The following Motions and Documents were considered by the GFC Executive Committee at its Monday, September 14, 2020 meeting:

Agenda Title: **Proposed Rescission of GFC Policy 37**

CARRIED MOTION:
THAT the GFC Executive Committee recommend that General Faculties Council rescind GFC Policy 37.

FINAL Item 7

Agenda Title: **Duolingo English Test: Extension of Short-term Use**

CARRIED MOTION:
THAT the GFC Executive Committee recommend that General Faculties Council approve the proposed temporary change to Undergraduate and Graduate English Language Proficiency requirements, as submitted by the Office of the Registrar and as set forth in attachment 1, to take effect for Spring 2021, Summer 2021, Fall 2021, and Winter 2022 admissions.

FINAL Item 8

Agenda Title: **Draft Agenda for the Next Meeting of General Faculties Council**

CARRIED MOTION:
THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the Agenda for the September 28, 2020 meeting of General Faculties Council, as set forth in Attachment 1, as amended.

FINAL Item 13

FINAL Item No. 7

Governance Executive Summary
Action Item

Agenda Title	Proposed Rescission of GFC Policy 37

Motion

THAT the GFC Executive Committee recommend that General Faculties Council rescind GFC Policy 37

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	University Governance
Presenter(s)	Brad Hamdon, General Counsel and University Secretary Kate Peters, General Faculties Council Secretary

Details

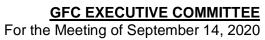| Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is (*please be specific*)	The proposal to rescind GFC Policy 37 is the final step in the reorganization of program approval processes.
Executive Summary (*outline the specific item – and remember your audience*)	The *ad hoc* Committee on Program Approval Processes was established by GFC Exec on January 14, 2019 with the purpose: To review current approval processes and propose revised pathways that will be transparent, straightforward and will incorporate the recommendations of the report of the ad hoc committee on Academic Governance including Delegated Authority, and other issues that have arisen since the report was endorsed by GFC. The final proposal approved by GFC May 25, 2020 (to take effect September 1, 2020) created a single standing committee, the GFC Programs Committee, responsible for a cohesive, transparent, and streamlined approach to the program approval process. The GFC Policy Manual Section 37 must be rescinded to complete the changes. Section 37 of the GFC Policy Manual lays out the previous process for course and minor program changes that is now superseded by the delegated authority from GFC to the GFC Programs Committee as laid out in their approved Terms of Reference. The proposed rescission will eliminate the conflict between GFC Policy 37 and the approved committee terms of reference. The rescission will also eliminate outdated information, and the duplication of elements already captured in the *University Calendar*'s Academic Regulations, and in administrative documents such as the UAlberta Calendar Guide. There is also a 'Academic Guidelines' document under development which will be maintained by the Office of the Provost and Vice-President (Academic), in consultation with the Office of the Registrar, and University Governance. All routine course and program changes that do not involve or affect other Faculties or units and do not form part of a proposal for a new

	GFC EXECUTIVE COMMITTEE
UNIVERSITY OF ALBERTA UNIVERSITY GOVERNANCE	For the Meeting of September 14, 2020

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	program or substantive program change, will be approved regularly by the GFC Programs Committee after approval by the respective Faculty Council in an omnibus motion. Proposals for course and minor program changes will continue to be posted to the Governance website for information for a transitional period. Changes where more than one Faculty is impacted, such as service courses, will require Faculty-to-Faculty consultation and review by the Program Support Team before PC approval.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who have been **consulted:*** • GFC Academic Standards Committee, Sept 19 and Oct 17, 2019, Jan 16 and Apr 16, 2020 • Advisory Committee of Associate Deans Undergraduate, Sept 26, 2019, Jan 23, 2020 • GFC Academic Planning Committee, Sept 25, 2019, Nov 27, 2019, Jan 15 and Apr 15, 2020 • GFC Executive Committee, Oct 7, 2019, Jan 13 and Apr 6, 2020 • General Faculties Council, Oct 21, 2019, Jan 27, 2020 • GFC Executive's Transition Committee, Jan 8, 2020 • GFC Nominating Committee, Feb 12, 2020 • Faculty of Graduate Studies and Research Council, Jan 22, 2020 • FGSR Policy Review Committee, Oct 2, 2019 • GFC Executive Committee, May 11 2020 • General Faculties Council, May 25, 2020 • Program Support Team, August 27, 2020
Approval Route (Governance) (including meeting dates)	GFC Executive Committee, September 14, 2020 General Faculties Council, September 28, 2020

Strategic Alignment

Alignment with *For the Public Good*	**Objective 21** Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☒ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	*Post-Secondary Learning Act* GFC Executive Committee General Faculties Council

Attachments

1. GFC Programs Committee Terms of Reference
2. GFC Policy Manual Section 37: Two Column Comparison

Prepared by: University Governance

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

1. **Mandate and Role of the Committee**
   The GFC Programs Committee is a standing committee of General Faculties Council (GFC) charged with oversight on matters related to programs of study and courses.

2. **Areas of Responsibility**
   a. Introduction, Modification and Termination of Programs and Courses
   b. Admission, Transfer and Academic Standing Regulations
   c. Physical Testing and Immunization of Students
   d. Non-Credit Programs and Courses

   All proposals for consideration of the Committee are first submitted to the Provost and Vice-President (Academic) and/or the Faculty of Graduate Studies and Research who will assist with consultation including consideration by the undergraduate or graduate Program Support Team (PST). PST is an administrative committee with a mandate to review proposals and advise the Programs Committee. The Programs Committee will not consider proposals until they have been reviewed by PST and strongly recommends that proposals are considered by the undergraduate or graduate PST before Faculty Council approval.

