

The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, November 16, 2016 meeting:

Agenda Title: **Proposed changes to the Bachelor of Science in Dental Hygiene, Faculty of Medicine and Dentistry**

CARRIED MOTION: THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed changes to the Bachelor of Science in Dental Hygiene, Faculty of Medicine and Dentistry, as set forth in Attachment 2, to take effect Fall 2017.

Final Item: 6

Agenda Title: **Proposed Revisions to the Graduate Teaching and Learning Program, Faculty of Graduate Studies & Research**

CARRIED MOTION: THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed revisions to the Graduate Teaching and Learning Program as submitted by the Faculty of Graduate Studies & Research and as set forth in Attachment 1, to be effective in Spring term 2017.

Final Item: 7

Agenda Title: **University of Alberta 2017-2018 General Tuition Fee Proposal**

CARRIED MOTION: THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, recommend that the Board of Governors approve that tuition that falls within the tuition fee regulation for 2017-18 be set at the 2014-15 rates, as directed by the Government of Alberta.

Final Item: 8

Agenda Title: **University of Alberta 2017-2018 International Tuition Fee Proposal**

CARRIED MOTION: THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, recommend that the Board of Governors approve an increase of 3.02% to international tuition fees, effective September 1, 2017, as illustrated in the table below:

Undergraduate <sup>a</sup>	2016-17 <sup>d</sup>	2017-18	Change <sup>e</sup>	
			\$	%
Arts and Science	\$20,395.20	\$21,009.60	\$614.40	3.01%
Business	\$26,827.84	\$27,636.32	\$808.48	3.01%
Engineering	\$24,474.24	\$25,211.52	\$737.28	3.01%
Juris Doctor (JD) Program	\$44,239.16	\$45,573.48	\$1,334.32	3.02%
Pharmacy	\$38,278.40	\$39,431.68	\$1,153.28	3.01%
Economics Course	\$2,602.20	\$2,680.62	\$78.42	3.01%
Graduate <sup>a</sup>	2016-17 <sup>d</sup>	2017-18	Change <sup>e</sup>	
			(\$)	(%)
Course Based Masters	\$7,941.60	\$8,181.36	\$239.76	3.02%

Thesis 919 <sup>b</sup>	\$4,955.24	\$5,104.84	\$149.60	3.02%
Thesis Based Masters /PhD <sup>c</sup>	\$6,851.04	\$7,057.80	\$206.76	3.02%
Master's in Business Administration	\$15,549.12	\$16,017.84	\$468.72	3.01%
Integrated Petroleum Geosciences Course	\$1,323.60	\$2,924.12	\$1,600.52	121.28%
International Graduate Tuition Increase <sup>f</sup>	n/a	\$4,000.00	\$4,000.00	n/a

**Notes:**

- (a) Values are based on a full-time per term and full-time per year unless otherwise stated.
- (b) Tuition applies to thesis students who were admitted to the program of study prior to Fall 2011 and are assessed the reduced thesis rate.
- (c) Tuition applies to thesis students who were admitted to the program of study beginning in Fall 2011 or later; this is based on an annual fee assessment (including spring/summer).
- (d) As approved by the board December 11, 2015.
- (e) Figures may be rounded downwards at fee index level for administrative purposes, thus lowering the effective year over year percentage increase below 3.02 percent.
- (f) Per year for full time student, excluding Cost recovery and graduate course based Physical Therapy, Occupational Therapy, and Speech masters programs in Faculty of Rehabilitation Medicine.

CARRIED MOTION: THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, recommend that the Board of Governors approve a tuition increase of \$4000, not subject to future increases of the Academic Price Index (API), to all international graduate tuition fees except for graduate course-based programs in the Faculty of Rehabilitation Medicine and cost-recovery programs, with the understanding that the increase will be offset by an equal amount of financial support that will be revenue and cost neutral, effective September 1, 2017.

CARRIED MOTION: THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, recommend that the Board of Governors approve an increase of \$1600.52 per course for international tuition fees in the Integrated Petroleum Geosciences (IPG) program, effective September 1, 2017, with the understanding that current students will be grandfathered for one year.

Final Recommended Item: 9

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposed changes to the Bachelor of Science in Dental Hygiene Program, Faculty of Medicine and Dentistry**

**Motion:** THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, proposed changes to the Bachelor of Science in Dental Hygiene Program, Faculty of Medicine and Dentistry, as set forth in Attachment 2, to take effect for Fall 2017.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Richard Fedorak, Dean, Faculty of Medicine and Dentistry
Presenter	Fraser Brenneis, Vice-Dean Education, Faculty of Medicine and Dentistry; Sharon Compton, Director, Dental Hygiene Program

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	In light of the suspension of the Dental Hygiene Diploma Program approved by Advanced Education on July 27, 2016, the Bachelor of Science in Dental Hygiene is being revised to balance course work over three years and with redesigned course content in compliance with the Commission on Dental Accreditation of Canada (CDAC) curriculum framework. CDAC is the national accrediting body for dental hygiene programs.
The Impact of the Proposal is	The changes are intended to improve the student experience and to decrease their stress due to the intense program of studies required for the dental hygiene diploma program. It is anticipated that students will be able to have a much enhanced learning experience with a balance of time for study and personal time. Minimal impact is expected on institutional operations and resources.
Replaces/Revises (eg, policies, resolutions)	The calendar changes revise the General Information, Admissions, Program Information and Course Descriptions sections for the BSc in Dental Hygiene. In addition to redesigned courses for the BSc in Dental Hygiene, existing courses for the dental hygiene diploma will be maintained for current students who entered the diploma program in 2016 and will be in their final diploma year in 2017-18. Similarly, diploma graduates from 2017 and 2018 will still have the ability to complete the existing 4th and full time year of study to obtain the degree; which necessitates the need to maintain the 4th year courses as currently stated in the calendar.
Timeline/Implementation Date	Published in 2017-18 calendar, first intake of students in September 2017.
Estimated Cost and funding source	No additional cost
Next Steps (ie.: Communications Plan, Implementation plans)	Further removal of course listings and Dental Hygiene Diploma Program information will take place as students currently enrolled complete the program in 2018-2019. The change has been communicated to all students currently enrolled in the program.
Supplementary Notes and context	The suspension of admission to the Dental Hygiene Diploma program was approved by the GFC Academic Standards Committee on June 17, 2015, with delegated authority from General Faculties Council.

**Engagement and Routing** (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p>&lt;For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a>&gt;</p>	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> <li>All students currently enrolled in the Dental Hygiene diploma program</li> </ul>
	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> <li>Dental Hygiene Program Advisory Committee – reviewed and approved – Sept 23, 2016</li> <li>Department of Dentistry Council Meeting – reviewed and approved – September 29, 2016</li> <li>Faculty Learning Committee – reviewed and approved – October 4, 2016 (FoMD Delegated body)</li> <li>Office of the Registrar, Calendar Production – consulted/informed</li> <li>FoMD Faculty Council Committee – consulted/informed – October 18, 2016</li> </ul>
	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> <li>Dr. Sharon Compton, Director, Dental Hygiene Program</li> </ul>
<p>Approval Route (Governance) (including meeting dates)</p>	
<p>Final Approver</p>	<p>GFC Academic Planning Committee – November 16, 2016</p>

**Alignment/Compliance**

<p>Alignment with Guiding Documents</p>	<p><b>GOAL: EXCEL</b> as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p><b>Objective 14:</b> Inspire, model, and support excellence in teaching and learning.</p> <p><b>Strategy i:</b> Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<ol style="list-style-type: none"> <li><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 (Section 26(1)). GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).</li> <li><b>PSLA:</b> The <i>PSLA</i> gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and 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)).</li> <li><b>GFC Academic Planning Committee Terms of Reference (Mandate):</b> GFC delegated the following to GFC APC, the Provost and Vice-President (Academic), and the Dean of the Faculty of Graduate Studies and Research:</li> </ol>

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	<p>“Existing Undergraduate and Graduate Programs: - Extension and/or Substantive Revision of Existing Programs - Revisions to or Extension of Existing Degree Designations All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic). [...] The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC. [...]” (3.13.)</p>
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Attachments

1. Attachment 1 Overview of Changes (pages 1)
2. Attachment 2 Program Information/Course Descriptions (pages 1 – 7)

*Prepared by:* Jocelyn Plemel, Executive Assistant to the Vice-Dean, Education, [jplemel@ualberta.ca](mailto:jplemel@ualberta.ca)

## Overview of Program Changes for the Dental Hygiene Program effective 2017-18

### **The Proposed Changes:**

The calendar change submission includes redesigned dental hygiene courses for the Bachelor of Science in Dental Hygiene. The rationale included with each new course description in Attachment 3, specifies where content was taken from existing dental hygiene courses and included in the redesigned course with its new name and number. New course numbers and names will be created for the purpose of ensuring clarity between the existing courses and the redesigned courses for the new program.

