission to the University if they meet the following requirements:

1. the five courses required for admission (see §15) are all at the level of Grade 12 or equivalent, and
2. All required courses from Group C (Mathematics/Sciences) have been met by presenting an accepted score from International Baccalaureate (IB), Advanced Placement (AP), or SAT Subject Test (SAT ST) results, and
3. All required courses from Group A (Humanities/Social Sciences) and Group B (Fine Arts) have been met by presenting accepted scores from either IB, AP, SAT ST results, or High School Grade 12 (or equivalent) course marks.

If a high school course mark is to be used, the applicant must also meet the SAT Reasoning Test (SAT RT) or ACT requirement as follows:

- a. SAT RT: minimum combined score of 1650 with a minimum of 550 on each section
- b. ACT: minimum composite score of 24

### Rationale:

Over the years, admission to undergraduate programs for applicants from the American education system has been identified as a challenge, mainly for two reasons:

1. It is not compulsory for applicants from the American education system to present SAT test results. As a result, the UofA is not perceived to be a reputable university because it does not require a standardized test result.
2. High school education in the American education system is decentralized and there is not a state-wide or nation-wide standard. For science subjects, for example, some students can finish studying a science subject at Grade 9. Some only study a science subject in one year.

The perceived benefits of the proposed admission requirements are:

1. The standardized test result such as IB, AP, SAT RT, SAT ST and ACT, is a better measurement of students' academic competence and their academic preparedness for university study. It is expected that students admitted with these credentials will be able to succeed academically at the U of A.
2. The U of A will capture applicants of high quality;
3. The U of A will have a stronger reputation in the market.

### Subjects used for admission and academic performance

Of the 50 students who were admitted for the fall terms of 2009, 2010, and 2011 and registered in courses, 46 were admitted by presenting one or all five required subjects from the American high school curricula. The other four presented test results from IB, AP, SAT Reasoning Test, SAT Subject Test, or Alberta high school.

Detailed information of ways to meet the admission requirements are in the following tables:

Admit term 1290 (Fall 2009)								
Faculty	Total # of Students							
		US	US + AP	US + SAT ST	US + SAT RT	US + SAT ST + SAT RT	SAT ST + SAT RT + AP	AP
Total	21	11	3	1	3	1	1	1
AR	13	8	1		3			1
EN	2		1				1	
SC	6	3	1	1		1		

Admit term 1330 (Fall 2010)								
Faculty	Total # of Students							
		US	US + AP	US + SAT ST	US + SAT RT	US + US PS	US + GMU	SAT ST + SAT RT + AP
Total	15	5	5		2	1	1	1
AR	6	3	2		1			
AU	1					1		
EN	2		1				1	
NU	1		1					
SC	5	2	1		1			1

Admit term 1370 (Fall 2011)									
Faculty	Total # of Students								
		US	US + AP	US + SAT RT	US + SAT ST + SAT RT	US + GCE O + GCE A	SAT ST + SAT RT + AP	IB + AB	AB
Total	14	2	5	2	1	1	1	1	1
AR	4	1	1	1			1		
EN	1	1							
SC	9		4	1	1	1		1	1

### Details of the academic performance of students can be found in the following tables

Overall observation:

1. Students admitted with IB, AP, SAT instead of subjects from the American high schools have stronger academic performance than others. Their GPA in the first year is at 3.0 or higher.
2. In the first year of attendance, the GPAs of most students fall between 2.0 – 2.9.
3. Without comparative data of students' performance from other curricula, students admitted with at least one subject from American high school seem to have weaker academic performance. For Fall 2009, 5 out of 21 students were required to withdraw; 3 on academic warning or probation. Fall 2010, 3 out of 15 were required to withdraw; 3 on academic warning or probation. There might be other unknown factors contributing to their failure in their study.