3. **Composition**
   Voting Members (18)
   Ex-officio (5)
   - Provost and Vice-President (Academic), Chair
   - Vice-Provost and University Registrar
   - Vice-Provost and Dean, Faculty of Graduate Studies and Research
   - Vice-President (Academic), Graduate Students' Association
   - Vice-President (Academic), Students' Union

   Elected by GFC (9)
   - 5 academic staff elected by GFC (A1.1, 1.5, 1.6, 1.7), at least three of which are members of GFC, at least one of which will have graduate program administration experience. One member, ideally a member of GFC, will be elected by the committee to serve as Vice-Chair.
   - 2 staff members at-large (A1.0, A2.0 and/or S1.0, S2.0)
   - 1 graduate student, preferably from GFC
   - 1 undergraduate student, preferably from GFC

   Appointed (4)
   - Vice-Provost Indigenous Programming and Research, appointed by the Chair
   - Academic staff (A1.1, 1.5, 1.6, 1.7) from Faculté Saint-Jean, appointed by the Dean
   - Academic staff (A1.1, 1.5, 1.6, 1.7) from Augustana Faculty, appointed by the Dean
   - Academic staff (A1.1, 1.5, 1.6, 1.7) from Faculty of Native Studies, appointed by the Dean

   Non-voting Members
   - GFC Secretary
   - University Secretary

- Associate Dean of Students
- Director Student Ombuds
- Director of Continuing and Professional Education Unit, Faculty of Extension

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

4.1   Introduction, modification and termination of programs and courses
   a.   Approve the introduction and modification of academic programs
   b.   Approve the termination of academic programs and report to GFC and APC for information.
   c.   Approve the introduction, modification, and termination of programs from the Centre collegial de l'Alberta (including all admission/transfer, academic standing/graduation, and related matters)
   d.   Approve the introduction, modification and termination of embedded certificates
   e.   Approve the introduction, modification and deletion of courses
   f.   Approve new course designators

4.2   Admission, Transfer and Academic Standing Regulations
   a.   Approve routine changes to admission/transfer and academic standing regulations
   b.   Approve changes to International Baccalaureate (IB) and Advanced Placement (AP) regulations
   c.   Approve (for inclusion in the Alberta Transfer Guide) and deny courses for transfer credit to the University of Alberta which are offered by Alberta Council on Admissions and Transfer (ACAT) member institutions and institutions within the Alberta Postsecondary Six-Sector Model with specific exceptions outlined in the Transfer Credit Articulation Procedure.
   d.   Approve routine changes to Physical Testing and Immunization of Students

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

5.   Responsibilities Additional to Delegated Authority

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

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

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

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

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

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

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

7.2 <u>Admission, Transfer and Academic Standing Regulations</u>
   a. Substantial changes and those with institutional scope are recommended to GFC

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

9. Definitions
<u>Program</u> - refers to all credit programs that result in a government approved credential including: degrees, diplomas and certificates

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

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

<u>Routine </u>- refers to proposals which do not involve or affect other Faculties or units and do not form part of a proposal for a new program. Routine changes include any and all changes to the wording of faculty or program specific admissions or academic standing regulations.

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

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

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

10. Links
Admissions Policy
Transfer Credit Articulation Procedure
Undergraduate Admissions Procedure

Academic Standing Policy
Academic Standing Regulations Procedure

Approved by General Faculties Council: May 25, 2020

37. Courses and Programs: General Regulations and Course and Program Changes

Note from the University Secretariat: The Post-Secondary Learning Act gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over "programs of study" for any "degree or diploma" (section 26(1)(b) and (c)) and also over the "granting and conferring of degrees other than honorary degrees" (section 26(1)(f)). GFC has thus enacted policies concerning Course and Program Changes, as set out below.

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

37.1 Approval of New Courses; Challenging Procedures; Changes to Existing Programs; Discontinuance of Service Courses

A. Submission of Course Change Proposals and Circulation by Secretary to GFC

REMOVE (Outdated)

All course changes, including the provision or discontinuance of service courses offered by one Faculty to another, shall be submitted in the first instance to the Faculty Councils for approval.	Indicate in Guidelines and *Calendar* Guide: "Changes to service courses offered by one Faculty to another, including proposals to discontinue them, will require Faculty-to-Faculty consultation and review by the Program Support Team before PC approval.
Course changes shall be forwarded to the Secretary to GFC from the Faculty Councils.	REMOVE (Administrative)
All program changes, and any course changes which affect the nature or course-sequencing of a student's program, will normally take effect in the academic year following their approval (i.e., the year the information is published in the Calendar). Exceptions may be made jointly by the Offices of the Vice-President (Academic) and the Registrar.	To be added to the Changes in Regulation Section in the *University Calendar*
The Secretary shall keep a circulation list of Deans, Department Chairs and other interested parties to whom the course changes will automatically be sent. In accordance with the circulation list, the Secretary to GFC shall circulate once per month, during the first week of each month, all course changes received and they will be subject to challenge.	REMOVE (no longer relevant) Interested parties may request to be added to the FYI list for the GFC Programs Committee meeting materials. Those with questions or concerns can reach out to the committee coordinator.
Note from the University Secretariat: On an annual basis, The Office of the Registrar and Student Awards will circulate internally (i.e., to the Registrar's Office), for information, a listing of courses for which approval has been granted by either the Provost or the Board of Governors to assess additional instructional support (miscellaneous), cost recovery, or alternative delivery fees.	REMOVE (no longer accurate)
The text that will be added to the course	REMOVE (No longer accurate)

descriptions that require payment of additional instructional support fees is as follows: ?Course requires payment of additional instructional support fees (see Student Instructional Support Fees Policy in UAPPOL).? The text that will be added to the course descriptions for alternate delivery or cost recovery courses is as follows: ?May contain {alternative delivery/cost recovery} sections; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.? B. Challenges of Course Proposals General Faculties Council policy regarding course change procedures is so interpreted that the following shall be circulated and subject to challenge: a. offering of new courses b. dropping of existing courses c. changes to the content of existing courses which alter the nature of the course d. changes in prerequisites, options and weights. Challenges which can not be resolved between the Faculties concerned shall be reported to the Secretary to GFC within two weeks of circulation. Challenges may emanate from any person. Upon receiving notice of challenge, the Secretary to GFC, having ascertained that	REMOVE (Approval of new courses and changes to existing courses included in Programs Committee Terms of Reference)