The courses of the BSc in Dental Hygiene have been revised to align with the framework from the Commission on Dental Accreditation of Canada (CDAC). CDAC is the national accrediting body for dental hygiene programs. Course content has been reorganized using the categories used by the CDAC in curriculum review: 1) Oral Health Sciences, 2) Behavioural Sciences, and 3) Dental Hygiene Theory and Practice.

### **Rationale:**

The four-year BSc in Dental Hygiene includes one-year of pre-professional courses followed by three years of dental hygiene studies. In addition to alignment with CDAC's framework, there was a need to change the existing Dental Hygiene program to distribute content differently over three years in the new program. This will address ongoing student issues related to the heavy load in the diploma in Dental Hygiene. Over many years, the curriculum expanded to meet entry-to-practice requirements; however, the length of the program remained the same resulting in a compressed and intense program.

### **Background:**

The approval of the suspension of admission to the Dental Hygiene Diploma program from the Ministry of Advanced Education was received on July 27, 2016 and will be effective for the 2017-2018 academic year onwards. The changes laid out in this proposal will be implemented in the 2017-2018 academic year.

### **Transition Plan:**

The calendar needs to maintain the existing courses for the dental hygiene students who entered the diploma program in 2016 and will be in their final diploma year in 2017-18. Similarly, diploma graduates from 2017 and 2018 will still have the ability to complete the existing 4th and full time year of study to obtain the degree; which necessitates the need to maintain the 4th year courses as currently stated in the calendar.

**FACULTY OF MEDICINE AND DENTISTRY  
CALENDAR ENTRY  
Effective Fall Session 2017-18**

Dated: September 26, 2016

CURRENT	PROPOSED
<p><b>BIOCH 200 - Introductory Biochemistry</b></p> <p>★ 3 (fi 6) (either term, 3-0-0) An introduction to the fundamental principles of biochemistry. Protein structure and function; lipids and the structure of biological membranes; nucleotides and the structure of nucleic acids; bioenergetics and the metabolism of carbohydrates, lipids, and nitrogen; the integration and regulation of cellular metabolism. Prerequisites: CHEM 101 and CHEM 261 or 164, or SCI 100. CHEM 261 may be taken as a corequisite with permission of the department. Notes: (1) This course is designed for students who require a one-term introduction to the fundamental principles of biochemistry and for students who intend to take further courses in biochemistry. (2)</p>	<p style="text-align: center;"><b>Bachelor of Science (Dental Hygiene Specialization)</b></p> <hr/> <p><b>Year 1</b></p> <hr/> <ul style="list-style-type: none"> <li>• <b>BIOCH 200 - Introductory Biochemistry 39-0-0</b></li> <li>• <b>D HYG 240 – Oral Radiology I 28-3-12</b></li> <li>• <b>D HYG 250 - Human Anatomy 26-0-0</b></li> <li>• <b>D HYG 251 – Anatomical Structures for Dental Hygiene Practice 30-0-0</b></li> <li>• <b>D HYG 255 – Oral Health Sciences I 52-0-0</b></li> <li>• <b>D HYG 256 – Oral Health Sciences II 39-0-0</b></li> <li>• <b>D HYG 260 - Dental Hygiene Theory&amp; Practice I 0-3-207</b></li> <li>• <b>D HYG 270 – Behavioural Sciences I 39-0-0</b></li> <li>• <b>MMI 133 - Medical Microbiology for Health Care Professionals 39-0-0</b></li> <li>• <b>OBIOL 202 - Oral Biology I 60-0-2</b></li> <li>• <b>PHYSL 210 - Human Physiology 78-0-0</b></li> </ul> <p><i>Rationale: Changes to course numbering is required to differentiate between existing Diploma courses and the redesigned courses for the 3-Year BSc Program. Once existing students have graduated from the Diploma Programs (in 2017 and 2018), the dental hygiene courses will be deleted from the calendar leaving only the redesigned courses/numbers.</i></p> <p><b>BIOCH 200 - Introductory Biochemistry</b></p> <p>★ 3 (fi 6) (either term, 3-0-0) An introduction to the fundamental principles of biochemistry. Protein structure and function; lipids and the structure of biological membranes; nucleotides and the structure of nucleic acids; bioenergetics and the metabolism of carbohydrates, lipids, and nitrogen; the integration and regulation of cellular metabolism. Prerequisites: CHEM 101 and CHEM 261 or 164, or SCI 100. CHEM 261 may be taken as a corequisite with permission of the department. Notes: (1) This course is designed for students who require a one-term introduction to the fundamental principles of biochemistry and for students who intend to take further courses in biochemistry. (2)</p>

BIOCH 200 may not be taken for credit if credit has already been obtained in any of BIOCH 203, 205, or 220.

#### **D HYG 240 – Radiology**

★ 2 (fi 4) (two term, 43 hours) A comprehensive didactic, pre-clinical and clinical course that deals with the production of x-rays, their interactions with matter, radiation biology and protection, the identification of normal and abnormal anatomy on radiographs common in the practice of dental hygiene. Pre-clinical and clinical sessions will introduce students to the basic techniques of intraoral radiography and pantomography.

#### **D HYG 201 – Human Anatomy**

★ 2 (fi 4) (either term, 26 hours) An introductory course in general human anatomy. Emphasis will be on anatomical structures as they relate to function.

New Course

New Course

BIOCH 200 may not be taken for credit if credit has already been obtained in any of BIOCH 203, 205, or 220.

#### **D HYG 240 – Oral Radiology I**

★ 2 (fi 4) (two term, 43 hours) A comprehensive didactic, pre-clinical and clinical course that deals with the production of x-rays, their interactions with matter, radiation biology and protection, the identification of normal and abnormal anatomy on radiographs common in the practice of dental hygiene. Pre-clinical and clinical sessions will introduce students to the basic techniques of intraoral radiography and pantomography.

*Rationale: name change to increase clarity of the course content*

#### **D HYG 250 - Human Anatomy**

★ 2 (fi 4) (either term, 26 hours) An introductory course in general human anatomy. Emphasis will be on anatomical structures as they relate to function and physiology.

*Rationale: Course content carries over from the Diploma Program course D HYG 201 (Human Anatomy) and only the number has changed to align with Degree Only course numbering.*

#### **D HYG 251 – Anatomical Structures for Dental Hygiene Practice**

★ 2 (fi 6) (two term, 30 hours) The first part of the course focuses on tooth nomenclature, biologic considerations of function and tooth anatomy. The second part of the course builds on aspects of human anatomy, with specific emphasis on head and neck anatomy.

*Rationale: Content from D HYG 202 (Head and Neck Anatomy) and D HYG 230 (Dental Anatomy) is being combined into this Anatomical Structures course.*

#### **D HYG 255 – Oral Health Sciences I**

★ 4 (fi 8) (two term, 52 hours) A modular designed course that provides an introduction to concepts in oral health relevant to dental hygiene practice. Topics include but are not limited to dental materials, cariology and nutrition, ADPIE, care planning for dental hygiene services, ethics and professionalism.