**Table 1: Admit Term 1290 (Fall 2009)**

## Observations:

- For those who stay until the 3<sup>rd</sup> year, there is a progressively higher number of students with a GPA of 3.0 or higher.
- One of the 21 registered students was admitted based on test results from SAT ST, SAT RT, and AP. This student achieved a GPA of 3.7 in the 1<sup>st</sup> year, 3.4 in the 2<sup>nd</sup> year.
- One student in Arts with 3.5> GPA was admitted with US HS curriculum, took two courses each term in the 1<sup>st</sup> year, four courses each term in 2<sup>nd</sup> and 3<sup>rd</sup> year and maintain a GPA between 3.7 and 3.9.
- Another student in Arts with 3.5> GPA was admitted with subjects from AP. This student took three courses in the 1<sup>st</sup> term of the 1<sup>st</sup> year and five courses in the 2<sup>nd</sup> term of the 1<sup>st</sup> year.
- One student who was required to withdraw from Science after the 1<sup>st</sup> year, achieved 2.7 in Open Studies in the 2<sup>nd</sup> year, 3.1 in Arts in the 3<sup>rd</sup> year. This student took five courses per term in Science and four courses per term in Open Studies and Arts.
- One student was required to withdraw from Arts after the 1<sup>st</sup> year and was required to withdraw from Open Studies in the 2<sup>nd</sup> year.

				Number of students with GPA in range for 1 <sup>st</sup> year				
Faculty	Total #of Students	#RTW	Warning/probation/marginal	1.6<	1.7-1.9	2.0 - 2.9	3.0-3.4	3.5>
<b>Total</b>	<b>21</b>	<b>5</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>10</b>	<b>1</b>	<b>2</b>
AR	13	2	1	2	1	8		2
EN	2					1		1
SC	6	3	2 (One was RTWed, then placed on probation after successful appeal)	4	1	1		

				Number of students with GPA in range for 2 <sup>nd</sup> year				
Faculty	Total #of Students	#RTW	Warning/probation/marginal	1.6<	1.7-1.9	2.0 - 2.9	3.0-3.4	3.5>
<b>Total</b>	<b>19</b>	<b>2</b>		<b>1</b>	<b>1</b>	<b>11</b>	<b>5</b>	<b>1</b>
AR	7					4	2	1
EN	2					1	1	
SC	4	1			1	2	1	
ED	2					2		
PhED	1						1	
OS	3	1		1		2		

				Number of students with GPA in range for 1 <sup>st</sup> term of 3 <sup>rd</sup> year					
Faculty	Total #of Students	#RTW	Warning/probation/marginal	1.6<	1.7-1.9	2.0 - 2.9	3.0-3.4	3.5>	Co-Op
<b>Total</b>	<b>17</b>					<b>5</b>	<b>9</b>	<b>2</b>	<b>1</b>
AR	8					2	4	2	
EN	2						1		1
ED	2						2		
PhED	1						1		
SC	3					3			
OS	1						1		

Table 2: Admit term 1330 (Fall 2010)

## Observations:

- One student in the SC (Honors) program was admitted based on test results from SAT RT & ST and AP. This student achieved a GPA of 3.3 in the 1<sup>st</sup> year and 3.0 in the 2<sup>nd</sup> year.
- The student in Augustana was admitted with US HS and PS. The student registered in four courses in Fall 2010, withdrew from two of them (AUBIO and AUCHE), and finished AUENG and AUSPA (Spanish) with a GPA of 3.9. In Winter 2011, the student took three courses and withdrew from two of them (AUBIO and AUPSY) and completed AUENG with A-. The student did not register in any course in Fall 2011.