attempts to resolve the difficulty have been made both at Departmental and Faculty level, shall notify immediately the Dean and/or Department Chair concerned and have the challenge placed before the Executive Committee of General Faculties Council for final resolution. In those cases where the Executive Committee is of the opinion that a policy issue is involved, it will place the issue before General Faculties Council. Course challenges can only be made with respect to individual courses and must be accompanied by reasons relating to the specific course in question. The Executive Committee shall decide whether a challenge is frivolous and an appeal from such a decision shall lie to General Faculties Council.	
C. Automatic Approval Date for Course Proposals Faculties may assume that their course changes have been finally approved if no notice of challenge is received from the Secretary to GFC by the expiry of the third week after circulation.	REMOVE (No longer accurate)
D. Deletion of a Service Course The Secretary to General Faculties Council shall be informed of all withdrawals of service courses* in order that a record may be kept. If agreement is reached between a servicing and a serviced Faculty on a proposed withdrawal of a service course, then approval need not be sought from General Faculties Council nor from the Executive Committee.	REMOVE. To be added to administrative guidelines: Services courses were defined by GFC as basic courses applicable to other disciplines that should be taught by the Department charged with responsibility for the basic discipline. (GFC 26 MAY 1975) New service courses or modification of existing services courses, where more than one faculty is impacted, will require Faculty-to-Faculty consultation and review by the Program Support Team before PC approval.
If agreement cannot be reached between the servicing and serviced Faculty on a proposed	REMOVE (Authority lies with the GFC Programs Committee)

withdrawal of a service course, the matter should be referred to the GFC Executive Committee. If the Executive Committee is unable to resolve the problem, the matter should be referred to General Faculties Council. For information on the GFC ad hoc Committee on Service Courses, see 37.3.1. * NOTE FROM THE UNIVERSITY SECRETARIAT: Faculties are asked to denote on their submissions those courses which are considered to be service courses.	
E. Changes to Existing Undergraduate Programs	REMOVE (Covered in the GFC Programs Committee Terms of Reference)
1. Faculty Councils shall approve program changes and submit them to the Secretary to GFC.	
2. The Secretary to GFC shall then:	
a. Circulate the changes in accordance with procedures governing course changes. Challenges should be lodged with the Secretary to GFC, who shall notify the Registrar and the Provost and Vice-President (Academic) of any challenge. Changes to existing programs may not be implemented until a challenge is resolved,	REMOVE (To be added to the "Guidelines" : All changes impacting more than one Faculty, will require Faculty-to-Faculty consultation and review by the Program Support Team before PC approval.; 'Guidelines' document will contain instructions on consultation
and,	
b. Forward program changes to the Provost and Vice-President (Academic), who will discuss them with Deans of affected or interested Faculties and the Chair of the GFC Academic Standards Committee, where the Provost and Vice-President perceives this to be necessary or useful. (GFC 29 SEP 2003)	REMOVE (no longer relevant)
3. Any challenge to a program change arising	REMOVE (Consultation advice will be included in the 'Guidelines' doc)

from step 2(a) shall be coordinated by the Secretary to GFC, in consultation with the Provost and Vice-President (Academic), who together will ensure that Faculties are subject to only one negotiation procedure and approval route. (GFC 29 SEP 2003) 4. Any concerns of another Dean or Deans or of the Provost and Vice-President (Academic), arising from step 2(b), shall be discussed with the Dean of the originating Faculty, who may, if the Dean sees fit, recommend to his/her Faculty Council a revision of the changes. a. If the proposed changes are not accepted by the Deans and the Provost and Vice-President (Academic) the changes, together with supporting and opposing statements, will be considered by APC and submitted to the Executive Committee of GFC, which shall hear representations from the Deans and/or the Provost and Vice-President (Academic), and shall then approve or reject the proposed changes. b. Any Dean may appeal the decision of GFC Executive to GFC itself.	REMOVE (no longer relevant)
F. Faculty of Extension Courses and Programs: Approval Route (See also Section 12, 1, 3, 14) 1. GFC delegated to the Academic Standards Committee the authority to approve new non-credit programs and program expansions in the Faculty of Extension. Where additional funding and/or space is required, ASC would provide a recommendation on the proposed program to the GFC Academic Planning Committee (APC); APC, in turn, would have the GFC-delegated authority to give final approval for the overall program. (GFC 29 SEP 2003)	REMOVE (Now covered by GFC Programs Committee Terms of Reference)

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

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

4. Credit programs and courses in the Faculty of Extension will follow the normal route as outlined in Section 3 and Section 37.1.

G. Changes to Existing Graduate Programs

1. All proposed changes to existing graduate programs shall be submitted to the Dean of the Faculty of Graduate Studies and Research (FGSR);

2. The Dean of FGSR shall assess the proposed changes and identify those deemed to be editorial or administrative and internal to the academic program of the unit submitting the change. These, if approved by the Dean, will be submitted directly to the GFC Secretary to be circulated to interested staff for information;

3. Changes which are deemed to be of a major nature, or minor changes which have potential impact on other units, shall be submitted to the Council of FGSR for ratification;

4. Minor Changes which are approved by the Council of FGSR shall be submitted to the Secretary of GFC for information. The GFC

REMOVE Now covered by the GFC Programs Committee Terms of Reference. (See FGSR Graduate Program Manual for administrative details)