<p>New Course</p>	<p><i>Rationale: Content from D HYG 207 (Dental Hygiene Theory I) is included and the course includes some content from D HYG 209 (Dental Hygiene Theory III). D HYG 209 is being deleted to help reduce hours in YR 1 and the content distributed in both YR1 and YR2.</i></p> <p><b>D HYG 256 – Oral Health Sciences II</b>          ★ 3 (fi 6) (either term, 39 hours). Introduction to the client-centered care model, the dental hygiene process of care model and other foundational theory in preparation for the delivery of dental hygiene services.</p>
<p>New Course</p>	<p><i>Rationale: Content from D HYG 208 (Dental Hygiene Theory II) is in this course.</i></p> <p><b>D HYG 260 - Dental Hygiene Theory &amp; Practice I</b>          ★ 6 (fi 12) (two term, 210 hours) An introductory clinical course integrating the knowledge, attitudes, and skills of dental hygiene practice through simulated learning and patient care. May include external practicum observation and participation.</p> <p><i>Rationale: The hours from D HYG 212 (Preclinical Dental Hygiene) are being decreased and then combined with the clinical course D HYG 213 (Dental Hygiene Practice I) to create one, 2-term clinical course.</i></p>
<p>New Course</p>	<p><b>D HYG 270 – Behavioural Sciences I</b>          ★ 3 (fi 6) (either term, 39 hours) Foundational concepts for community health and dental hygiene practice are introduced. Motivational Interviewing, therapeutic communication theory and conflict resolution skills are developed. Includes case-based scenarios and role-playing activities.</p> <p><i>Rationale: Course content from D HYG 221 (Concepts &amp; Communication for Health Behaviour Change) and includes hours from D HYG 322 (Population Health, Health Promotion and Community).</i></p>
<p>MMI 133 – Medical Microbiology for Health Care Prof          OBIOL 202 - Oral Biology          PHYSL 210 – Human Physiology</p>	<p>As currently listed          As currently listed          As currently listed</p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• <b>D HYG 329 – External Rotation 0-0-75</b></li> </ul>

**D HYG 329 - External Rotation**

★ 2.5 (fi 5) (two term, 75 hours) Each student will spend two weeks at an external placement. ~~During this period, students will provide a broad range of health promotional activities including preventive dental hygiene therapies, classroom education and oral health instruction. The aim of this program is to provide a private practice clinical experience or a community focused opportunity to provide primary and secondary oral health interventions.~~

**D HYG 340 - Dental Radiography**

★ 1 (fi 2) (two term, 24 hours) A practical course in which students gain competency in a variety of digital intraoral and extraoral radiography techniques on mannequins and clients. Students interpret and report on radiographic images related to dental hygiene treatment.

New Course

New Course

- D HYG 340 – Oral Radiology II 0-0-24
- D HYG 355 – Oral Health Sciences III 42-0-0
- D HYG 356 – Oral Health Sciences IV 52-3-0
- D HYG 360 - Dental Hygiene Theory& Practice II 0-0-340
- D HYG 370 – Behavioural Sciences II 52-9-0
- OBIOL 302 – Oral Biology II 39-0-0
- OBIOL 305 – Oral Pathology 52-0-0
- PMCOL 300- Pharmacology 28-0-0

**D HYG 329 - External Rotation**

★ 2.5 (fi 5) (two term, 75 hours) Each student will spend two weeks at an external placement. ~~Students may provide health promotional programs including preventive dental hygiene therapies, classroom education and community interventions. This program aims to provide intensive exposure to dental hygiene practice both within and external to traditional dental practice settings.~~

*Rationale: This course carries over from the Diploma Program with change to the course description.*

**D HYG 340 – Oral Radiology II**

★ 1 (fi 2) (two term, 24 hours) A practical course in which students gain competency in a variety of digital intraoral and extraoral radiography techniques on mannequins and clients. Students interpret and report on radiographic images related to dental hygiene treatment.

*Rationale: This course carries over from the Diploma Program with a name change to align with D HYG 240 Oral Radiology I.*

**D HYG 355 – Oral Health Sciences III**

★ 3 (fi 6) (two term, 42 hours) ~~A lecture course that emphasizes client centered care of clients with complex needs across the lifespan.~~

*Rationale: Course content from D HYG 316 (Dental Hygiene Care for Complex Client) and D HYG 317 (Evidence for DH Practice) will comprise this course.*

**D HYG 356 – Oral Health Sciences IV**

★ 4 (fi 8) (two term, 55 hours) ~~This course provides further understanding and critical analysis of periodontal diseases. Includes content related to pain management, most specifically agents for local anesthesia and resulting~~

<p>New Course</p>	<p><u>processes.</u></p> <p><i>Rationale: Contains lecture content and hours from D HYG 326 Periodontology for the Dental Hygienist. 13 hours of lecture on pain management and use of local anesthetics from D HYG 386 Anesthesia is included.</i></p> <p><b>D HYG 360 - Dental Hygiene Theory &amp; Practice II</b></p> <p>★ 12 (fi 24) (two term, 340 hours) A clinical course that prepares students for delivering comprehensive patient care for clients with chronic and acute variances in oral health. The course includes delivery of local anesthesia. Learning activities occur in a simulated laboratory, the school dental clinic and in alternative practice settings external to university campus. Prerequisite: D HYG 260.</p> <p><i>Rationale: D HYG 313 content included in this course. Some clinical hours from D HYG 313 (Dental Hygiene Practice II) have been moved to Year 3 into D HYG 460 (Dental Hygiene Theory &amp; Practice III.) Clinic and lab hours from D HYG 386 (Anesthesia) have been added to D HYG 360.</i></p>
<p>New Course</p>	<p><b>D HYG 370 – Behavioural Sciences II</b></p> <p>★ 4 (fi 8) (two term, 61 hours) This course includes aspects of the dental hygiene service competencies including health promotion, disease prevention, oral health education, advocacy and policy use. Foundational to these topics are principles based on the dental hygiene core competencies. Includes practical experiences in community settings.</p> <p><i>Rationale: Content from D HYG 320 (Health Education and Leadership) is in this course combined with content from D HYG 322 (Population Health, Health Promotion and Community).</i></p>
<p>OBIOL 302 - Oral Biology II OBIOL 305 – Oral Pathology PMCOL 300 – Pharmacology</p>	<p>As currently listed As currently listed As currently listed</p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• D HYG 455 – Oral Health Sciences V 39-0-0</li> <li>• D HYG 456 – Oral Health Sciences VI 39-0-0</li> <li>• D HYG 460 – Dental Hygiene Theory &amp; Practice III 0-250-0</li> </ul>

New Course	<ul style="list-style-type: none"> <li>• D HYG 470 – Behavioural Sciences III 78-0-0</li> <li>• D HYG 480 – Behavioural Sciences IV 39-0-0</li> <li>• One Option ★3 39-0-0</li> </ul> <p><b>D HYG 455 Oral Health Sciences V</b>  ★ 3 (fi 6) (either term, 39 hours) This course will further advance knowledge and application of patient care in alternative practice settings as well as aspects of practice management in alternative settings.</p> <p><i>Rationale: Content/Concepts from D HYG 418 DH Services in Long-term Care and D HYG 417 Practice Management will be located in this course.</i></p>
New Course	<p><b>D HYG 456 Oral Health Sciences VI</b>  ★ 3 (fi 6) (either term, 39 hours) This course will further develop leadership skills and capacity for research use culminating in a capstone experience.</p> <p><i>Rationale: Contains content from D HYG 317 Evidence for Dental Hygiene Practice &amp; D HYG 468 Research Methods</i></p>
New Course	<p><b>D HYG 460 – Dental Hygiene Theory &amp; Practice III</b>  ★ 8 (fi 16) (two term, 250 hours) A clinical practice course with increased practicum experiences in alternative settings with diverse individuals and population groups. Students will be scheduled in numerous external settings as well as clinics within the school dental clinic.</p> <p><i>Rationale: This course combines clinical and practicum hours from D HYG 313 Dental Hygiene Practice II and D HYG 413 Advanced Practicum.</i></p>
New Course	<p><b>D HYG 470 – Behavioural Sciences III</b>  ★ 6 (fi 12) (two term, 78 hours) This course further advances concepts specific to the dental hygiene service competencies including health promotion, disease prevention, and oral health education. An overview of the physiology, pharmacology and psychology of substance dependence/addiction is provided. Theory and skills for motivating health behavior change are developed. Includes practical experiences in community settings where students can apply interprofessional learning in areas involving advocacy and policy relevant to dental hygiene practice.</p> <p><i>Rationale: Combines D HYG 414 Addictions Awareness &amp; Brief Interventions as well as content from D HYG 322</i></p>

