

The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, June 18, 2015 meeting:

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**Agenda Title: Faculty of Medicine and Dentistry, Department of Dentistry: Proposed Changes to Existing Admission/Transfer and Physical Testing (Immunization) Requirements**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to existing admission/transfer and physical testing (immunization) requirements, as submitted by the Faculty of Medicine and Dentistry, Department of Dentistry, and as set forth in Attachment A, to be effective in 2016-2017.

Final Item: 4A

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**Agenda Title: Faculty of Medicine and Dentistry: Proposed changes to Admission/Transfer requirements for BSc Radiation Therapy**

CARRIED MOTION: THAT GFC Academic Standard Committee approve, under delegated authority from General Faculties Council, proposed changes to admission/transfer requirements, as submitted by the Faculty of Medicine and Dentistry, and as outlined in Attachment B, to be effective upon final approval.

Final Item: 4B

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**Agenda Title: Faculty of Arts: Proposed Changes to Existing Admission, Graduation Requirements for Co-operative Education (Work Experience) Program, and BA Criminology**

CARRIED MOTION: THAT GFC Academic Standard Committee approve, under delegated authority from General Faculties Council, proposed changes to admission/transfer and graduation requirements, as submitted by the Faculty of Arts, and as outlined in Attachment C, to take effect in 2016-17.

Final Item: 4C

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**Agenda Title: Faculty of Arts: Proposed Admission/Transfer and Academic Standing/Graduation Requirements for a new Bachelor of Arts (BA) with Honors/Combined Honors in Human Geography**

CARRIED MOTION: THAT GFC Academic Standard Committee approve, under delegated authority from General Faculties Council, proposed changes to admission/transfer and academic standing/graduation requirements, as submitted by the Faculty of Arts, and as outlined in Attachment D, to take effect in 2016-17.

Final Item: 4D

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**Agenda Title: Office of the Registrar: Course Approvals and Denials for June 2015**

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

Final Item: 4E

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Agenda Title: **Proposal for an Embedded Certificate in Biomedical Research, Faculty of Medicine and Dentistry**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from the General Faculties Council, the Embedded Credit Certificate in Biomedical Research as submitted by the Faculty of Medicine and Dentistry and as set forth in Attachment 1 and 2, as amended, for implementation in Fall 2015.

Final Amended Item: 5

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Agenda Title: **Proposal to Suspend Admission to Dental Hygiene diploma program, Faculty of Medicine and Dentistry**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the suspension of admission to the Dental Hygiene diploma program, as set forth in Attachment 1, as amended, to take effect September 2017.

Final Amended Item: 6

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Agenda Title: **Proposal to revise English Language Proficiency requirement for applicants to Bridging Programs, Faculty of Extension**

CARRIED MOTION: THAT GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, changes to Section 13.3 (Language Proficiency Requirements) for applicants to Bridging programs as set forth in Appendix 1, to take effect upon final approval.

Final Amended Item: 7

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**OUTLINE OF ISSUE**

**4A. Faculty of Medicine and Dentistry, Department of Dentistry: Proposed Changes to Existing Admission/Transfer and Physical Testing (Immunization) Requirements**

**4B. Faculty of Medicine and Dentistry: Proposed Changes to Existing Admission/Transfer Requirements for BSc Radiation Therapy program**

**4C. Faculty of Arts: Proposed Changes to Existing Admission/Transfer Requirements and Academic Standing/Graduation Requirements for Arts Co-operative Education (Work Experience) Program, and BA Criminology**

**4D. Faculty of Arts: Proposed Admission/Transfer and Academic Standing/Graduation Requirements for a new Bachelor of Arts (BA) with Honors/Combined Honors in Human Geography**

**4E. Office of the Registrar: Course Approvals and Denials for June 2015**

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Fraser Brenneis, Vice-Dean Education, Faculty of Medicine and Dentistry Stuart Landon, Associate Dean (Student Programs), Faculty of Arts; Melissa Padfield, Deputy Registrar, Office of the Registrar;
Presenter	Brenda Leskiw, Associate Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee
Subject	N/A

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	See individual items for detail on proposed changes submitted by Faculties and the Office of the Registrar.
The Impact of the Proposal is	See 'Purpose'.
Replaces/Revises (eg, policies, resolutions)	Various sections of the <i>University Calendar</i> , see individual items for specific affected <i>Calendar</i> sections. Updates the <i>Alberta Transfer Guide</i> .
Timeline/Implementation Date	Item 4A: To take effect in 2016-2017. Item 4B: To take effect in 2016-2017. Item 4C: To take effect in 2016-2017. Item 4D: To take effect in 2016-2017. Item 4E: To take effect upon final approval.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	<b><i>Dare to Discover</i></b> Values: to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth.
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Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)

1. **Post-Secondary Learning Act (PSLA):** The *PSLA* gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the *PSLA* gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC (Academic Standards Committee). (Sections 26(1), 60(1)(c) and (d)).

2. **PSLA:** The *PSLA* gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).

3. **UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

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

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

4. **UAPPOL Admissions Procedure:**

**PROCEDURE**

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS  
Following approval by GFC:

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

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

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

intake for the admitting Faculty.”

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

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

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

If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.

Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.”

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

**Section 3 of GFC ASC’s Terms of Reference** state:

**“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)**

i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its

consideration of these proposals. (GFC 29 SEP 2003) (GFC 31 MAY 2005) (EXEC 04 DEC 2006)

ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations, and acts for GFC in approving all proposals for a) change to examination regulations, b) change to existing International Baccalaureate (IB) and Advanced Placement (AP) policies and procedures and c) change to the University Calendar Section on Missed Term Work (under the Section entitled Evaluation Procedures and Grading System. (EXEC 18 NOV 1996) (EXEC 04 DEC 2006)

[...]

#### **E. Physical Testing and Immunization of Students**

ASC approves on GFC's and the Board's behalf, all individual Faculty policies concerning physical testing and immunization of students, and files a report with the GFC Executive Committee for information. (GFC 27 SEP 1999) (GFC 29 SEP 2003)

[...]"

#### **9. GFC ASC Terms of Reference (Mandate/Alberta Transfer Guide):**

GFC ASC's delegated authority from GFC extends to the following:

"i. ASC approves, for inclusion in the Alberta Transfer Guide, courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. Approval will be based upon an assessment of course content and level of instructor qualifications.

ii. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta.

iii. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta.

iv. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta." (3.D.i-iv.)

#### **10. UAPPOL Transfer Credit Articulation Procedure (Overview and Procedure):**

"The University of Alberta will accept for transfer credit the courses recommended by Faculties and approved by ASC for inclusion in the Alberta Transfer guide, to the extent that the courses fit the degree program that the student wishes to enter. Credit for such courses will be considered in a credit-no credit basis only and will not be included in the University grade point average calculation on the University transcript. Faculties may have other requirements...Transfer credit is assessed on an individual course-by-course basis for by a block transfer agreement."