Secretary will circulate the changes to interested staff for information. 5. Major Changes which are approved by the Council of FGSR shall be forwarded to the Provost and Vice-President (Academic). The Provost and Vice-President (Academic) will assess the nature of the change and may approve proposals which have a clear and current precedent or analogue, involve no request for additional funds or space, and appear (after appropriate consultation) not to raise jurisdictional questions or larger issues of University-wide support. Proposals which do not meet these criteria will be routed through the University's committee system by the Provost and Vice-President (Academic). 6. Minor Changes are those which do not change the basic nature and/or intent of the program. Major Changes are those which change the basic nature and/or intent of the program, or which result in a change or addition to the degree designations of the Faculty of Graduate Studies and Research. (See also Faculty of Graduate Studies and Research, Section 63.)	
H. Courses Recommended for Admission The GFC Academic Standards Committee does not consider courses recommended for admission (as opposed to courses required for admission); these proposals instead will be submitted to the Secretary to GFC to be circulated for information only. (GFC 29 SEP 2003)	REMOVE (No longer accurate)
37.2 Course Numbering and Naming System	REMOVE and add to 'Guidelines' doc. Currently covered by the UAlberta Calendar Guide and in the *University Calendar*

Course numbers which are deleted shall not be reused for a minimum of five years (ten years is preferred). This period of retirement is necessary to prevent confusion of the academic record by students, advisors, and those who refer to transcripts. (GFC 17 JUN 1996)

Faculties are discouraged from presenting proposals to renumber courses at the same number level (eg, from one 200-level number to another 200-level number) because of the confusion that this can create for students, academic records, advisors, departments, Faculties, administrative systems and transfer institutions. Strong academic reasons must be provided for such proposals. (GFC 17 JUN 1996)

Recommendations to renumber courses at the same level shall be proposed by the appropriate Faculty Council, circulated according to the procedures described in Section 37.1, and, in the absence of unresolved challenges, submitted to GFC Executive for ratification. Course renumbering to a different number level will normally be accomplished by deleting the current course and introducing a new course at the new level. (GFC 17 JUN 1996)

Course subject names shall designate broad areas of study (often an entire department) and shall not be used to designate numerous specializations. Faculty Councils shall endeavour to keep the number of subject names in the Faculty to an acceptable minimum. Subject names shall not be added or changed except for strong academic reasons. Changes made to subject names can create problems for students, other departments, other Faculties, administrative systems, and other institutions which are involved in transfer agreements with the

University of Alberta. (GFC 17 JUN 1996)	
New course subject names and their abbreviations shall be proposed by the appropriate Faculty Council, circulated according to the procedure described in Section 37.1, and, in the absence of unresolved challenges, submitted to GFC Executive for ratification. (GFC 17 JUN 1996)	
The single designation of INT D shall be adopted for all interdisciplinary courses.	REMOVE (Included in the *University Calendar* Glossary and course prefix list and to be added to the Calendar Guide)
The following course number system shall be used for all new courses proposed after June 17, 1996:	REMOVE (see *Calendar* Details of Courses)
000-099 Pre-University	
100-199 Basic Undergraduate. Normally requires no university-level prerequisites. Designed typically for students in the First Year of a program.	
200-299 Undergraduate. Prerequisites, if any, would normally be at the 100-level. Designed typically for students in the Second Year of a program.	
300-399 Undergraduate. Prerequisites, if any, would normally be at the 200-level. Designed typically for students in the Third Year of a program.	
400-499 Advanced Undergraduate. Prerequisites, if any, would normally be at the 300-level. Designated typically for students in the Fourth Year of a program.	
500-599 Graduate. Designated for graduate students and certain advanced or honors undergraduate students in their final Year.	
600-799 Graduate Courses.	

800-899 Special Registrations	
900-999 Graduate Thesis and Project Numbers	
For the purposes of program descriptions and prerequisite designation, courses numbered 100-199 will be designated as Junior Courses and courses numbered 200-499 will be designated as Senior Courses. (GFC 17 JUN 1996)	
Note: Some exceptions to the course number system described above have been granted to the Faculty of Law and the Faculty of Medicine and Dentistry. (GFC 17 JUN 1996)	
Course titles should be as brief and general as possible. Care should be exercised to not recommend changes to existing titles which would suggest to a reader of the academic record that the course material has been substantially modified. In the case of a substantial modification of course content, a new course should be proposed. (GFC 17 JUN 1996)	REMOVE and add to 'Guidelines' document.
## 37.3 Service Courses Policy	REMOVE and add to 'Guidelines' document.
General Faculties Council reaffirms its present policy that basic courses applicable to other disciplines should be taught by the Department charged with responsibility for the basic discipline. (GFC 26 MAY 1975)	
37.3.1	
Since expertise and facilities in our university are organized according to departmental subdivisions, and since the duplication of staff and facilities is inefficient and impractical, General Faculties Council believes that Faculties can rightfully expect that properly qualified instructors from relevant	

Departments will teach service courses on request. (EXEC 09 SEP 2002)

37.3.2

Individual Faculties have the right to determine the programs of their students, subject only to General Faculties Council's approval. This right, to be meaningful, must be taken to mean that Faculties can, if they wish, define the objectives of service courses (although it is assumed that, rather than specify specialized variants, Faculties will use existing standard courses wherever possible). (EXEC 09 SEP 2002)

37.3.3

Although Faculties have the right to determine course objectives, the means by which course objectives are to be attained must finally be the responsibility of the servicing Department, where subject matter expertise resides. (EXEC 09 SEP 2002)

37.3.4

Students at the University of Alberta must have access to all courses that form part of their program (as detailed in the University Calendar), and should not be discriminated against on the basis of their Faculty of registration. (EXEC 09 SEP 2002)

37.3.5

Historically, funding for Faculties has recognized the service teaching role. It is therefore incumbent on Faculties to see this role as part of their obligations. (EXEC 09 SEP 2002)

37.3.6

Given points (4) and (5) above, any attempt

to limit enrolment on a discriminatory basis in courses that form part of the program of students outside the Faculty will not be permitted. (EXEC 09 SEP 2002)