<p>New Course</p>	<p><i>Population Health, Health Promotion, and Community, and D HYG 431 Topics in Dental Hygiene and will incorporate content from the interprofessional competencies.</i></p> <p><b>D HYG 480 Behavioural Sciences IV</b>  <b>★ 3 (fi 6) (either term, 39 hours)</b> This course provides an overview of the professional, social, political and global trends and issues affecting health and health care delivery. The role of policy in influencing changes in general and oral health in the community will also be explored. Students will examine the role of health care professionals as advocates for change in health policy.</p> <p><i>Rationale: Combines D HYG 422 Health Information &amp; Policy as well as content from D HYG 440 Advocacy for Healthcare Professionals.</i></p>
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**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposed Revisions to the Graduate Teaching and Learning Program, Faculty of Graduate Studies & Research.**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed revisions to the Graduate Teaching and Learning Program as submitted by the Faculty of Graduate Studies & Research and as set forth in Attachment 1, to be effective in Spring term 2017.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Heather Zwicker, Dean, Faculty of Graduate Studies and Research
Presenter	Suzanne Kresta, Associate Dean, Faculty of Graduate Studies and Research

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The Graduate Teaching and Learning Program has been housed in the Faculty of Graduate Studies and Research since 2012. It was reviewed over 2015/16. As a result of the review, changes and additions are proposed to add two new levels (Level 3: Pedagogy and Level 4: Research) which will have distinct transcript notations, and to simplify the structure of the program: align the practicum component with learner outcomes, highlight the course on fundamentals of pedagogy, and implement a new module on the scholarship of teaching and learning which is aligned with the university's initiatives through TLEF, Blended, and MOOC funding.
The Impact of the Proposal is	The GTL Program is an optional multi-level program suited to meet the varied needs of students and departments. Graduate students play a significant role in the teaching of undergraduate students and contributing to the undergraduate student university experience. Preparing graduate students for their teaching role should be paramount to the interest of the University.
Replaces/Revises (eg, policies, resolutions)	Graduate Teaching and Learning (GTL) Program
Timeline/Implementation Date	For early implementation Spring term 2017.
Estimated Cost and funding source	No additional resources are required, and no additional fees will be charged to students.
Next Steps (ie.: Communications Plan, Implementation plans)	<p>Level 1 and 2 changes are modifications and rationalizations of the existing program. Course administration is moving to eclass in order to more effectively administer and evaluate the growing numbers of students involved in these programs.</p> <p>The Level 3 course has been offered as an alternative to TA hours for a number of years, and has proven very effective. Moving the course to a Level 3 status will recognize the value identified by students. The only step needed for full implementation is the change to transcript notation requested of the Registrar's Office.</p> <p>Level 4 is being piloted this year with 10 students who have expressed</p>

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	an interest in engaging in the research component of the program. These students are fully aware that Level 4 may or may not be approved by APC. Once we have some experience with these matches and the projects which work well or less well, we will publicize to a larger audience of students and potential mentors. Support so far has been very strong.
Supplementary Notes and context	

**Engagement and Routing** (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p>&lt;For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a>&gt;</p>	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> <li>Graduate Students: at the Graduate Teaching and Learning Weeks—Program Orientation August 29, 2016.</li> </ul>
	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> <li>Graduate Teaching and Learning Program Coordinators (June 17, 2016) - these program mentors within departments/faculties provided discussion and approval to present to FGSR council.</li> <li>Sarah Forgie, Vice-Provost (Learning Initiatives) - for discussion and feedback on Levels 1-4 on July 7, 2016 and for implementation of Level 4 on August 3, 2016.</li> <li>Faculty of Graduate Studies and Research Council - Presentation of GTL program updates on September 14, 2016</li> <li>Janice Miller-Young, Centre for Teaching and Learning (October 4, 2016) - for discussion and feedback and support of CTL in implementation of Level 4. Strongly supportive.</li> </ul>
	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> <li>Suzanne Kresta, Associate Dean, FGSR</li> <li>Deanna Davis, Instructional Design Specialist, Professional Development, FGSR</li> <li>John Nychka, Associate Dean, FGSR</li> <li>Renee Polziehn, Professional Development and Community Volunteer Program Director, FGSR</li> <li>Heather Zwicker, Dean, FGSR</li> </ul>
Approval Route (Governance) (including meeting dates)	<p>Faculty of Graduate Studies and Research Council—approved October 19, 2016</p> <p>GFC Committee on the Learning Environment for information at the November 30, 2016</p> <p>GFC Academic Planning Committee—November 16, 2016</p>
Final Approver	GFC Academic Planning Committee

**Alignment/Compliance**

Alignment with Guiding Documents	<p><i>For the Public Good</i></p> <p>GOAL: <b>EXPERIENCE</b> diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>OBJECTIVE 7: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <p>Strategy i. Increase students' experiential learning through mutually</p>
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	<p>beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.</p> <p>iii. Strategy: Expand professional development opportunities for graduate students and post-doctoral fellows</p> <p>OBJECTIVE 8: Create and facilitate co-curricular and extracurricular learning experiences for undergraduate and graduate students that enable their self-discovery and given them the skills to use their talents, creativity, and curiosity to contribute as future citizens and learning.</p> <p>Strategy iv. Expand access to leadership development programs for undergraduate and graduate students</p> <p>GOAL: <b>ENGAGE</b> communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.</p> <p>OBJECTIVE 17: Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.</p> <p>Strategy ii. Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates.</p> <p>GOAL: <b>EXCEL</b> as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>OBJECTIVE 13: Enable University of Alberta researchers to succeed and excel.</p> <p>Strategy i. Expand services and supports for researchers at all career stages (undergraduate and graduate students, post-doctoral fellows, and faculty), including the development of research mentorships and Grant Assist programs.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p><b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)).</p> <p><b>2. PSLA:</b> GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).</p> <p><b>3. PSLA:</b> The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p><b>4. PSLA:</b> The PSLA gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and 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> <p><b>5. GFC Committee on the Learning Environment (CLE) Terms of</b></p>



	<p><b>Reference/3. Mandate of the Committee:</b> “The Committee on the Learning Environment is a standing committee of the General Faculties Council that promotes an optimal learning environment in alignment with guiding documents of the University of Alberta. The Committee on the Learning Environment is responsible for making recommendations concerning policy matters and action matters with respect to the following: [...] d) To nurture the development of innovative and creative teaching practices. e) To encourage the sharing and discussion of evidence about effective teaching and learning.”</p> <p><b>6. GFC APC’s Terms of Reference (Mandate):</b> GFC delegated the following to GFC APC, the Provost and Vice-President (Academic) and the Dean of FGSR: <b>“Existing Undergraduate and Graduate Programs: - Extension and/or Substantive Revision of Existing Programs - Revisions to or Extension of Existing Degree Designations</b> All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic). [...] The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC. [...]” (3.13.)</p>
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Attachments (each to be numbered 1 - <>)

1. Attachment 1 (1 page) Graduate Teaching and Learning Program Background
2. Attachment 2 (3 page) Proposed Calendar Changes