**Routing** (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Associate Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee; Representatives of the Office of the Registrar and the Office of the Provost and Vice-President (Academic); University Governance
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee (June 18, 2015) – for final approval
Final Approver	GFC Academic Standards Committee

## Attachments:

1. Attachment A (pages 1 – 2): Faculty of Medicine and Dentistry
2. Attachment B (page 1): Faculty of Medicine and Dentistry
3. Attachment C (pages 1 – 4): Faculty of Arts
4. Attachment D (pages 1 – 3): Faculty of Arts
5. Attachment E (pages 1 – 2): Office of the Registrar

Prepared by Meg Brolley, Coordinator, GFC Academic Standards Committee, c/o University Governance, [meg.brolley@ualberta.ca](mailto:meg.brolley@ualberta.ca)

FACULTY OF MEDICINE AND DENTISTRY

CALENDAR ENTRY

Effective for 2016-2017

Dated: April 14, 2015

CURRENT	PROPOSED
<p><b>113.2 (12)Medical Testing and Immunization Requirements:</b> To ensure, insofar as possible, both student and patient safety, before orientation, or the Preclinical Assessment for Advanced Placement students, the Faculty requires immunization against, or proof of immunity to, poliomyelitis, diphtheria, tetanus, measles, mumps, rubella, and hepatitis B.</p> <p>As well, a varicella titre test and a tuberculin skin test are required in the first year of the program and should be performed by the University of Alberta Health Centre or other appropriate medical facility.</p> <p><del>For students in any Department of Dentistry undergraduate clinical program, including Dentistry, Dental Hygiene and Advanced Placement, where there is a greater potential for transmission of bloodborne pathogens between students and patients as a result of activities involved in their clinical experience in practice settings, the following procedures will apply:</del></p> <p><del>—Hepatitis B: Current information indicates that there is a potential risk of transmission of Hepatitis B from practitioner to patients in the clinical dental setting. Therefore, applicants will be required to be tested for Hepatitis B surface antigen by the University Health Centre or other appropriate medical facility. Applicants who test positive for Hepatitis B surface antigen will be tested for Hepatitis B “e” antigen and Hepatitis B viral DNA to help determine infectivity risk. If either Hepatitis B “e” or Hepatitis B viral DNA is positive the offer of acceptance will be withdrawn and registration in any Department of Dentistry undergraduate clinical program will not be completed.</del></p> <p><del>—For those applicants who test negative to Hepatitis B surface antigen and are registered in any Department of Dentistry undergraduate clinical program, Hepatitis B vaccination will be required. An exception will be made for those who are medically contraindicated or for those who have proof of Hepatitis B immunity. After vaccination, students will receive a test to determine if they have developed immunity. If they have not, further Hepatitis B vaccination scheduling will be determined by the University Health Centre or</del></p>	<p><b>113.2 (12)Medical Testing and Immunization Requirements:</b> To ensure, insofar as possible, both student and patient safety, before orientation, or the Preclinical Assessment for Advanced Placement students, the Faculty requires immunization against, and/or proof of immunity to, poliomyelitis, diphtheria, tetanus, measles, mumps, rubella, and hepatitis B.</p> <p>As well, a varicella titre test and a tuberculin skin test are required in the first year of the program and should be performed by the University of Alberta Health Centre or other appropriate medical facility.</p> <p>Hepatitis B vaccination will be required. An exception will be made for those who are medically contraindicated or for those who have proof of Hepatitis B immunity. After vaccination, students will receive a test to determine if they have developed immunity. If they have not, further Hepatitis B vaccination scheduling will be determined by the University Health Centre or other appropriate medical facility. Those students who then fail to develop immunity will be counselled as to their potential risk status during training and future practice.</p> <p>At all times students will follow <i>Standard Precautions</i> when there is potential of exposure to human blood and/or body fluids.</p> <p>Human Immunodeficiency Virus (HIV) and Hepatitis C Virus (HCV): The data indicates that transmission of the human immunodeficiency virus (HIV) and Hepatitis C Virus (HCV) from a health care worker (HCW) to a patient in a health care setting is extremely rare, although transmission from patients to a HCW is more common. Therefore, all students accepted into the Faculty of Medicine and Dentistry are encouraged to undergo HIV and HCV testing upon admission and at any time during their program when concerns about infection have arisen, but testing for HIV and HCV is not mandatory at this time.</p> <p><b>Note:</b> For updates on changes to medical testing and immunization refer to the Faculty Office.</p>



other appropriate medical facility. Those students who then fail to develop immunity will be counselled as to their potential risk status during training and future practice.

At all times students will follow *Standard Precautions* when there is potential of exposure to human blood or body fluids.

Human Immunodeficiency Virus (HIV) and Hepatitis C Virus (HCV): The data indicates that transmission of the human immunodeficiency virus (HIV) and Hepatitis C Virus (HCV) from a health care worker (HCW) to a patient in a health care setting is extremely rare, although transmission from patients to a HCW is more common. Therefore, all students accepted into the Faculty of Medicine and Dentistry are encouraged to undergo HIV and HCV testing upon admission and at any time during their program when concerns about infection have arisen, but testing for HIV and HCV is not mandatory at this time.

**Note:** For updates on changes to medical testing and immunization refer to the Faculty Office.

**Rationale:** Current best practice in Alberta is to assess and counsel blood-borne pathogen infected health care workers on a case-by-case basis regarding risk to self and others during clinical practice as determined by infection control guidelines for health care professionals. The School of Dentistry endeavors to follow and teach best practice.

<b>RADTH Calendar Changes for 2016/2017</b>	
Current	Proposed
<p><b>16.9.10 Bachelor of Science in Radiation Therapy</b></p> <p><b>Entrance Requirements</b></p> <p><b>I. Preprofessional Year</b></p> <p>Those wanting to enrol in the BSc Radiation Therapy program must complete a preprofessional year before applying for admission to the Faculty. The required courses or their transfer equivalents are available at various postsecondary institutions in Alberta. Preference will be given to Alberta applicants; however applicants from other provinces may also be considered. Students should, where possible, take the preprofessional requirements (equivalent to ★30 at the University of Alberta) as one year of full-time study.</p> <p>.....</p>	<p><b>16.9.10 Bachelor of Science in Radiation Therapy</b></p> <p><b>Entrance Requirements</b></p> <p><b>I. Preprofessional Year</b></p> <p>[no change]</p> <p>.....</p>
<p><b>III. Other Requirements</b></p> <p>(1) <b>Selection Process:</b> A minimum GPA of 3.2 is required in preprofessional course work. The selection process is competitive, and applicants will be ranked primarily on academic achievement in the prerequisite courses. Other factors considered in ranking include overall academic achievement (emphasizing recent academic performance), a demonstrated ability to perform well in a consecutive Fall/Winter session of full-time study (preferably 30 units), a personal interview, and a career reflection letter.</p>	<p><b>III. Other Requirements</b></p> <p>(1) <b>Selection Process:</b> A minimum GPA of 3.2 is required in preprofessional course work. The selection process is competitive, and applicants will be ranked primarily on academic achievement in the prerequisite courses. <b>Preference will be given to residents of Alberta.</b> Other factors considered in ranking include overall academic achievement (emphasizing recent academic performance), a demonstrated ability to perform well in a consecutive Fall/Winter session of full-time study (preferably 30 units), a personal interview, and a career reflection letter.</p>

The current calendar notes under *Entrance Requirements: I. Preprofessional Year* that preference “will be given to Alberta applicants; however applicants from other provinces may also be considered”. This is in line with the initial program approval (ASC November 2012, APC November 2012).

Adding “Preference will be given to residents of Alberta” under *Entrance Requirements: III Other Requirements (1) Selection Process* will further clarify this admission preference.