					Number of students with GPA in range for 1 <sup>st</sup> year				
Faculty	Total #of Students	# RTW	Warning/probation/marginal	Withdrew	1.6<	1.7-1.9	2.0 - 2.9	3.0-3.4	3.5>
<b>Total</b>	<b>15</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>1</b>
AR	6	1	1		2	1	3		
AU	1								1
EN	2	1		1	2				
NU	1						1		
SC	5	1	2		1	2	1	1	
OS	0								

					Number of students with GPA in range for 1 <sup>st</sup> term of the 2 <sup>nd</sup> year				
Faculty	Total #of Students	# RTW	Warning/probation/marginal	No registration	1.6<	1.7-1.9	2.0 - 2.9	3.0-3.4	3.5>
<b>Total</b>	<b>11</b>			<b>3</b>		<b>2</b>	<b>4</b>	<b>2</b>	
AR	3						2	1	
AU	1			1					
EN	0								
NU	1					1			
SC	4			2			1	1	
OS	1					1			
ED	1						1		

**Table 3: Admit term 1370 (Fall 2011)**

## Observations:

- Two students got 4.0 GPA at the end of the first term. One was admitted with IB subjects and the other with SAT RT & ST and AP. Both students are taking five courses.
- One student in Arts with a GPA of 3.8 was admitted with subjects from HS and AP. Five courses in the 1<sup>st</sup> term and four courses in the 2<sup>nd</sup> term.
- One student in SC (Honors) with a GPA of 3.5 was admitted with subjects from HS and SAT RT with 3.5 and is taking five courses.

					Number with GPA in range for 1 <sup>st</sup> term of 1 <sup>st</sup> year				
Faculty	Total #of Students	# RTW	Warning/probation/marginal	Withdrew	1.6<	1.7-1.9	2.0 - 2.9	3.0-3.4	3.5>
<b>Total</b>	<b>14</b>			<b>1</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>4</b>
AR	4						1	1	2
EN	1				1				
SC	9			1		1	4	1	2

While reviewing all the transcripts, another observation worth mentioning is the courses that students failed or dropped.

For Admit term 1290 (Fall 2009), 10 of the 21 students have failed in at least one course. The courses they failed are: BIOL 107, BIOL 108, CHEM 101, CHEM 102, ECON 101, ECON 102, CMPUT 101, CMPUT 174, ENGL 123, CLASS 282, HIST 362, HIST 394, MATH 113, MATH 114, MATH 115, PHYS 126, PSYCO 371, STAT 151, ASTRO 122.

For Admit term 1330 (Fall 2010), seven of the 15 students have failed in at least one course. The courses they failed are: ANTHR 101, CHEM 101, CHEM 103, ECON 101, ECON 204, ENGG 130, ENGL 123, HIST 112, MATH 100, MATH 101, MATH 113, MATH 114, MATH 120, PHYS 130, W ST 101.

For Admit term 1370 (Fall 2011), two of the 14 students failed at least one course in the first term. The courses they failed are: ENGG 130, ENGL 121, MATH 100.

We also find a number of students each admission term withdrew from some courses.

For Admit term 1290 (Fall 2009), 13 of the 21 students withdrew from at least one course. The courses that students withdrew from are: AN SC 110, ANAT 200, CHEM 101, CMPUT 101, ENGL 339, FREN 211, GEOPH 110, HIST 110, MATH 114, MATH 153, MATH 225, MATH 241, PHIL 102, PHIL 319, PHYS 144, PSYCO 302, PSYCO 381, ZOO 224.

For Admit term 1330 (Fall 2010), 9 of the 15 students withdrew from at least one course. The courses that students withdrew from are: AUBIO 110, AUCHE 110, AUPSY 102, CHEM 101, CHEM 103, ENGG 101, ENGG 130, MATH 100, MATH 102, MATH 113, MATH 125, MUSIC 101, PHIL 102, PHYS 130, STAT 141.

For Admit term 1370 (Fall 2011), 3 of the 14 students withdrew from at least one course. The courses that students withdrew from are: ANAT 200, ANTHR 101, CHEM 101, HIST 111, MATH 113, PHYS 124.

### **Description of SAT Reasoning Test and ACT**

The **SAT Reasoning Test**, managed by College Board, started in the early 1900s, was initially developed by the Educational Testing Service (ETS), who still administers the test, but now it is owned and developed by the College Board. It tests a student's knowledge of reading, writing and math. Most students take the SAT during their junior or senior year of high school, and almost all American colleges and universities use the SAT to make admission decisions, in addition to high school grades, recommendations, essays and other relevant information in offering places on their undergraduate courses.