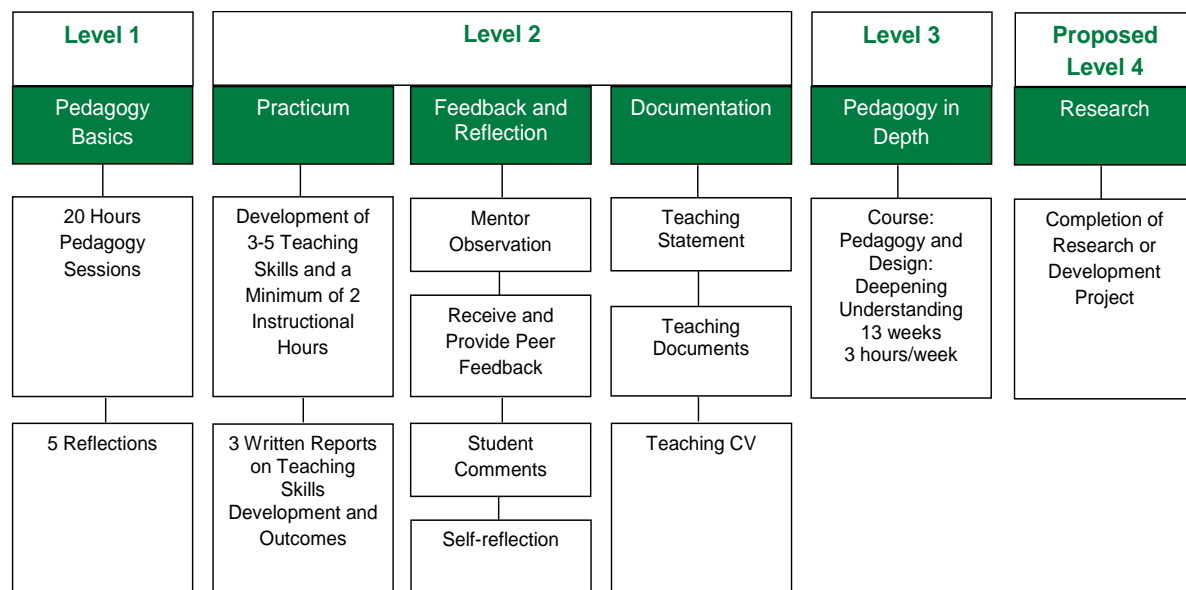
*Prepared by:* Janice Hurlburt, Graduate Governance and Policy Coordinator, FGSR

## Graduate Teaching and Learning Program Background

The Graduate Teaching and Learning (GTL) program has been housed in the Faculty of Graduate Studies and Research (FGSR) since 2012. It is open to all graduate students and postdoctoral fellows.

A review of the program in 2015-16 led to recommendations for a simplified structure which moves the highly subscribed optional course on pedagogy to a new Level 3, and creates a new Level 4 related to the expanding field of discipline specific pedagogical scholarship. The new levels are as follows:

- Level 1: Introduction to teaching and learning: classroom basics**
- Level 2: Developing practical teaching skills with feedback and reflection**
- Level 3: Pedagogy and course design: deepening understanding**
- Level 4: Building a foundation of scholarship in teaching and learning**



**Level 1:** Participants complete 20 hours of teaching sessions to receive a Letter of Completion. Level 1 must be completed to obtain the transcript notation for Level 2: Practicum

**Level 2:** The Practicum component is designed to give participants a full spectrum experience with student interactions, including feedback from several sources, and documentation of teaching development work. On completion of the Level 1 and Level 2 requirements, it is proposed that the notation: **Graduate Teaching and Learning Program - Practicum** be added to the transcript.

**Level 3:** The more rigorous course in Pedagogy and Course Design has been very popular with students and new instructors, and is frequently over-subscribed. The course provides a survey of the main theories and best practices for teaching in higher education. As students work their way through the course, they develop a course design for their own chosen topic. It is proposed that on completion of Level 3, the notation: **Graduate Teaching and Learning Program - Pedagogy** be added to the transcript.

**Level 4:** In keeping with the expanded investment in innovative educational experiences on campus, Level 4 provides students who have completed Level 3 with the opportunity to engage with a research and development project related to teaching and learning, potentially as a teaching or research assistant. On completion of the project, it is proposed that the notation: **Graduate Teaching and Learning Program - Research** be added to the transcript.

October 21, 2016

**2017-2018 University of Alberta Proposed Calendar Graduate Program Changes: changes to the Graduate Teaching and Learning Program offered through the Faculty of Graduate Studies and Research, for early implementation Spring 2017.**

Current	Proposed
<p><b>Faculty of Graduate Studies and Research</b> [...] <b>General Information</b> [...]</p> <p><b>Graduate Teaching and Learning Program</b> This program is offered by participating departments and Faculties through the Faculty of Graduate Studies and Research.</p> <p>The primary objective of the program is to provide opportunities for master's and doctoral students to develop an ethical, philosophical, and practical basis for careers in postsecondary teaching. Successful completion of the program is recorded on the student's transcript. The program is voluntary and no additional fees are required.</p> <p>Graduate students are expected to familiarize themselves with the requirements of their department's Graduate Teaching and Learning Program and are responsible for the timely completion of the various elements of the program and for the maintenance of their records.</p>	<p><b>Faculty of Graduate Studies and Research</b> [...] <b>General Information</b> [...]</p> <p><b>Graduate Teaching and Learning Program</b> This program is offered through the Faculty of Graduate Studies and Research.</p> <p>The primary objective of the program is to provide opportunities for master's and doctoral students to develop an ethical, philosophical, and practical basis for careers in postsecondary teaching. Successful completion of each of the three components of the program is recorded on the student's transcript. The program is voluntary and no additional fees are required.</p> <p>Graduate students are expected to familiarize themselves with the requirements of the Graduate Teaching and Learning Program and are responsible for the timely completion of the various elements of the program. Program records will be maintained by FGSR.</p> <p><b>The program has three components:</b></p> <p><b>Practicum: 20 hours of workshop participation, multi-faceted classroom experience, feedback from students, peers, and a mentor, and development of a teaching philosophy and</b></p>

dossier of reflections and teaching materials.

Pedagogy: 36 hours of instruction in the fundamentals of pedagogy, resulting in the design of either a portion of or a full course.

Research: participation in a research project related to the design of learning experiences and measurement of learning outcomes.

The Pedagogy and Practicum components can be completed in any sequence, but completion of the the Pedagogy and Practicum components are prerequisites to the Research component.

The goals of the program are:

1. Graduate students will develop teaching skills in a program supervised by faculty and will gain classroom self-confidence and effectiveness.
2. Departments will improve their teaching mission from the presence of teaching assistants who are better prepared for the classroom and laboratory, from faculty members who have a heightened awareness of teaching and teaching issues and from an enhanced reputation for their graduates.
3. The university will demonstrate its commitment to excellence in undergraduate and graduate education.

Participation of students who can find equivalent approved teaching experience outside the usual teaching assistant setting is also welcomed and encouraged. The program will normally be completed over a two-year period.

The goals of the program are:

1. Participants will develop teaching skills in a program supervised by faculty and will increase self-confidence and effectiveness in at least three skills related to teaching and learning.
2. Departments will improve their teaching practice with teaching assistants who are better prepared for the classroom and laboratory, and faculty members who have a heightened awareness of teaching and learning issues.
3. The university will build excellence in undergraduate and graduate education and enhance the quality and reputation of its graduates.

Students who do not have access to teaching assistantships may also complete the program. The entire program is designed to be completed over a two- to three-year period.

**Justification:** Following review of the Graduate Teaching and Learning program, these changes simplify the structure of the program, align the practicum component with learner outcomes, highlight the course on fundamentals of pedagogy, and implement a new module on the scholarship of teaching and learning which is aligned with the university's initiatives through TLEF, Blended, and MOOC funding. No additional resources are required, and no additional fees will be charged to students.

**Background:** The Graduate Teaching and Learning Program was reviewed over 2015/16 and distributed to FGSR Council in September. As a result of the review, changes and additions were proposed and presented to FGSR Council September 14, 2016 to approve the addition of two new levels that will have distinct transcript notations and the corresponding adjustment to the description of the Graduate Teaching and Learning Program in the Calendar with early implementation. An overview of the program is attached.