37.3.7

At the same time, program changes in Faculties that have an impact on service burdens for other Faculties require discussion and agreement between Faculties. (EXEC 09 SEP 2002)

Faculties seeking changes to existing programs must consider and seek the agreement to any impact of the proposed program changes on the library system and on course enrolments in other academic units. (EXEC 09 SEP 2002)

Any new program proposal going forward for approval will require a service impact statement. Where the affected Faculties and/or Library are in agreement this statement will note that fact and details of the arrangement. (EXEC 09 SEP 2002)

Where there is disagreement, the Office of the Provost and Vice-President (Academic) will assist in mediation. (EXEC 09 SEP 2002)

37.3.8

In order to ensure fairness in allocation of funds, the Office of the Provost and Vice-President (Academic) will recognize not only enrolment targets as mandated under Section 50 of this Policy Manual but also undergraduate course registrations and graduate enrolment. (EXEC 09 SEP 2002)

37.4 Repeating of Courses

1. Students may not repeat any university

course passed or courses for which they have received transfer credit except for reasons deemed sufficient, and verified in writing, by the Dean of the Faculty in which they are enrolled.	REMOVE (See *Calendar* [Transfer of Credit](#))
2. Only one re-registration for credit or audit will be permitted in any failed university course, except for reasons deemed sufficient by the Dean (or delegate) of the Faculty in which a student is enrolled.	REMOVE (See [Reregistration of Courses](#) in the *University Calendar*)
3. Only one re-registration for credit or audit will be permitted in any university course in which a student has received a final grade of W, except for reasons deemed sufficient by the Dean (or delegate) of the Faculty in which a student is enrolled.	
4. In cases where a student contravenes regulations 1., 2. or 3. above, the Dean (or delegate) may withhold credit or indicate the course as extra to the degree, on the course registration that contravenes the regulation.	
5. Students may repeat a first-term course in the second term, if it is offered, as long as the student complies with regulations 1., 2. and 3. above.	
6. An undergraduate student who, because of unsatisfactory academic performance is either required to withdraw, and/or required to repeat a year, and/or put on probation, will retain credit for courses in which grades of D or higher have been attained during the period for which the student's performance was evaluated as unsatisfactory. Notwithstanding this credit, Faculties may require substitution of other courses in programs in which full course loads are required. (EXEC 17 JUN 2002)	REMOVE (See *University Calendar* [Academic Regulations](#))
7. The Faculties of Law, Medicine, and Dentistry were granted exemption from the	

revision to Section 37.5.6 above, retroactive to April 11, 1983.	REMOVE (outdated)
8. The Faculty of Pharmacy and Pharmaceutical Sciences was granted exemption from item 6 above. (EXEC 13 NOV 1990)	
9. The Faculty of Engineering was granted exemption from item 6 above, effective 2002-2003. (CAAST 16 MAY 2002)	
NOTES:	
1. The new policy takes effect September 1, 1988.	
2. Withdrawals recorded on a student's record prior to September 1, 1988 would not be included in that re-registration count.	
3. Students are responsible for monitoring the number of times they have repeated a course.	
4. Withdrawals (W's) in a course will be considered together with failures (WF's or F's) when a Faculty is restricting the number of multiple registrations in a course.	
Questions about this policy should be directed to the Registrar.	
## 37.5 Course Flexibility	
ADC Report on Greater Flexibility of Course Offerings at Undergraduate Level	REMOVE (Add language to Guidelines document as a statement of principle)
In the course of discussions within the Academic Development Committee concerning the development of interdisciplinary studies at the University the question of flexibility of course offerings at the undergraduate level arose. It was suggested	

that there was a need felt among some students to have a greater selection of courses to make up their degree programs. These students did not want degrees made up of completely unrelated courses since in most cases a pattern or a direction would emerge from the courses they chose.

The Committee felt that the possibility should be looked at of finding new combinations of courses that would make meaningful patterns of study for students who wished to have a wider range of courses from which to choose.

In order to determine the existing degree of flexibility amongst Faculties and Departments in the offering of courses at the undergraduate level, the Academic Development Committee asked the Office of Institutional Research and Planning to carry out a study of this matter. The preliminary Report Describing Course Flexibility and Interdisciplinary Studies at the Undergraduate Level, dated November 1971 is available in the Office of the Secretary. The general conclusion of the Preliminary Report is that students' freedom to take options outside the Faculty in which they are registered varies widely depending on the Faculty with which the students are affiliated and the degree program in which students are enrolled, as follows:

1. in some professional Faculties the programs are structured to educate students for relatively specific occupations. Their programs, therefore, tend to have a high proportion of required courses and in some of these Faculties there are few options;

2. in the Faculties of Arts and Science the student has greater freedom in designing a program, but must normally restrict choices to the offerings in these two Faculties. Honors programs which are designed to provide depth in a non-applied area, indirectly limit

the number of options by requiring many courses in the area of specialization;

3. faculties in which the educational goals combine applied and basic education allow the greatest flexibility, since students have considerable freedom to choose options of both types.

Having considered the Preliminary Report, the Academic Development Committee has concluded:

1. that flexibility of course programming is the first step to interdisciplinary studies;

2. that restrictive regulations should be relaxed where possible in order to enable students to choose more freely from the course offerings of various Faculties.

The Academic Development Committee therefore recommends:

1. that Departments be asked to re-examine the number of required courses their students must have in their major field of study before the Department would approve the program as, for example, a degree in Physics or a degree in History;

2. that Departments be asked to re-examine their total programs, with particular emphasis on prerequisites and other restrictions to enrolment, whether or not they are actually legislated;

3. that the Faculties of Arts and Science be asked to re-examine the reasons for the restrictions in allowing credit for courses taken in other Faculties, with a view to easing the restrictions;

4. that in order to make more options available in practice, provision be made in

university scheduling to make this possible; 5. that Faculties be encouraged to provide adequate counselling to assist students in the selection of courses or programs best designed to meet their interests; 6. that Faculties be prepared to inform the Academic Development Committee as to their progress in implementing the recommendations of the Committee.	