The SAT Reasoning Test is three hours and forty-five minutes long and has three main divisions:

- Critical reading includes reading passages and sentence completions.
- The Mathematics section includes questions on arithmetic operations, algebra, geometry, statistics and probability.
- The Writing section includes a short essay and multiple-choice questions on identifying errors and improving grammar and usage.
- Includes three kinds of questions:
  - Multiple-choice questions
  - [Student-produced responses](#) (mathematics only)
  - [Essay](#) question

SAT scores are reported on a scale from 200-800 on each section, with additional sub-scores reported for the essay (ranging from 2-12) and for multiple-choice writing questions (on a 20-80 scale).

The SAT is offered seven times a year in the United States and six times at international sites.

## ACT

**ACT** was first administered in Fall 1959. Since 1960, it has been offered in all 50 states in the United States. The exam includes four areas: English, Mathematics, Reading and Science. Writing is optional.

The test takes 2 hours and 55 minutes and tests the students in four areas:

English: 45 minutes; Math: 60 minutes; Reading: 35 minutes; Science: 35 minutes

The ACT Writing Test (optional) adds 30 minutes to the testing time.

Questions are of two main types:

- [Problem solving](#) - multiple choice (5 answer choices)
- [Student-produced response questions](#) ('grid-ins')

The Composite score and each test score (English, Mathematics, Reading, Science) range from 1 (low) to 36 (high).

In the U.S., U.S. territories, Puerto Rico, and Canada, the ACT is offered six times a year and five times at international sites.

<b>Proposed Changes to the University of Alberta Calendar</b>	
<i>2012-2013 Calendar (Current)</i>	<i>2013-2014 Calendar (Proposed)</i>
<p>17.2.2 Admission from the United States and other countries and schools that offer American-based curricula</p> <p>Admission is based on superior standing in the five specific Faculty and program course requirements (see §15). Applicants from the United States and other countries that offer American-based curricula may be considered for admission to the University <del>in one of the following ways:</del></p> <p><del>(1) if they present a full academic challenge or college preparatory high school program, including three consecutive years of study in each of the required subjects culminating in the grade 12 year, or</del></p> <p><del>(2) if they have an acceptable score on the SAT in the appropriate subjects and Grade 12 standing. The Critical Reading section of the SAT Reasoning Test may be used to meet the English Language Arts 30-1 requirement. See Admissions Chart 8 for SAT Subject Test equivalencies.</del></p> <p><del>(3) AP exam results in required subjects.</del></p>	<p>17.2.2 Admission from the United States and other countries and schools that offer American-based curricula</p> <p>Admission is based on superior standing in the five specific Faculty and program course requirements (see §15). Applicants from the United States and other countries that offer American-based curricula may be considered for admission to the University <b>if they meet the following requirements:</b></p> <p><b>(1) the five courses required for admission (see §15) are all at the level of Grade 12 or equivalent, and</b></p> <p><b>(2) All required courses from Group C (Mathematics/Sciences) have been met by presenting an accepted score from International Baccalaureate (IB), Advanced Placement (AP), or SAT Subject Test (SAT ST) results, and</b></p> <p><b>(3) All required courses from Group A (Humanities/Social Sciences) and Group B (Fine Arts) have been met by presenting accepted scores from either IB, AP, SAT ST results, or High School Grade 12 (or equivalent) course marks. If a high school course mark is to be used, the applicant must also meet the SAT Reasoning Test (SAT RT) or ACT requirement as follows:</b></p> <p style="padding-left: 20px;"><b>a. SAT RT: minimum combined score of 1650 with a minimum of 550 on each section</b></p> <p style="padding-left: 20px;"><b>b. ACT: minimum composite score of 24</b></p> <p><b>See Admissions Chart 2 for required courses from Groups A, B and C and Admissions Chart 8 for SAT Subject Test equivalencies.</b></p>