**Approved by** FGSR Council October 19, 2016

**OUTLINE OF ISSUE**  
**Action Item**

 Agenda Title: **University of Alberta 2017-18 Domestic Tuition Fees**

**Motion:** THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, recommend that the Board of Governors approve that tuition that falls within the tuition fee regulation for 2017-18 be set at the 2014-15 rates, as directed by the Government of Alberta.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Provost and Vice-President (Academic) Vice-President (Finance and Administration)
Presenter	Steven Dew, Provost and Vice-President (Academic) Gitta Kulczycki, Vice-President (Finance and Administration)

**Details**

Responsibility	Provost and Vice-President (Academic) Vice-President (Finance and Administration)
The Purpose of the Proposal is (please be specific)	To approve that the tuition and fees amounts be set at the amounts directed by the Government of Alberta for 2017-18.
The Impact of the Proposal is	To comply with the directive below as announced by the Government of Alberta in October 2016. No decision has been made by the Government on whether or not offset funding will be provided to the Institutions.
Replaces/Revises (eg, policies, resolutions)	Tuition proposal approved by the Board of Governors on December 11, 2015.
Timeline/Implementation Date	Effective September 1, 2016.
Estimated Cost and funding source	n/a
Next Steps (ie.: Communications Plan, Implementation plans)	n/a
Supplementary Notes and context	

**Engagement and Routing** (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)  <For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> >	<u><b>Those who have been informed:</b></u> <ul style="list-style-type: none"> <li>Students – Tuition Budget Advisory Committee</li> </ul>
	<u><b>Those who have been consulted:</b></u> <ul style="list-style-type: none"> <li>President's Executive Committee – Operational (November 10, 2016)</li> </ul>
	<u><b>Those who are actively participating:</b></u> <ul style="list-style-type: none"> <li></li> </ul>
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee – November 16, 2016 (recommendation) Board Finance and Property Committee (recommendation) – November 21, 2016

	Board of Governors (approval) – December 16, 2016
Final Approver	Board of Governors (December 16, 2016)

**Alignment/Compliance**

<p>Alignment with Guiding Documents</p>	<p><b>Comprehensive Institutional Plan – 2016-2017</b></p> <p><b><u>Institutional Strategic Plan - For the Public Good</u></b> Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.</p> <p>22. OBJECTIVE: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university’s core mission and strategic goals.</p> <p>i. Strategy: Seek and secure resources needed to achieve and support our strategic goals.</p> <p>ii. Strategy: Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research, and community engagement.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)</p>	<p><b>1. <i>Post-Secondary Learning Act (PSLA)</i>, Sections 61(1) and 61(2)(a):</b></p> <p>“<b>61(1)</b> The board of a public post-secondary institution shall set the tuition fees to be paid by students of the public post-secondary institution.</p> <p><b>61(2)</b> The tuition fees under subsection (1) for all public post-secondary institutions other than Banff Centre (a) must be set in accordance with the regulations[.] [...]”</p> <p><b>2. <i>PSLA - (Section 26(1)(o))</i> states:</b></p> <p>“Powers of general faculties council</p> <p>26(1) Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting the generality of the foregoing, has the authority to</p> <p>(o) make recommendations to the board with respect to affiliation with other institutions, academic planning, campus planning, a building program, the budget, the regulation of residences and dining halls, procedures in respect of appointments, promotions, salaries, tenure and dismissals, and any other matters considered by the general faculties council to be of interest to the university [...].”</p> <p>On the line-by-line <u>budget</u>, including consideration of matters related to tuition, GFC has delegated this responsibility to its senior standing committee, the GFC Academic Planning Committee (APC), as noted in the following.</p> <p><b>3. <i>GFC Academic Planning Committee (APC) Terms of Reference (Mandate-Section 3.4(b)):</i></b></p> <p>“APC is responsible for making recommendations to GFC and/or to the Board of Governors concerning policy matters and action matters with respect to the following: [ . . . ]</p>

	<p><b>4. Budget Matters</b> To recommend to the Board of Governors on the annual budget, excluding budgets for ancillary units. [...]. ”</p> <p><b>4. Board Finance and Property (BFPC) Terms of Reference (Section 3(d)):</b></p> <p>“3. Without limiting the generality of the foregoing, the Committee shall: [...]</p> <p>d) review and recommend to the Board tuition and other like fees[.]”</p>	
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Attachments (each to be numbered 1 - <>)

Attachments – None

*Prepared by:* Sandra Kereliuk, Senior Administrative Officer, Finance and Administration,  
[sandra.kereliuk@ualberta.ca](mailto:sandra.kereliuk@ualberta.ca)



**OUTLINE OF ISSUE**  
**Action Item**

 Agenda Title: **University of Alberta 2017-2018 International Tuition Fee Proposal**

**Motion:** THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, recommend that the Board of Governors approve an increase of 3.02% to international tuition fees, effective September 1, 2017, as illustrated in the table below:

Undergraduate <sup>a</sup>	2016-17 <sup>d</sup>	2017-18	Change <sup>e</sup>	
			\$	%
Arts and Science	\$20,395.20	\$21,009.60	\$614.40	3.01%
Business	\$26,827.84	\$27,636.32	\$808.48	3.01%
Engineering	\$24,474.24	\$25,211.52	\$737.28	3.01%
Juris Doctor (JD) Program	\$44,239.16	\$45,573.48	\$1,334.32	3.02%
Pharmacy	\$38,278.40	\$39,431.68	\$1,153.28	3.01%
Economics Course	\$2,602.20	\$2,680.62	\$78.42	3.01%
Graduate <sup>a</sup>	2016-17 <sup>d</sup>	2017-18	Change <sup>e</sup>	
			(\$)	(%)
Course Based Masters	\$7,941.60	\$8,181.36	\$239.76	3.02%
Thesis 919 <sup>b</sup>	\$4,955.24	\$5,104.84	\$149.60	3.02%
Thesis Based Masters /PhD <sup>c</sup>	\$6,851.04	\$7,057.80	\$206.76	3.02%
Master's in Business Administration	\$15,549.12	\$16,017.84	\$468.72	3.01%
Integrated Petroleum Geosciences Course	\$1,323.60	\$2,924.12	\$1,600.52	121.28%
International Graduate Tuition Increase <sup>f</sup>	n/a	\$4,000.00	\$4,000.00	n/a

**Notes:**

- (a) Values are based on a full-time per term and full-time per year unless otherwise stated.
- (b) Tuition applies to thesis students who were admitted to the program of study prior to Fall 2011 and are assessed the reduced thesis rate.
- (c) Tuition applies to thesis students who were admitted to the program of study beginning in Fall 2011 or later; this is based on an annual fee assessment (including spring/summer).
- (d) As approved by the board December 11, 2015.
- (e) Figures may be rounded downwards at fee index level for administrative purposes, thus lowering the effective year over year percentage increase below 3.02 percent.
- (f) Per year for full time student, excluding Cost recovery and graduate course based Physical Therapy, Occupational Therapy, and Speech masters programs in Faculty of Rehabilitation Medicine.

**Motion:** THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, recommend that the Board of Governors approve a tuition increase of \$4000, not subject to future increases of the Academic Price Index (API), to all international graduate tuition fees except for graduate course-based programs in the Faculty of Rehabilitation Medicine and cost-recovery programs, with the understanding that the increase will be offset by an equal amount of financial support that will be revenue and cost neutral, effective September 1, 2017.