37.6 Withdrawal from Courses (effective 1999-2000)

Students may not officially withdraw from a course after the Withdrawal Deadline. All students registered in a course after the Withdrawal Deadline will be assigned a final grade by the instructor, based on course work completed. Faculties shall have discretionary authority to waive withdrawal deadlines for their own students in exceptional circumstances such as illness or domestic affliction.	REMOVE (see *Calendar* Adding or Withdrawing from Courses after the Registration Deadline)

37.7 Prerequisite and and Corequisite Course Requirements

For admission to a course with a prerequisite requirement, the minimum grade which must be obtained in the prerequisite course shall be a D. (GFC 28 JUN 1976) (EXEC 05 OCT 1976) (EXEC 16 OCT 1981) (EXEC 17 JUN 2002) The new policy with respect to a grade of D in a prerequisite course shall take effect in the 1977-78 Academic Year and shall affect students entering the senior course. 37.7.1 Prerequisite Course Requirements	REMOVE (see *Calendar* Prerequisite and Corequisite Course Requirements)

Students registering in courses for which a prerequisite is listed must meet the prerequisite requirements. A grade of D is the minimum grade acceptable in a course which is to be used as a prerequisite. Departments may cancel the registrations of students in courses offered by the Departments who do not meet the prerequisite requirements as stated in the course descriptions in this calendar.

Degree credit may be withheld for courses with prerequisite requirements if the prerequisite requirements have not been met or have not been waived in writing.

Where a prerequisite is stated, it is understood that equivalent courses may be used to satisfy the requirement. In addition, the prerequisite requirements may be waived with the written approval of the Department that offers the course.

Students who are unsure that they meet the prerequisite requirements in a course, or who wish to obtain permission to have a prerequisite waived, should consult the Department offering the course. (EXEC 03 OCT 1988)

37.7.2 Corequisite Course Requirements

Students registering in courses for which a corequisite is listed must also register in the corequisite course or have previously passed the corequisite course with a minimum grade of D. Departments may cancel the registrations of students in courses offered by the departments who do not meet the corequisite requirements as stated in the course description of this calendar. Degree credit may be withheld for courses with corequisite requirements if the corequisite requirements have not been met or have not

been waived in writing.

Where a corequisite is stated, it is understood that equivalent courses may be used to satisfy the requirements. In addition, the corequisite requirements may be waived with the written approval of the Department that offers the course.

Students who are unsure that they meet the corequisite requirements in a course, or who wish to obtain permission to have a corequisite waived, should consult the department offering the course.

Courses with corequisite requirements may only be used for degree credit if the corequisite requirements have been met or waived in writing. A grade of D is the minimum grade acceptable in a course used as a corequisite.

37.8 Quotas on Courses

See Enrolment Management, see Section 50.

REMOVE (See Enrolment Policy. Section 50 has been rescinded)

See Course Weight - see Section 61.

37.9 Course Weighting

REMOVE (See *Calendar* Details of Courses)

Note: Course description symbols and figures are given in the Calendar in the Course Listings section.

37.9.1 General

In the normal case, courses will be weighted in terms of their hours of instructional delivery. A course which consists of three hours per week of lectures or stand-alone seminars for one term of Winter Session (eg, 3-0-0 or 0-3s-0) shall be weighted as three units of course weight (i3). Except for courses offered by the Faculty of Engineering

additional laboratory hours will not increase this weight (eg, 3-0-3 is also i3).

In the general case, then, one unit of course weight is assigned for each weekly hour of lecture or stand-alone seminar instruction for the entire term.

Full-Session courses are weighted as the sum of the weights for each term. Hence 3-0-0 for a full Winter Session received six units of course weight (i6).

A normal laboratory course with no separate lectures or seminars will receive one-half unit of course weight for each hour of instruction per week for the entire term (eg, 0-0-6 for one term would receive 3 units of course weight, or i3),

Other courses have a variety of types and hours of instructional delivery. In proposing such courses, Faculties shall seek advice from the Registrar who shall maintain a protocol of course weight calculation based upon total hours of instruction.

Some courses are offered for credit only and may carry a weight of i0.

The weight for a given course shall always been the same regardless of the Faculty, program or year in which it is taken.

A number representing this weight shall be included in the Calendar.

37.9.2 Faculty of Science

A full session course (or full course equivalent) means a single course with a course weight of 6 or two or more courses whose combined weights are 6. A half session course means a single course with a course weight of 3 or two or more courses

whose combined weights are 3. Please note - There are certain courses with weights of 1, 2 and 4; these courses are considered as one-sixth, one-third and two-thirds of a full session course respectively. For courses taken in Engineering, the course weight is designated by the i symbol. (See Section 192.8 of the Calendar.)	
Following the title of the course is the symbol "i" standing for "course weight", and a number indicating the weight of the course as used in computing grade point averages and for meeting degree requirements. A full session course is weighted 6; a half session course is weighted 3. There are certain courses, offered over the full session or in a half session, with weights of 1, 2 and 4. These courses are considered as one-sixth, one-third and two-thirds of a full session course respectively. Some honors and graduate courses involving research may vary in weight according to the length and difficulty of the project. Some courses are offered for credit only, and carry a weight of 0. (See Section 194.1 of the Calendar.)	
## 37.10 Course Syllabus and Calendar: Publication of Incidental Fees	REMOVE (No longer accurate)
The University of Alberta's policies and procedures governing incidental fees are on line in the University of Alberta Policies and Procedures On line (UAPPOL). (BD OF GOV 23 JUN 2006)	