**PROGRAM CHANGES**  
**Normal Implementation Effective 2016-17**

Arts Academic Affairs – January 28, 2015  
 Arts Executive Committee – February 26, 2015  
 Arts Faculty Council – March 11, 2015

43.14 FACULTY OF ARTS Arts Co-operative Education (Work Experience) Program	43.14 FACULTY OF ARTS Arts Co-operative Education (Work Experience) Program
<p><b>Cooperative Education (Work Experience) Program</b>                      Students should contact the Faculty of Arts Career Development Officer (CDO) for detailed information and complete program requirements. Specific questions related to a student's Academic program will be referred to an Academic Advisor in the Faculty of Arts Undergraduate Student Services Office.</p> <p>The Work Experience Program in the Faculty of Arts provides students an opportunity to apply for an extended, generally paid work experience (unpaid appointments may be considered and approved by the CDO on an individual basis).</p> <p>To be eligible to register in this program a student must</p> <ol style="list-style-type: none"> <li>(1) be registered in the Faculty of Arts</li> <li>(2) have successfully completed a minimum of *75 (with at least *30 earned at the University of Alberta) toward the Arts program</li> <li>(3) have a minimum Grade Point Average (GPA) of 2.3 on all courses completed. Possession of the minimum GPA requirement may not be sufficient to qualify for participation and individual programs, or departments may require a higher GPA</li> </ol> <p>Students should be aware that under the Protection of Persons in Care Act, students can be required to satisfy a criminal records check before being allowed to serve a period of work experience. Refer to §23.8.3. As well, additional nonacademic requirements, such as participation in pre- and post-employment workshops, may be required. Typical work terms are 12 months in duration. Work terms must be a minimum of four months to constitute a single WKEXP course. Successful completion of the following are required for students to graduate with the Work Experience Program designation on their parchments:</p> <ol style="list-style-type: none"> <li>(1) WKEXP 801, 802, 803 (with a minimum one work term during the academic year),</li> <li>(2) required pre- and post-employment workshops, and</li> <li>(3) remaining academic program requirements.</li> </ol> <p>Students wishing to register in a single WKEXP course</p>	<p><b>Arts Co-operative Education (Work Experience) Program</b>                      The Faculty of Arts offers a flexible range of options for students in Arts undergraduate degree programs to add career-related work experience to their degree. These work experience opportunities are normally paid, though alternative forms of compensation may be considered and approved on an individual basis. Any questions should be directed to the Arts Work Experience (AWE) office (<a href="mailto:artscareers@ualberta.ca">artscareers@ualberta.ca</a> or <a href="http://www.arts.ualberta.ca/careers">www.arts.ualberta.ca/careers</a>). Specific questions related to students' academic programs will be referred to an Academic Advisor in Arts Undergraduate Student Services.</p> <p><b>Arts Co-operative Education Program</b> –The Arts Co-op Program is structured so that students integrate study with periods of paid, skill-building work experience in cooperating employer organizations. Work terms are typically 4 to 8 months in duration. To graduate with the designation of "Arts Co-operative Education Program," students must successfully complete the following requirements:</p> <ol style="list-style-type: none"> <li>i) WKEXP 801, 802, 803 (with a minimum of one work term during the fall or winter terms).</li> <li>ii) Required pre- and post-employment career education.</li> <li>iii) All degree program requirements.</li> <li>iv) Degree requirements must be completed in a term following the final work term.</li> <li>v) A minimum cumulative total of 12 months of work experience, and not more than 16 months.</li> </ol> <p><b>Individual Work Terms</b> - Students may also add paid work experience to their degree by registering in individual WKEXP courses. This option allows students to take on single 4- or 8-month work term(s). A student who completes one or more Arts WKEXP course(s) successfully, as well as the required pre- and post-employment career education, but does not complete all the requirements of the Co-op program, will have completion of the courses noted on their transcript, but will receive no other designation.</p> <p>Note that WKEXP courses require the submission of a</p>

Academic Affairs – January 28, 2015  
 Arts Executive Committee – February 26, 2015  
 Arts Faculty Council – March 11, 2015

should consult the Career Development Officer for more information.

Students are advised not to register in academic credit courses during the period of work experience, but are considered to be full-time students at the University of Alberta for the period in which they are enrolled in WKEXP courses.

Student participation in the program is voluntary and it is not possible to guarantee that all students wishing to participate will be able to do so. Students may not find a suitable job opportunity, or might not be successful in the interview. An interview with the participating employer is mandatory.

Every effort will be made to assist in finding suitable employment for those students wishing to take part in the program, but ultimately the responsibility for obtaining suitable employment rests with the students who wish to participate. Available positions will be posted on the CAPS job board.

Students choosing to participate should also be aware that participation in the program may result in challenges when selecting courses for their program, as Departments may not have the flexibility to offer required courses in terms desirable to all students. If particular courses are required or strongly desired, students are encouraged to plan work terms around the availability of such courses.

Following is the normal sequence of required courses in the Cooperative Education Program:

Year	Term	Course	Weight	Grade
Year 4	One	WKEXP 801	0	CR/NC
Year 4	Two	WKEXP 802	0	CR/NC
Year 4	Three	WKEXP 803	0	CR/NC

report by the student on their work experience and are graded on a CR/NC basis. WKEXP courses do not carry any associated course weight towards degree requirements.

To participate in the Arts Co-op program or individual work terms, apply to the Arts Work Experience office. For more information please visit: [www.arts.ualberta.ca/careers](http://www.arts.ualberta.ca/careers).

#### Eligibility Requirements:

- Be a continuing student in a Faculty of Arts undergraduate degree program.
- Normally have completed between \*30 and \*105 at the time of entry.
- Have a minimum Grade Point Average (GPA) of 2.3. Admission is competitive and presentation of the minimum GPA may not be sufficient to qualify for participation.

#### Notes:

- Some Arts disciplines (e.g. Psychology, Planning) run Department Specific Internships. More information about these Internship Programs is available by referencing the associated Department's Calendar entry or by contacting the Arts Work Experience office (see contact information above).
- Student participation in all Arts Work Experience options is voluntary. It is not possible to guarantee that all students wishing to participate will be able to do so.
- All job opportunities secured by AWE staff are posted. Students who are interested in developing their own job opportunity must have it approved by staff of the Arts Work Experience office. Students may not find a suitable job opportunity, or might not be successful in the job application process. Every effort will be made to assist students in finding suitable job opportunities; however, students who wish to participate are ultimately responsible for securing employment.
- The Work Experience Coordinator maintains contact with the student and the employer designate to ensure the experience for both parties is progressing satisfactorily. If the placement is not satisfactory for either the student or the employer, the internship may be terminated and the student would then return to classes at the next available opportunity.
- Students should not register in academic credit courses for the period(s) during which they participate in work experience. Students are considered to be full-time students at the University of Alberta when enrolled in WKEXP courses.