**Motion:** THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, recommend that the Board of Governors approve an increase of \$1600.52 per course for international tuition fees in the Integrated Petroleum Geosciences (IPG) program, effective September 1, 2017, with the understanding that current students will be grandfathered for one year.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Provost and Vice-President (Academic) and Vice-President (Finance & Administration)
Presenter	Steven Dew, Provost and Vice-President (Academic) and Gitta Kulczycki, Vice-President (Finance & Administration)

**Details**

Responsibility	Provost and Vice-President (Academic) and Vice-President (Finance & Administration)
The Purpose of the Proposal is (please be specific)	<p>To set international tuition fees for the 2017-2018 academic year.</p> <p>The University is seeking Board approval to implement an inflationary increase of 3.02% (Academic Price Index - API) to be applied to both tuition and International Differential Fees (IDF) to all international students in all programs. (For further details, see <i>Attachment 1.</i>) This is consistent with the University of Alberta's principle that revenues should increase at a rate commensurate with actual costs to avoid degradation of quality.</p> <p>In addition, the University is seeking Board approval for an increase of \$4,000, for full-time international graduate students, which is intended to move the University's low graduate tuition sticker price closer to those of its U15 peers. The University's current international graduate tuition levels are approximately half of the U15 average, which creates quality perception concerns. This increase will be offset by \$4,000 in financial support to each full-time international graduate student in 2017-18.</p> <p>Part-time students would pay 50% of the \$4,000 increase and receive that amount back as financial support in the 2017-2018 academic year.</p> <p>Further, the University is seeking approval of an increase of \$1600.52 per course to the international tuition for the Integrated Petroleum Geosciences program (a professional graduate program that provides advanced multidisciplinary training for geologists and geophysicists entering the oil and gas industry) in order to increase the perceived value of the program to prospective students and to enhance the quality of the program.</p>
The Impact of the Proposal is	<p>The new \$4,000 increase will bring the University's international graduate tuition levels more in line with its U15 peers, which will allow us to grow our tradition of recruiting the top international graduate students to the U of A.</p> <p>To offset the new \$4,000 increase, in 2017-18, full time graduate international students will receive \$4,000 in automatic financial support to offset the new increase. Most graduate students receive support from (constrained) research grants and teaching assistantships that are tied to tuition levels, meaning increasing net tuition may have an adverse impact.</p> <p>The \$4,000 tuition increase will not be applied to cost-recovery programs</p>

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	<p>or to course-based graduate programs in the Faculty of Rehabilitation Medicine. Currently, those course-based programs are Physiotherapy, Occupational Therapy and the Masters of Speech Rehabilitation.</p> <p>The current level of the international differential fee in the IPG program presents two significant problems to improving the quality of the program: (1) by charging tuition and fees that are very significantly lower than any other competitor program, we have devalued the program from the perspective of potential applicants; and (2) low levels of revenue to FoS that make it impossible to improve the quality of the program at the current level of enrollment and counterproductive to increase revenue by expanding the program.</p> <p>Information about the low cost of the program compared to competitor programs in the United States, Europe, Australia and the Far East is included in the attachment. (For further information, see <i>Attachment 2</i>.)</p> <p>The increase to international tuition for the IPG program will not be grandfathered as the program has a one year nominal duration and very few in-process international students.</p>
Replaces/Revises (eg, policies, resolutions)	Tuition proposal set by the Board of Governors on December 11, 2015.
Timeline/Implementation Date	Effective September 1, 2017.
Estimated Cost and funding source	n/a
Next Steps (ie.: Communications Plan, Implementation plans)	Meetings will occur with the Students' Union and the Graduate Students' Association.
Supplementary Notes and context	For 2017-2018, Alberta's Ministry of Advanced Education announced an extension of a freeze to regulated tuition. The regulation does not apply to international differential fees or surcharges assessed to individuals who are not Canadian citizens or permanent residents of Canada.

**Engagement and Routing** (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p>&lt;For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a>&gt;</p>	<p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>Students via the Tuition Budget Advisory Committee (TBAC)</li> </ul>
	<p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>President's Executive Committee-Operational – November 10, 2016.</li> </ul>
	<p><b><u>Those who are actively participating:</u></b></p> <ul style="list-style-type: none"> <li></li> </ul>
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee – November 16, 2016 (recommendation)

	Board Finance and Property Committee (recommendation) – November 21, 2016 Board of Governors (approval) – December 16, 2016
Final Approver	Board of Governors – December 16, 2016

**Alignment/Compliance**

<p>Alignment with Guiding Documents</p>	<p><b>Comprehensive Institutional Plan – 2016-2017</b></p> <p><b><u>Institutional Strategic Plan - For the Public Good</u></b> Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.</p> <p>22. OBJECTIVE: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university’s core mission and strategic goals.</p> <p>i. Strategy: Seek and secure resources needed to achieve and support our strategic goals.</p> <p>ii. Strategy: Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research, and community engagement.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p><b>1. <i>Post-Secondary Learning Act (PSLA), Sections 61(1) and 61(2)(a):</i></b></p> <p>“<b>61(1)</b> The board of a public post-secondary institution shall set the tuition fees to be paid by students of the public post-secondary institution.</p> <p><b>61(2)</b> The tuition fees under subsection (1) for all public post-secondary institutions other than Banff Centre (a) must be set in accordance with the regulations[.] [...]”</p> <p><b>2. <i>PSLA - (Section 26(1)(o))</i> states:</b></p> <p>“Powers of general faculties council</p> <p>26(1) Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting the generality of the foregoing, has the authority to</p> <p>(o) make recommendations to the board with respect to affiliation with other institutions, academic planning, campus planning, a building program, the budget, the regulation of residences and dining halls, procedures in respect of appointments, promotions, salaries, tenure and dismissals, and any other matters considered by the general faculties council to be of interest to the university [...].”</p> <p>On the line-by-line <u>budget</u>, including consideration of matters related to tuition, GFC has delegated this responsibility to its senior standing committee, the GFC Academic Planning Committee (APC), as noted in the following.</p> <p><b>3. <i>GFC Academic Planning Committee (APC) Terms of Reference (Mandate-Section 3.4(b)):</i></b></p> <p>“APC is responsible for making recommendations to GFC and/or to the</p>

	<p>Board of Governors concerning policy matters and action matters with respect to the following: [ . . . ]</p> <p><b>4. Budget Matters</b> To recommend to the Board of Governors on the annual budget, excluding budgets for ancillary units. [...]. ”</p> <p><b>4. Board Finance and Property (BFPC) Terms of Reference (Section 3(d)):</b> “3. Without limiting the generality of the foregoing, the Committee shall: [...] d) review and recommend to the Board tuition and other like fees[.]”</p>
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- Attachments: 1. University of Alberta International Tuition Proposal (3 pp.)  
2. Integrated Petroleum Geoscience International Fee Differential Proposal (4 pp.)

*Prepared by:* Sandra Kereliuk, Senior Administrative Officer, Finance and Administration [sandra.kereliuk@ualberta.ca](mailto:sandra.kereliuk@ualberta.ca)  
Edith Finczak, Director, Academic Budget and Planning, Office of the Provost  
[Edith.finczak@ualberta.ca](mailto:Edith.finczak@ualberta.ca)

Revised: 11/18/2016



University of Alberta  
Tuition Proposal, 2017-18

## **TUITION POLICY**

Under the provincial *Public Post-Secondary Institutions' Tuition Fees Regulation*, annual tuition increases are tied to the Alberta Consumer Price Index (CPI) based on average monthly increases from July to June. For 2017-18 the calculated maximum allowable tuition increase is 1.5 percent. The regulation does not apply to international differential fees or surcharges assessed to individuals who are not Canadian citizens or permanent residents of Canada.

## **THE BUDGET CONTEXT**

Tuition fee revenue is integral to the university's continued vitality and success. It is the second largest source of unrestricted operating funds and represents approximately 29 percent of total operating revenues.

In June 2015, Alberta Advanced Education announced a two year tuition freeze and the rollback of market modifiers approved in December 2014. During this period the Board of Governors approved increase to international tuition fees. In October 2016, Alberta Advanced Education extended this regulated tuition freeze by an additional year, ending in 2018-19. The freeze will continue for market modifiers and mandatory non-instructional fees. No decision on grant backfill has been made.

Despite the governments' decision to begin reinvesting in postsecondary education the University of Alberta continues to face significant budget challenges. The university faces challenges in balancing limited growth in public funding in operating revenue against rising investment costs for teaching and research (faculty, staff and facilities). With shifting public funding models and the new financial realities the University of Alberta must continue seek and maximize multiple revenue sources in supporting its core mission.