FINAL Item No. 8

Governance Executive Summary
Action Item

Agenda Title	Duolingo English Test: Extension of Short-term Use

Motion

THAT the GFC Executive Committee recommend that General Faculties Council approve the proposed temporary change to Undergraduate and Graduate English Language Proficiency requirements, as submitted by the Office of the Registrar and as set forth in attachment 1, to take effect for Spring 2021, Summer 2021, Fall 2021, and Winter 2022 admissions.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Melissa Padfield, Vice-Provost and University Registrar
Presenter(s)	Melissa Padfield

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	To extend the acceptance of the Duolingo English Test (DET) for all applicants to undergraduate and graduate programs as an additional option to demonstrate English Language Proficiency for Spring 2021, Summer 2021, Fall 2021, and Winter 2022 admission. To adopt a subscore requirement, in addition to an overall score, to achieve a more nuanced assessment of an applicant's English Language Proficiency.
Executive Summary (*outline the specific item – and remember your audience*)	In response to the COVID disruptions to international testing centres, the Duolingo English Test (DET) was adopted as an additional option to demonstrate English Language Proficiency (ELP) for Spring 2020, Summer 2020, Fall 2020, and Winter 2021 admission to undergraduate and graduate programs. The DET was not accepted by the university prior to March 2020 and was put in place as an urgent measure in order to support applicants during COVID-related test centre closures. The circumstances driving the initial decision have not materially changed, and we now recommend extending the approval for one additional admissions cycle. Since the test was adopted, 418 undergraduate applicants and 103 graduate applicants have submitted DET scores to meet ELP requirements. Approximately 14% of admitted undergraduate applicants who submitted test scores to fulfill ELP in the current admissions cycle (214/~1500) used DET scores to meet the requirement. **This proposal addresses:** **Accessibility**: IELTS and TOEFL test centres remain closed in many parts of the world, and access to other at-home testing options is limited in regions including mainland China and Iran.

	In addition, the DET is a lower-cost option for many applicants, available from anywhere in the world with an internet connection, with no need to access an in-person test centre, and results are available within 48 hours of completing the test. **Full-cycle Consistency**: The COVID pandemic remains unresolved. Through extending the existing emergency measure, we propose to make the option available for all applicants for Spring 2021, Summer 2021, Fall 2021, and Winter 2022 admission. The next admissions cycle for undergraduates will open on October 1. **This proposal does not address**: **Long-term adoption of the DET:** this would remain a short-term measure in response to COVID, but analysis of student performance data would provide information for future decisions. For example, first-term results for students accepted based on this test will be available for evaluation in late February 2021.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • Brooke Milne (Vice-Provost and Dean, Faculty of Graduate Studies and Research) • Office of the Registrar
	*Those who have been **consulted**:* • Subcommittee on International Enrolment Management [SCIEM] (August 4, 2020) • Program Support Team (August 27, 2020) • Graduate Enrolment and Funding Advisory Committee [GEFAC; Associate Deans, Graduate from across the faculties] (August 26, 2019) • David Draper, Vice President Academic (University of Alberta Students' Union) • Administrative Committee on Enrolment Management [ACEM] (September 4, 2020) • GFC Programs Committee (September 17, 2020)
	*Those who have been **informed**:* • Deans' Council (TBC, Week of September 8)
Approval Route (Governance) (including meeting dates)	GFC Executive Committee (September 14, 2020); for Recommendation General Faculties Council (September 28, 2020); for Approval

Strategic Alignment

Alignment with *For the Public Good*	Alignment with the Institutional Strategic Plan – For the Public Good OBJECTIVE - Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada,

	and the world. Strategy: Optimize our international recruiting strategies to attract well qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.
	☒ Enrolment Management ☐ Relationship with Stakeholders ☐ Faculty and Staff ☒ Reputation ☐ Funding and Resource Management ☐ Research Enterprise ☐ IT Services, Software and Hardware ☐ Safety ☐ Leadership and Change ☒ Student Success ☐ Physical Infrastructure
Legislative Compliance and jurisdiction	Cite reference to relevant legislation, policy, and governance committee(s) [title only is required].

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - 3) Duolingo English Test (DET): Case for Action to Extend Short-term Use
2. Attachment 2 (page(s) 1 - 2) Duolingo English Test (DET) Subscore Recommendation

Prepared by: <Amy Dambrowitz, Associate Registrar, amy.dambrowitz@ualberta.ca>

Duolingo English Test (DET):
Case for Action to Extend Short-term Use

Context:
In response to the COVID disruptions to international testing centres, the Duolingo English Test (DET) is currently being accepted for all applicants to undergraduate and graduate programs as an additional option to demonstrate English Language Proficiency (ELP) for Spring 2020, Summer 2020, Fall 2020, and Winter 2021 admission. The DET was not accepted by the university until March 2020, but was put in place as an urgent measure through executive authority[1] in order to support applicants during test centre closures.

The DET has been adopted temporarily by several U15 institutions in response to COVID, including McGill, McMaster, Queen's and the University of Calgary. One motivator for these decisions is that more traditional tests have not been consistently available (in person or online) to applicants from key regions including China and Iran.

418 undergraduate applicants submitted DET scores to meet ELP requirements between March 20 and August 11, 2020. Approximately 14% of admitted undergraduate applicants who submitted test scores to fulfill ELP in the current admissions cycle (214/~1500) used DET scores to meet the requirement. 103 graduate applicants submitted DET scores to meet ELP requirements up to August 24, 2020; 38 have been admitted. Most applicants who submitted the DET were applying from countries/regions where the IELTS and/or TOEFL remain inaccessible (in person or online), including mainland China, Iran, India, and Nigeria.

Minimum DET scores currently required by the University of Alberta are as follows:
- 115 for English Language Proficiency
- 125 for Spoken English Proficiency

Unlike the IELTS and TOEFL exams, the DET did not initially include subscores when it was adopted for use at the university. Duolingo has recently announced that they will provide subscores for the DET, in addition to an overall score, as of early July 2020. If the university were to continue to accept the DET going forward, we recommend accepting no subscore less than 95, which is functionally equivalent to an IELTS band score of 6.0.