	<ul style="list-style-type: none"><li>• <b>Participating students should be aware that adding work experience to their degree may result in challenges enrolling in required courses which may not be available every term.</b></li><li>• Students should be aware that under the Protection of Persons in Care Act, students can be required to satisfy a criminal records check before being allowed to serve a period of work experience. Refer to §23.8.3.</li></ul>
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# ADMISSION CHANGES

Arts Academic Affairs – March 25 & April 22, 2015

Arts Executive Committee – April 30, 2015

Arts Faculty Council – May 19, 2015

## 43.4 CRIMINOLOGY

**Admission Requirements:** See §15.2.3

**Program Focus:** This quota program, based in the Department of Sociology, coordinates several disciplines to provide a more thorough analysis of the causes of criminal behavior and the variety of social responses to such conduct. It is a program of \*120, with Sociology as the principal subject of concentration. The second subject of concentration is composed of a combination of approved courses from the Departments of Anthropology, Economics, Educational Psychology, History, Native Studies, Philosophy, Political Science, and Psychology. The program is for students with career interests in the criminal justice system and includes two field placements for supervised work experience.

*No Further Changes Until **Curriculum** (3)*

**Admission Requirements:** See §15.2.3

**Program Focus:** This quota program, based in the Department of Sociology, coordinates several disciplines to provide a more thorough analysis of the causes of criminal behavior and the variety of social responses to such conduct. It is a program of \*120, with Sociology as the principal subject of concentration. The second subject of concentration is composed of a combination of approved courses from the Departments/Faculties of Anthropology; Economics; Educational Psychology; History and Classics; Interdisciplinary Studies; Human Ecology; Library and Information Studies; Marketing, Business Economics, and Law; Native Studies; Philosophy; Political Science; Psychology; Strategic Management Organization; and Women's and Gender Studies.

The program is for students with career interests in the criminal justice system and includes two field placements for supervised work experience.

*No Further Changes Until **Curriculum** (3)*

# Proposed Honors Human Geography Program

Arts Academic Affairs – March 25 & April 22, 2015  
Arts Executive Committee – April 30, 2015  
Arts Faculty Council – May 19, 2015

16.2.2 ADMISSIONS CHART 6	
<p><b>Insert new text between History &amp; Linguistics</b></p>	<p><b>BA Honors</b></p> <p><b>Human Geography</b></p> <p>A minimum AGPA of 3.0 with an average of 3.3 or better in HGP courses.</p> <p>Entrance to Honors in Human Geography will ordinarily take place at the end of the second year of university study. Entrance may be granted by the Department at an earlier or later stage depending on circumstances. Students with an interest in Honors are advised to enrol in the BA Major in Human Geography (see §44.15) and choose courses in consultation with the Human Geography Honors advisor.</p>

## New Program HONORS & Combined Honors in Human Geography

Arts Academic Affairs – March 25 & April 22, 2015  
Arts Executive Committee – April 30, 2015  
Arts Faculty Council – May 19, 2015

44.15.1 HUMAN GEOGRAPHY – Honors in Human Geography	
<p><b>NEW PROGRAM</b></p>	<p><b>44.15.1 Honors in Human Geography</b></p> <p>Students planning to apply for admission to the Honors program should consult §16.2.2 for admission requirements.</p> <p>See §43.6 for Faculty regulations concerning the Honors program.</p> <p>Honors in Human Geography requires a minimum of *48 and a maximum of *54 at the senior level in HGP, EAS 221, and approved cross-listed courses. The following must be included:</p> <ol style="list-style-type: none"> <li>(1) EAS 100</li> <li>(2) HGP 100</li> <li>(3) EAS 221, HGP 240, HGP 250, HGP 252</li> </ol>

	<p>(4) At least two of HGP 341, HGP 342, HGP 343  (5) HGP 399  (6) HGP 496 (Undergraduate Thesis)  (7) HGP 499</p> <p>Approved cross listed courses: ANTHR 323, EAS 221, PHIL 355, and SOC 251.  See §43.3(5) for Faculty of Arts regulations pertaining to cross-listed courses.</p> <p><b>Promotion Requirements</b>  Promotion from year to year requires a GPA of at least 3.0 with an average of at least 3.3 in HGP and approved cross-listed courses.</p> <p><b>Graduation Requirements</b>  Graduation with Honors in Human Geography requires a graduation average of at least 3.0 with an average of at least 3.3 in senior level HGP and approved cross-listed courses. Graduation with First Class Honors requires an average of at least 3.7 in all senior level HGP and approved cross-listed courses and an average of at least 3.5 on all courses in the final year (last *30).</p>
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**44.15.2 HUMAN GEOGRAPHY – Combined Honors in Human Geography**

<p><b>NEW</b></p>	<p>Students may pursue a Combined Honors program in Human Geography and another discipline. The common requirements in a Combined Honors program are the same as for other Honors programs (refer to §43.6).</p> <p>A Combined Honors degree in Human Geography and another discipline requires a minimum of *36 at the senior level in HGP and approved cross-listed courses and a minimum of *36 in the other discipline. For Human Geography, the following courses must be included:</p> <p>(1) EAS 100  (2) HGP 100  (3) At least three of EAS 221, HGP 240, HGP 250, HGP 252  (4) At least two of HGP 341, HGP 342, HGP 343  (5) HGP 399  (6) HGP 496 (Undergraduate Thesis)  (7) HGP 499</p> <p>Approved cross listed courses: ANTHR 323, EAS 221, PHIL 355, and SOC 251. See §43.3(5) for Faculty of Arts regulations pertaining to cross-listed courses.</p> <p>With the permission of the Honors Advisors, students pursuing Combined Honors in Human Geography may write an honors research project that is</p>
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supervised jointly by both disciplines and in which the content integrates both disciplines. Students will register in INT D 520 (\*6) instead of HGP 496.

**Promotion and Graduation Requirements**

In a Combined Honors program, students are required to meet the promotion and graduation standards of each discipline. The requirements in Human Geography are outlined in §44.15.1

June 4, 2015

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR  
Proposals Recommended for APPROVAL of Transfer Credit at the  
Academic Standards Committee Meeting on June 18, 2015

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
<b>GRANDE PRAIRIE REGIONAL COLLEGE</b>				
137331	MA 2600 (3)	MATH 2XX (3)		Not for credit in the Faculty of Science at UofA.
<b>KEYANO COLLEGE</b>				
137837	ART 101 (6)	ART 1XX (3)		To take further printmaking classes, students must contact the Department to request registration in ART 323 (silkscreen) in the Winter term.
137156	PSYCH 282 (3)	AUPSY 2XX [Science] (3)	Student will not also receive credit for AUPSY 369 at UofA.	Keyano's PSYCH 282 (3) was previously approved for PSYCO 282 (3). The new agreement will be PSYCH 283 (3) = PSYCO 282 (3) OR AUPSY 2xx [Science] (3). Student will not also receive credit for AUPSY 369 at UofA.
<b>KING'S UNIVERSITY COLLEGE, THE</b>				
136660	PHED 211 (3)	AUPAC 178/ 278/ AUPED 1XX (3)		King's PHED 211 (3) was previously approved for PAC 111 (3). The new agreement will be: PHED 211 (3) = PAC 111 (3) OR AUPAC 178/ 278/ AUPED 1xx (3).
137606	SOCI 360 (3)	AUSOC 2XX (3)		King's SOCI 360 (3) was previously approved for SOC 260 (3). The new agreement will be SOCI 360 (3) = SOC 260 (3) OR AUSOC 2xx (3).
<b>MACEWAN UNIVERSITY</b>				
137699	ECDV 110 (3)	AUEPS 1XX (3)		MacEwan's ECDV 110 (3) was previously approved for EDPY 302 (3). The new agreement will be: ECDV 110 (3) = EDPY 302 (3) OR AUEPS 1xx (3).
137253	PROW 210 (3)	AUMGT 1XX (3)		MacEwan's PROW 210 (3) was previously approved for BUS2xx (3). The new agreement will be: PROW 210 (3) = BUS2xx (3) OR AUMGT 1xx (3).