## **TUITION PROPOSAL**

It is recommended that, effective September 1, 2017:

1. All international tuition fees increase by 3.02 percent.
2. Graduate international fee be increased by an additional \$4,000 per year per full time student. (Note that full time students in 2017-18 will receive \$4,000 in financial support to offset the impact of this increase.)
3. Integrated Petroleum Geosciences International Differential Fee per course is increased by \$1,600.52 to \$2,924.12.

This is consistent with the University of Alberta's principle that revenues should increase at a rate commensurate with actual costs to avoid degradation of quality. Details of the proposal are outlined below.

For illustrative purposes, the details of the proposal are outlined below.

### **1) International Fees**

<b>Undergraduate<sup>a</sup></b>	<b>2016-17<sup>d</sup></b>	<b>2017-18</b>	<b>Change<sup>e</sup></b>	
			<b>\$</b>	<b>%</b>
Arts and Science	\$20,395.20	\$21,009.60	\$614.40	3.01%
Business	\$26,827.84	\$27,636.32	\$808.48	3.01%
Engineering	\$24,474.24	\$25,211.52	\$737.28	3.01%
Juris Doctor (JD) Program	\$44,239.16	\$45,573.48	\$1,334.32	3.02%
Pharmacy	\$38,278.40	\$39,431.68	\$1,153.28	3.01%

Economics Course	\$2,602.20	\$2,680.62	\$78.42	3.01%
<b>Graduate<sup>a</sup></b>	<b>2016-17<sup>d</sup></b>	<b>2017-18</b>	<b>Change<sup>e</sup></b>	
			<b>(\$)</b>	<b>(%)</b>
Course Based Masters	\$7,941.60	\$8,181.36	\$239.76	3.02%
Thesis 919 <sup>b</sup>	\$4,955.24	\$5,104.84	\$149.60	3.02%
Thesis Based Masters /PhD <sup>c</sup>	\$6,851.04	\$7,057.80	\$206.76	3.02%
Master's in Business Administration	\$15,549.12	\$16,017.84	\$468.72	3.01%
Integrated Petroleum Geosciences Course	\$1,323.60	\$2,924.12	\$1,600.52	121.28%
International Graduate Tuition Increase <sup>f</sup>	n/a	\$4,000.00	\$4,000.00	n/a

**Notes:**

- (a) Values are based on a full-time per year.
- (b) Tuition applies to thesis students who were admitted to the program prior to Fall 2011 and are assessed the reduced thesis rate.
- (c) Tuition applies to thesis students who were admitted to the program of study beginning in Fall 2011 or later; this is based on an annual fee assessment (including spring/summer).
- (d) Figures may be rounded downwards at fee index level for administrative purposes, thus lowering the effective year over year percentage below 3.02 percent.
- (e) Value represents total international tuition fees including base tuition, market modifiers, program differentials and international differentials.
- (f) Per year for full time student, excluding Cost recovery and graduate course based Physical Therapy, Occupational Therapy, and Speech masters programs in Faculty of Rehabilitation Medicine.



# **Integrated Petroleum Geosciences (IPG) International Differential Fee Proposal**

November 9, 2016

## **PROPOSAL**

This proposal is for a \$1600.52 per course increase to the international fees for graduate students in the Integrated Petroleum Geosciences (IPG) program.

The total cost to international students in the IPG program is currently approximately \$15883.20 exclusive of non-instructional fees, consisting of approximately \$7500 in tuition and an international differential fee of \$8400. Canadian students currently pay approximately \$7500 in tuition for the IPG program. The cost of the IPG program for international students is far below the cost of attending competitor programs in the United States, Europe, Australia and the Far East. We propose to increase the international differential fee to \$27,600, resulting in a total cost to international students of approximately \$35,100 (\$2924.12 per three credits), exclusive of non-instructional fees.

The very low tuition and fees of the IPG program in comparison to competitor programs suggests to international students that the quality of the program is not high; in other words, the low financial value that we attach to the program suggests to some that this is a low value program. This is an impression that we want to reverse. Increasing the international fee differential is likely to attract an overall substantially higher quality pool of international students.

## **BACKGROUND**

The IPG program provides advanced multidisciplinary training for geologists and geophysicists entering the oil and gas industry. In the first 6 years of the IPG program, the cohorts have been approximately 60% international students and 40% Canadian students. The Canadian and many of the international students have found employment in the Canadian oil and gas industry.

At current tuition and fee levels, international students pay much less than competitor programs (summarized below in Figure 1). The current level of the international differential fee presents two significant problems to improving the quality of the IPG program: (1) by charging tuition and fees that are much lower than any other competitor program, we devalue the program from the perspective of potential applicants; and (2) low levels of revenue to Faculty of Science (FoS) that make it impossible to improve the quality of the program at the current level of enrollment through new courses and instructional activities. The additional revenue would enable us to hire a full-time faculty member or to assure funding for a sessional to teach petroleum geochemistry, would assure the hiring of sessional instructors for key courses to replace faculty members during sabbaticals and would enable us to offer more field exercises and attend professional meetings.

There would be no impact on attracting Canadian students into the IPG program, because domestic tuition rates would remain at current levels. There should be no negative impact on attracting international students to the IPG program with the proposed increase in international differential fee, since the new tuition and fees would still be at or below the levels of our important competitors. Because the IPG program is intended to be completed in one year and implementation of the program

would begin at the start of the academic year (September 1), there should be minimal problems with increased fee levels during a student’s program.

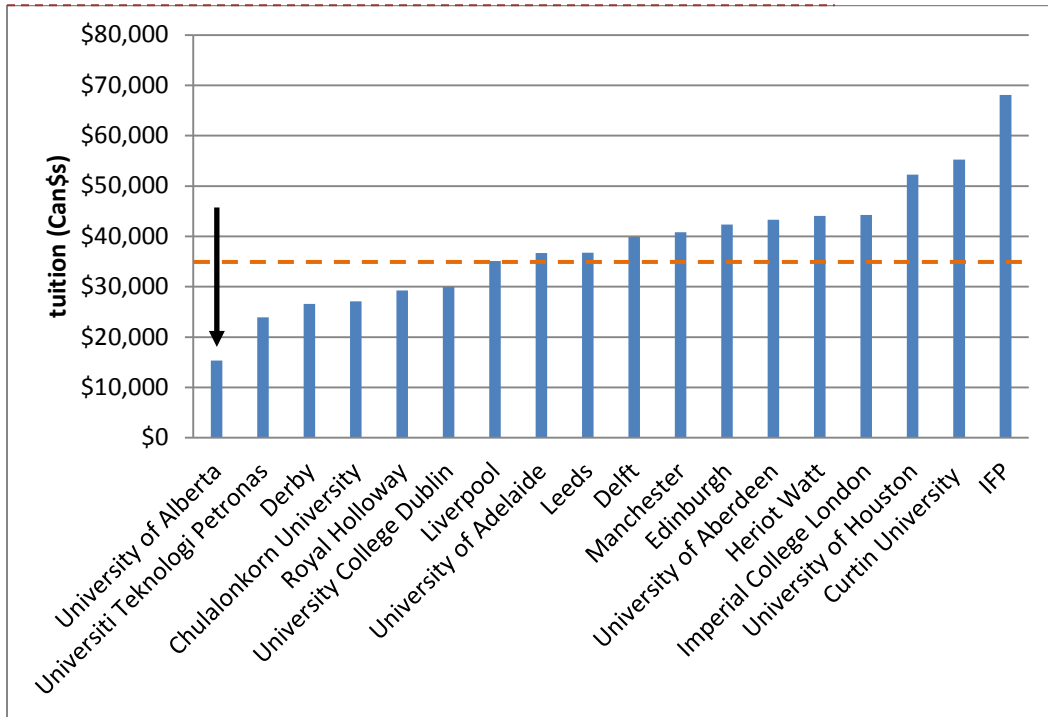


Fig. 1. Total costs to international students attending the IPG program at the University of Alberta versus other similar programs. The proposed total cost for international students under this proposal is indicated by the brown line.