International applicants continue to have limited access to ELP testing: IELTS and TOEFL test centres remain closed in many parts of the world, and at-home testing options (e.g., TOEFL iBT online) are inaccessible from regions including mainland China and Iran. It is unclear when

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[1] The decision to allow the use of the DET to meet ELP for admission to all graduate and undergraduate programs was made by GFC Exec on April 6, 2020 and recorded in the Covid-19 Governance Decision Tracker. Endorsement by full GFC followed. The initial decision to accept DET to meet ELP for admission for all undergraduate programs was endorsed by Dean's Council on March 8, 2020 through an electronic vote.

these issues will be resolved. Because the circumstances driving the initial decision have not materially changed, we recommend extending the approval for an additional cycle.

The largest risk the continued use of the test presents is not knowing how applicants presenting the test for ELP will perform in their academic programs. First-term results for students admitted to Fall 2020 will not be available for analysis until February 2021, too late to support a timely decision.

Proposal:

1. Extend the acceptance of the Duolingo English Test (DET) for all applicants to undergraduate and graduate programs as an additional option to demonstrate ELP for Spring 2021, Summer 2021, Fall 2021, and Winter 2022 admission, reflecting that the situation driving the initial decision has not materially changed.

2. Adopt a subscore requirement, in addition to an overall score, to achieve a more nuanced assessment of an applicant's English Language Proficiency.

    Based on our analysis of the subscoring system and a comparison to our other standard ELP tests, we recommend accepting an overall score of 115 for ELP with no subscore below 95 for applicants to undergraduate programs. Duolingo has indicated that a score of 95 is functionally equivalent to an IELTS 6.0, which is the current minimum band score for our ELP requirements.

This proposal addresses:

- **Continued Accessibility**: IELTS and TOEFL test centres remain closed in many parts of the world, and at-home testing options (e.g., TOEFL iBT online) are inaccessible from some regions, including mainland China and Iran.

    In addition, the DET is a lower-cost option for many applicants, available from anywhere in the world with an internet connection, with no need to access an in-person test centre, and results are available within 48 hours of completing the test.

- **Full-cycle Consistency**: The COVID pandemic remains unresolved, and circumstances will continue to change as we proceed through the next admissions cycle. Through extending the existing emergency measure, we propose to make the option available for all applicants for Spring 2021, Summer 2021, Fall 2021, and Winter 2022 admission.

- **Opportunity to assess long-term viability**: The urgent, short-term adoption of the DET has created an opportunity to assess the long-term value of adopting the test as part of our permanent suite of ELP testing options. One approach for evaluating the value of the test will be to track the academic performance of applicants admitted based on DET

results. First-term results for undergraduate students admitted to Fall 2020 should be available for analysis in February 2021.

NOTE: If we chose to extend the use of the DET to meet ELP, we would have the opportunity to evaluate a larger pool of students in the long term.

This proposal does not address:

- **Long-term adoption of the DET:** this would remain a short-term measure in response to COVID, but analysis of student performance data would provide a basis for future decisions.

Attachment
- **DET Subscore Recommendation**

Duolingo English Test (DET) Subscore Recommendation

Background

There are 4 subscores in addition to a Duolingo English Test (DET) overall score:
- Literacy (Reading and Writing)
- Comprehension (Listening and Reading)
- Conversation (Speaking and Listening)
- Production (Writing and Speaking)

Any test taken on or after July 7, 2020 and shared by applicants with postsecondary institutions will have subscores. Test subscores are scored with the max of 160 in a 5-point increment (same scoring method as the overall score). The overall score is not an average of subscores; each subscore and the overall score are calculated individually.

Recommendation

Based on our analysis of the subscoring system and a comparison to our other standard ELP tests, we recommend accepting an overall score of 115 for ELP with no subscore below 95 for applicants to undergraduate programs to achieve a more nuanced assessment of an applicant's English Language Proficiency.

Duolingo has determined that a score of 95 is functionally equivalent to an IELTS 6.0, which is the current minimum band score for our ELP requirements

U of A Undergraduate Requirement for:	Overall Score	All subscores
ELP	115	95
SEP	125	105
BP1	80	65
BP2	90	75

To benchmark DET with TOEFL and IELTS, we would require DET subscores that are above 50th percentile within a group of those who achieve the overall scores we require. Based on research from Duolingo, a subscore of 90 indicates a 50th percentile performance on the Production subscore (the most challenging: LaFlair, 2020) for those with an overall score of 115.

There have been 104 DET results for undergraduate applicants with subscores sent to the U of A. If this subscore requirement is adopted, 37% of this sample would meet ELP and 17% would meet SEP.

Appendix: Median Subscores Based on Current Overall DET Score Requirement

A DET overall score is associated with a set of median subscore values. Below is a summary of median subscores based on the current overall score requirements at the University of Alberta for ELP, SEP, BP1 and BP2.

UofA Requirement for	Overall Score	Common Literacy Score	Common Comprehension Score	Common Production Score	Common Conversation Score
ELP	115	115	125	90	105
SEP	125	125	135	105	120
BP1	80	80	90	60	70
BP2	90	90	100	70	80

According to IELTS (2018), the 2018 IELTS Academic median scores among all test takers are 6.25 for Listening, 6.15 for Reading, 5.55 for Writing, 5.95 for Speaking, and 6.05 overall.
U of A currently requires a score of at least 6.5 on the IELTS with no band less than 6.0.

According to ETS (2017), an overall TOEFL iBT score of 88 with each band score of 22 represents the 55th percentile, based on Percentile Ranks for TOEFL iBT Scores for all groups of test takers. U of A currently requires a score of 90 with no less than 21 on each band.

The recommended approach for U of A's DET thresholds reflects our current practice with IELTS and TOEFL requirements.

References

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