June 4, 2015

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR  
Proposals Recommended for APPROVAL of Transfer Credit at the  
Academic Standards Committee Meeting on June 18, 2015

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
<b>MOUNT ROYAL UNIVERSITY</b>				
137392	GNED 1202 (3)	AUIDS1XX (3)		MRU's GNED 1202 (3) was previously approved for INT D 1xx [Arts] (3). The new agreement will be: GNED 1202 (3) = INT D 1xx [Arts] (3) OR AUIDS 1xx (3).
<b>ST MARY'S UNIVERSITY COLLEGE</b>				
137957	BIOL 377 (3)	ZOOL 224 (3)		
137966	BIOL 381 (3)	BIOL 3XX (3)		
137976	BIOL 411 (3)	GENET 3XX (3)		
<b>THOMPSON RIVERS UNIVERSITY, OPEN LEARNING</b>				
137995	ECON 3041 (3)	AUECO 2XX (3)		TRU's ECON 3041 (3) was previously approved for BUEC 311 (3). The new agreement will be: ECON 3041 (3) = BUEC 311 (3) OR AUECO 2xx (3).
138006	FNCE 3151 (3)	AUMGT 3XX (3)		TRU's FNCE 3151 (3) was previously approved for FIN 412 (3). The new agreement will be: FNCE 3151 (3) = FIN 412 (3) OR AUMGT 3xx (3).

**OUTLINE OF ISSUE**

Agenda Title: **Proposal for an Embedded Credit Certificate in Biomedical Research, Faculty of Medicine and Dentistry**

**Motion:** THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the Embedded Credit Certificate in Biomedical Research as submitted by the Faculty of Medicine and Dentistry and as set forth in Attachment 1 and 2, for implementation in the Fall of 2015.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Dr. Fraser Brenneis, Vice-Dean Education Faculty of Medicine and Dentistry
Presenter	Dr Fraser Brenneis, Dr Rachel Milner
Subject	Proposal for an Embedded Certificate in Biomedical Research

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To establish an embedded credit Research Certificate in Biomedical Research offered by the Faculty of Medicine and Dentistry.
The Impact of the Proposal is	To enable formal recognition of the many research experiences in biomedical sciences which are available to undergraduate students at the University of Alberta.
Replaces/Revises (eg, policies, resolutions)	Not applicable.
Timeline/Implementation Date	September 2015.
Estimated Cost	<p>There are no resource implications because its component parts are in place:</p> <ul style="list-style-type: none"> <li>• There are no new courses required for students to complete the Certificate in Biomedical Research, and there is a large number of existing research courses from which students can select options that will apply to their program.</li> <li>• There is no requirement for additional administrative support for the certificate program, because students enrolled in programs offered by the departments currently meet with academic advisors when selecting courses for their program, and those advisors will be able to assist students in selecting appropriate courses to qualify for the certificate where desired.</li> <li>• All four departments have a long history of involving undergraduate students in their research programs enthusiastically and without financial incentive and there is no reason to believe that this will change.</li> </ul>
Sources of Funding	n/a
Notes	

**Alignment/Compliance**

<p>Alignment with Guiding Documents</p>	<p>Alignment with <b><i>Dare to Deliver</i></b> Academic Plan: The program contributes formal recognition to the ongoing, campus-wide Undergraduate Research Initiative, in this case offering undergraduate students the opportunity to acquire recognized research experience in the Faculty of Medicine and Dentistry’s internationally-renowned biomedical research laboratories. The certificate promotes research and creative activity, fueling discovery and advanced knowledge. It also ensures the centrality of our students as we provide opportunities for engagement in an intellectually superior educational environment.</p> <p>Alignment with the <b><i>Dare to Discover</i></b> Cornerstones: The proposed certificate is also in keeping with the cornerstones of learning that the Academic Plan describes. In particular, it fosters growth of outstanding students and creates a dynamic learning environment. It offers exceptional, life-changing university experiences for students by integrating learning, discovery and citizenship; it engages students through mentorship; and it fosters scholarship and discoveries that are transformative and at the cutting edge.</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>1. <b>Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</li> <li>2. <b>PSLA:</b> The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</li> <li>3. <b>GFC ASC’s Terms of Reference (Mandate):</b> GFC delegated authority to ASC to approve “proposals for the establishment of credit and non-credit certificates, regardless of the proposing academic unit [...] where additional funding and/or space is not required to support the offering of the proposed certificate... (3.G.)</li> <li>4. <b>UAPPOL Admissions Policy:</b> “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”</li> </ol>

	<p><b>5. UAPPOL Admissions Procedure:</b> <b>“PROCEDURE</b></p> <p>1. <b>EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS</b> Following approval by GFC:</p> <p>a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar). For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).</p> <p>b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”</p> <p><b>2. UAPPOL Academic Standing Policy:</b> “All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar.”</p> <p><b>3. UAPPOL Academic Standing Regulations Procedures:</b> “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation. If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices. Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.”</p>
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**Routing (Include meeting dates)**

<p>Consultative Route (parties who have seen the proposal and in what capacity)</p>	<p>Biomedical Sciences Undergraduate Education Committee (September 20<sup>th</sup>, 2013). Development of proposal.</p> <p>Undergraduate students (2013-2014): Informal conversations with undergraduate students (in the biochemistry, pharmacology, physiology and cell biology programs) during routine meetings with academic advisors to discuss course selection and research opportunities.</p> <p>Departments of Biochemistry, Physiology, Pharmacology (September 25<sup>th</sup> to October 8<sup>th</sup>, 2013). For approval.</p> <p>Faculty of Science (October 2013). For information.</p>
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Item No. 5

	<p>Faculty Learning Committee, Faculty of Medicine and Dentistry (October 27<sup>th</sup>, 2013). For endorsement of the proposal.</p> <p>Kathleen Brough, Office of the Provost and Vice-President Academic (October 31<sup>st</sup>, 2013). For feedback.</p> <p>Faculty of Medicine and Dentistry, Dean’s Executive Committee (August 25, 2014). For approval.</p> <p>Faculty of Medicine and Dentistry, Faculty Council (September 16, 2014)</p> <p>GFC Academic Standards Committee – Subcommittee on standards (June 4 2015)</p> <p>GFC Academic Standards Committee (June 18 2015)</p>
Approval Route (Governance) (including meeting dates)	GFC ASC Subcommittee on Standards - June 4, 2015 GFC Academic Standards Committee - June 18, 2015
Final Approver	GFC Academic Standards Committee – June 18, 2015

Attachments

1. Attachment 1: Embedded Certificate Proposal (page(s) 1 – 9)
2. Attachment 2: Calendar submission (page(s) 1)

*Prepared by:* Rachel Milner Teaching Professor and Lead, Biochemistry Undergraduate Teaching Program  
rmilner@ualberta.ca>

<b>Embedded Credit Certificate Template</b>	
<b>Section A: Basics</b>	
<b>Program Name</b>	Certificate in Biomedical Research
<b>Sponsoring Unit</b>	Faculty of Medicine and Dentistry
<b>Contact</b>	<p>Dr. Fraser Brenneis  Vice-Dean/Education, Faculty of Medicine and Dentistry  <a href="mailto:fraser.brenneis@ualberta.ca">fraser.brenneis@ualberta.ca</a></p> <p>Dr. Rachel Milner  Undergraduate Education, Department of Biochemistry  492-5550  <a href="mailto:rmilner@ualberta.ca">rmilner@ualberta.ca</a></p>
<b>Institution(s)</b>	University of Alberta
<b>Units of Course Weight</b>	<p>At least *18 in 300- and 400-level courses in biomedical research, as follows:</p> <p>a) At least *3 in senior laboratory skills courses, to develop technical expertise;  b) *6 (max.) in courses which explore current biomedical research literature;  c) *9 (min.) in one or more directed-research project(s) conducted in a biomedical research laboratory.</p>
<b>Program Synopsis</b>	<p><b>Description:</b> The Certificate in Biomedical Research will recognize the development of significant research skills by undergraduate students in the disciplines of biochemistry, cell biology, pharmacology and physiology, or other life and health science programs. The program begins with a focus on developing students' technical skills, through a selection of laboratory courses, and continues with development of general research skills through courses which explore the current biomedical research literature. The program is completed by application of these skills in two or more 400-level biomedical research projects.</p> <p><b>Target Student Group:</b> The Certificate in Biomedical Research will enable any undergraduate student at the University of Alberta to complement existing programming in biochemistry, cell biology, physiology and pharmacology, or in other life and health science programs, with extensive hands-on experience in biomedical research programs in the Faculty of Medicine and Dentistry. The Certificate will be available, in principle, to all students who meet course pre-requisites stated in the Calendar.</p> <p><b>Prerequisite:</b> Interested students may apply at any time by contacting a program advisor in one of the participating departments. While there are no formal pre-requisites for participation in the program, each recommended course has its own pre-requisites which must be met for enrolment. The number of students able to complete the program will be limited only by the number of spaces available for undergraduate students in the laboratory and research courses. Where space is limited, priority will be given to students who are enrolled in the Honors and Specialization programs offered by the participating departments.</p>



	<p><b>Curriculum content:</b> For all students, the foundation of the certificate program is completion of *3-6 in one of the senior undergraduate laboratory courses offered in the participating departments. These courses are designed specifically to prepare students for successful research experiences. They enable development of the basic laboratory skills which are critical in the conduct of valid and reliable biomedical research, and they provide extensive, hands-on experience with a range of the approaches and equipment used in biomedical research laboratories. Assessment is based primarily on the development of these skills.</p> <p>The certificate program includes up to *6 in courses which are centered on exploration of the current biomedical research literature. These courses introduce critical analysis of biomedical research, through guided reading, with consideration of the principles of experimental design and appropriate analysis of data and interpretation of findings.</p> <p>The program is completed with at least *9 in research-based courses at the 400-level. These are capstone courses in which students conduct a directed research project in a laboratory in the Faculty of Medicine and Dentistry, collecting, analyzing, interpreting, and presenting their own data. Although it is possible for a student to achieve the necessary credits by completing three distinct one-term projects under the supervision of three different professors, the majority will complete at least one two-term research project. Work in these courses is assessed through research skills, a journal/thesis style research paper, and/or an oral presentation to professors and peers.</p> <p>Oral or poster presentation of research at an organized conference either on or off campus is required for completion of the certificate program. This presentation cannot be part of another formal course requirement.</p>
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<b>Section B: Rationale, Implications and Impacts</b>	
<b>Rationale for Introduction of Certificate</b>	<p>The Certificate in Biomedical Research is intended to recognize the research skills acquired by undergraduate students in the disciplines of biochemistry, cell biology, physiology, and pharmacology, and in other life and health science programs. The program contributes to the campus-wide Undergraduate Research Initiative, in this case offering undergraduate students the opportunity to acquire recognized research experience in the Faculty of Medicine and Dentistry’s internationally-renowned biomedical research laboratories.</p> <p>Each year, many undergraduate students already engage in the numerous research-based courses available in the Departments of Biochemistry, Cell Biology, Pharmacology and Physiology (see Appendix A) and, given this, part of our rationale for introduction of the certificate is the need to formally recognize these kinds of learning experiences which are available to undergraduate students at the University of Alberta.</p> <p>The certificate program applies a structure to existing opportunities for students to engage in biomedical research (see Appendix A). In meeting requirements for the certificate, students will develop extensive, documented research skills which will</p>

	transfer to the workplace or to further study.
<b>Vision and Academic Plan</b>	<p>Through the world-class, authentic biomedical research-experiences it provides, the proposed certificate recognizes the values and vision for learning in the Academic Plan. Specifically, it offers teaching that promotes research and creative activity, fueling discovery and advanced knowledge. It also ensures the centrality of the University of Alberta’s students who are provided with opportunities for engagement in a world-class, research-based educational environment.</p> <p>The proposed certificate is also in keeping with the cornerstones of learning that the Academic Plan describes. In particular, it fosters growth of outstanding students and creates a dynamic learning environment. It offers exceptional, life-changing university experiences for students by integrating learning, discovery and citizenship; it engages students through mentorship; and it fosters scholarship and discoveries that are transformative and at the cutting edge.</p>
<b>Resource Implications</b>	<p>The Certificate in Biomedical Research is a joint program shared between the four participating departments, and its administration will be coordinated through the Biomedical Sciences Undergraduate Education Committee.</p> <p>There are no resource implications for the proposed certificate program because its component parts are in place:</p> <ul style="list-style-type: none"> <li>• There are no new courses required for students to complete the Certificate in Biomedical Research, and there is a large number of existing research courses from which students can select options that will apply to their program.</li> <li>• There is no requirement for additional administrative support for the certificate program, because students enrolled in programs offered by the departments currently meet with academic advisors when selecting courses for their program, and those advisors will be able to assist students in selecting appropriate courses to qualify for the certificate where desired.</li> <li>• All four departments have a long history of involving undergraduate students in their research programs enthusiastically and without financial incentive and there is no reason to believe that this will change.</li> </ul> <p>The certificate program is unlikely to attract more students to the undergraduate programs in the participating departments because these programs are generally considered challenging with a large proportion of required courses.</p>
<b>Enrollment</b>	<p>It is not expected that enrollment in the certificate program will exceed current enrollment in the participating departments’ capstone research courses (BIOCH 498 and 499, CELL 498 and 499, PMCOL 498, and PHYSL 467 and 468). The exact number of students enrolled in these courses varies from year to year, but averages are 16-20 students in BIOCH 498 and 499; 10-15 in CELL 499; 12-15 in PHYSL 467 and 468; and 7-10 in PMCOL 498. This gives an approximate overall enrollment of 45-60 undergraduates in each academic year. To date, there have been no problems</p>

	<p>finding professors willing to host this number of students in their laboratories and integrate them into their research programs.</p> <p>Although none of the research skills courses (BIOCH 401, PMCOL 337, CELL 398, and PHYSL 310) is mandatory for completion of the certificate program, enrollment in the program will be determined to a certain extent by capacity in these courses because they are pre-requisites for the capstone courses. The combined enrollment capacity for these courses, per Fall/Winter session, is approximately 100 students. BIOCH 398, CELL 398, and BIOCH 401 are also offered in Spring session, increasing capacity somewhat and also making entry to the certificate program more flexible.</p>
<p><b>Implications of Introduction of the Credit Certificate</b></p>	<p>The credit certificate will provide students with an opportunity to complete a structured program of undergraduate research, and it will recognize the experience though a University of Alberta certificate.</p> <p>Overall, the certificate recognizes the acquisition of an entire range of skills normally associated with research experience, including problem-solving, handling complex information, team work, and communication. Recognition of these skills by the University of Alberta will help students procure employment more readily after their undergraduate experience. Alternatively, students moving on to post-graduate education will be better able to compete for scholarships, focus on advanced study, and complete post-graduate programs in a timely manner.</p> <p>Participation in the certificate program will also help students to develop confidence in their research skills. This confidence will facilitate career choices and benefit participants as they move on to employment or advanced degrees.</p>
<p><b>Consultation</b></p>	<p>No adverse impacts on existing programming are foreseen from the implementation of the proposed certificate. Courses required for the certificate are all available in the University calendar and are easily accommodated as options within the existing programs.</p> <p>Consultation:</p> <p><u>Biomedical Sciences Undergraduate Education Committee (September 20<sup>th</sup>, 2013).</u> The concept of a <i>Certificate in Biomedical Research</i> was discussed in light of the Faculty of Science proposal for a Research Certificate in Science (Associate Chairs Meeting, Undergraduate, September 13<sup>th</sup>, 2013). The proposal was developed by the committee through email exchanges and shared documents.</p> <p><u>Undergraduate students (2013-2014):</u> Informal conversations with undergraduate students (in the biochemistry, pharmacology, physiology and cell biology programs) during routine meetings with academic advisors to discuss course selection and research opportunities.</p> <p><u>Departmental Approval (September 25<sup>th</sup> to October 8<sup>th</sup>, 2013)</u> The proposal was presented to the departmental Chairs, Undergraduate Education Committees, and Faculty. All four departments approved the proposed</p>

	<p>program for the Certificate in Biomedical Research.</p> <p><u>Faculty of Science (for information)</u>  The proposed program was noted for information at the Associate Chairs Meeting, Undergraduate (11<sup>th</sup> October, 2013). The proposal was forwarded to Dr. Glen Loppnow for review (October 25<sup>th</sup>, 2013). We were advised by Dr. Glen Loppnow to remove the proposed reference to the certificate in section 195 of the University Calendar because the proposed certificate is not a Faculty of Science certificate. (October 30<sup>th</sup>, 2013.)</p> <p><u>Faculty Learning Committee, Faculty of Medicine and Dentistry</u>  Endorsed the proposal. (Oct 27<sup>th</sup>, 2013)</p> <p><u>Kathleen Brough, Office of the Provost and Vice-President Academic</u>  Consulted by telephone regarding the proposal, by Rachel Milner. Kathleen confirmed placement of the Certificate in Biomedical Research in section 114 of the calendar, as a new program offered by the Faculty of Medicine and Dentistry. REM forwarded KB a copy of the proposal by email, for feedback. (October 31<sup>st</sup>, 2013).</p> <p><u>Proposal approved at Dean’s Executive Committee on August 25, 2014.</u></p>
<b>Appendices</b>	Appendix A: Course descriptions

## **Appendix A - Undergraduate Research Courses in the Departments of Biochemistry, Cell Biology, Pharmacology, and Physiology for the Certificate in Biomedical Research**

### **BIOCH 398 - Research Project**

\*3 (fi 6) (either term,0-0-8)

Supervised research within a laboratory in the Department of Biochemistry. The results of the research project will be presented in a poster. This course is available as a six week Spring or Summer session course. Prerequisites: Credit in at least one 300-level BIOCH course and consent of the Department. BIOCH 398 may not be taken for credit if credit has been obtained in BIOCH 498 or 499.

### **BIOCH 401 - Biochemistry Laboratory**

\*6 (fi 12) (two term,0-0-8)

Laboratory course in modern biochemical techniques. Designed for Biochemistry Honors and Specialization students in their third or fourth year. Other interested students may enrol subject to space limitations. Prerequisites: BIOCH 320 and 330, or BIOCH 203 and 205, all with a minimum grade of B-, and consent of Department.

### **BIOCH 482 - Design and Construction of Synthetic Biological Systems II**

\*3 (fi 6) (second term,0-0-4)

Designed to prepare students for participation in the iGEM Competition (International Genetically Engineered Machines) through team-based problem solving. Teams composed of individuals from different programs are expected to: 1) Identify a relevant problem within the realm of synthetic biology. 2) Devise a credible and detailed plan to solve an aspect of the problem. 3) Demonstrate the feasibility of the design by computer modeling. 4) Evaluate the costs of success in terms of the financial, human and technological resources that are needed for the timely completion of the project. 5) Develop a plan to acquire the resources that are required for a successful outcome. 6) Produce a report and presentation. Although students are expected to exhibit a high level of independence and creativity, they can count on considerable guidance and support from participating faculty. Prerequisites: BIOCH 481 (or consent of the department).

### **BIOCH 497 - International Directed Research Project**

\*6 (fi 12) (either term,variable)

Supervised research within an international laboratory assigned by the Department of Biochemistry, to be carried out over one term (Spring or Summer). The results of the research project will be presented in an oral presentation. Can be taken as a science elective but not as a substitute for required courses in biochemistry. Can be taken for credit in addition to BIOCH 498 and BIOCH 499. Prerequisites: BIOCH 401 and consent of the Department.

### **BIOCH 498 - Directed Research Project**

\*3 (fi 6) (either term,0-0-8)

Supervised research within a laboratory in the Department of Biochemistry, to be carried out over one term (Fall or Winter). The results of the research project will be presented in a final written report and an oral presentation. Can be taken as a science elective but not as a substitute for required courses in Biochemistry. Can be taken for credit in addition to BIOCH 499. Prerequisites: BIOCH 401 or consent of the Department.

### **BIOCH 499 - Directed Research Project**

\*6 (fi 12)n (two term,0-0-8)

Supervised research within a laboratory in the Department of Biochemistry, to be carried out over both terms of Fall/Winter. The results of the research project will be presented in a final written report and an oral presentation. This course is required for the Honors program, but can be taken as a science elective by students in the Specialization program. Prerequisites: BIOCH 401 and consent of the Department.

**CELL 398 - Research Project**

\*3 (fi 6) (either term,0-0-3)

Directed research carried out in the laboratory of an assigned member of a department participating in the Cell Biology Program. Credit may be obtained for this course only once. Successful completion requires a written report. Open only to third year students. Prerequisites: CELL 300 and consent of the department. Students with a 300-level Biological Sciences or Biochemistry course may be considered at the discretion of the Cell Biology Undergraduate Advisor. Closed to Bear Tracks registration. Go to Department website for project information. This course can also be taken as a six week Spring/Summer session course. [www.ualberta.ca/cellbiology](http://www.ualberta.ca/cellbiology).

**CELL 498 - Research Project**

\*3 (fi 6) (either term,0-0-6)

Directed research carried out in the laboratory of an assigned member of a department participating in the Cell Biology Program. Credit may be obtained for this course more than once. Successful completion requires a written report. Prerequisites: A 300-level CELL, Biological Sciences, or Biochemistry course and the consent of the Cell Biology Undergraduate Advisor. Go to Department website for project information. This course can also be taken as a six week Spring/Summer session course. [www.ualberta.ca/cellbiology](http://www.ualberta.ca/cellbiology).

**CELL 499 - Research Project**

\*6 (fi 12) (two term,0-0-6)

Directed research carried out in the laboratory of an assigned member of a department participating in the Cell Biology Program. The project normally continues through both the Fall and Winter Terms. Successful completion of this course requires a written report and oral presentation on the research project. Prerequisite: A 300-level CELL, Biological Sciences, or Biochemistry course and the consent of the Cell Biology Undergraduate Advisor. Go to Department website for project information [www.ualberta.ca/cellbiology](http://www.ualberta.ca/cellbiology)

**PMCOL 301 - Introduction to Research in Pharmacology**

\*3 (fi 6) (first term,3-0-0)

This is a course designed to introduce students to pharmacological research. The students will participate in active research programs being run in the Department of Pharmacology. Restricted to Pharmacology Honors or Specialization students in the third year of their program. There will be a limited number of spaces available.

**PMCOL 302 - Introduction to Research in Pharmacology**

\*3 (fi 6) (second term,3-0-0)

This is a course designed to introduce students to pharmacological research. The students will participate in active research programs being run in the Department of Pharmacology. Restricted to Pharmacology Honors or Specialization students in the third year of their program. There will be a limited number of spaces available.

**PMCOL 337 - Experimental Procedures in Pharmacology**

\*3 (fi 6) (either term,0-0-6)

A laboratory course in which the use of biochemical techniques, as well as intact animal and isolated tissue preparations, as applied to pharmacological problems are emphasized. Course includes both a theoretical consideration of the procedures under study, together with practical instruction and practice in their execution. Normally restricted to Pharmacology Specialization or Honors programs. Prerequisite: PMCOL 343 and 344.

**PMCOL 401 - Pharmacology Tutorial**

\*3 (fi 6) (first term,3-0-0)

Research and/or Reading course. This course allows a student to study an area of pharmacology in much greater detail than is usual in most courses. The format is usually a reading/tutorial in which the student carries out directed reading and meets with the tutor at regular intervals for discussion and further guidance. Term papers are often used for evaluation purposes. A mature attitude towards learning is essential, as the course often requires independent study and research. Students who have a particular interest in any specific area of pharmacology are encouraged to meet with the faculty members to explore the possibilities of arranging a mutually satisfactory topic. Prerequisite: PMCOL 343 and 344. Available only to students in the Pharmacology Specialization or Honors programs.

**PMCOL 402 - Pharmacology Tutorial**

\*3 (fi 6) (second term,3-0-0)

Research and/or Reading course. This course allows a student to study an area of pharmacology in much greater detail than is usual in most courses. The format is usually a reading/tutorial in which the student carries out directed reading and meets with the tutor at regular intervals for discussion and further guidance. Term papers are often used for evaluation purposes. A mature attitude towards learning is essential, as the course often requires independent study and research. Students who have a particular interest in any specific area of pharmacology are encouraged to meet with faculty members to explore the possibilities of arranging a mutually satisfactory topic. Prerequisite: PMCOL 343 and 344. Available only to students in the Pharmacology Specialization or Honors programs.

**PMCOL 498 - Pharmacology Research Program**

\*6 (fi 12) (two term,0-0-6)

During their fourth year all Honors candidates are required to carry out a program of directed research under the supervision of a staff member. This program will be related to the special interest of the student and will involve experimental work as well as two presentations and a written report on the part of the student. Students are encouraged to make arrangements with a supervisor of their choice before the fall term begins. Prerequisite: consent of Department. Normally available to fourth-year Honors students only.

**PHYSL 310 Experimental Techniques in Physiology**

\*3 (either term, 1-0-6)

Modern techniques in Physiology, involving molecular and cellular physiology, cell and tissue imaging, and non-invasive experimentation, will be discussed in theory and demonstrated and utilized in a series of laboratory bench-top research experiments. Pre-requisites: PHYSL 210 or PHYSL 212 and 214 and consent of department.

**PHYSL 465 - Undergraduate Research Project**

\*3 (fi 6) (either term,0-0-6)

Individual study. Restricted to students in the Physiology Honors Program. Students will spend one term in the laboratory of a faculty member and carry out a laboratory research project. Successful completion of an oral presentation is required at the conclusion of the project. Credit for this course may be obtained more than once.

**PHYSL 466 - Undergraduate Tutorial**

\*3 (fi 6) (either term,3-0-0)

Individual study. Restricted to students in the Physiology Honors Program. Students will select a faculty member who will guide them through a course of reading at an advanced level on a specialized topic. Successful completion of an oral presentation is required at the conclusion of the project. Credit for this course may be obtained more than once.

**PHYSL 467 - Undergraduate Research Project**

\*6 (fi 12) (two term,0-0-6)

Individual study. Restricted to students in the Physiology Honors Program. Students will spend two terms in the laboratory of a faculty member and carry out a research project. The student will be required to present an oral overview of the project at the end of the first term and a final oral presentation and a paper in manuscript form at the conclusion of the project.

**PHYSL 468 - Undergraduate Research Thesis I**

\*6 (fi 12) (either term,0-0-12)

Taken in conjunction with PHYSL 469, this 6-credit course is the first part of a 12-credit program in two terms resulting in an honours research thesis in physiology. Students will spend the term in the laboratory of a supervisor and carry out a research project to be continued in the second term as PHYSL 469. The course is open to select fourth year honours Physiology students with a strong interest in basic research. Registration in PHYSL 468 requires permission of the department and the commitment of a potential supervisor. Evaluation of the student's progress will be by a mid-term oral presentation and written research proposal, and by an end-of-term oral presentation and written research progress report. Previous research experience as a summer student is an asset.

**PHYSL 469 - Undergraduate Research Thesis II**

\*6 (fi 12) (either term,0-0-12)

Taken in conjunction with PHYSL 468, this 6-credit course is the second part of a 12-credit program in two terms resulting in an honours research thesis in physiology. Upon satisfactory progress in first-term PHYSL 468, students will continue their research and produce an honours thesis on their project. A departmental seminar and thesis defense will occur at the end of term and be evaluated.



**FACULTY OF MEDICINE AND DENTISTRY  
CALENDAR CHANGES FOR (DEPARTMENT/COURSE) 2016-2017**

Current	Proposed
New certificate-ADD	<p><b>116 Certificates (new entry)</b></p> <p><b>116.1 Certificate in Biomedical Research</b></p> <p>The Certificate in Biomedical Research is offered by the Departments of Biochemistry, Cell Biology, Pharmacology, and Physiology. Students who pursue the certificate will be engaged in world-class biomedical research programs and will acquire a broad range of research skills through substantive laboratory course and independent research project experiences.</p> <p>Students wishing to pursue the Certificate in Biomedical Research must discuss their program of study both with their own program advisor and, where different, a program advisor in one of the Departments of Biochemistry, Cell Biology, Pharmacology or Physiology. Completion of the certificate must be recorded with the Biomedical Sciences Undergraduate Education Committee at least one week prior to the application deadline for convocation (see §11). Students wishing to receive the Certificate in Biomedical Research must also apply through Undergraduate Student Services in their home faculty by the application deadline for convocation (see §11).</p> <p>Students may pursue the Certificate in Biomedical Research by fulfilling the existing requirements for their program and by completing at least *18 in courses as follows:</p> <ol style="list-style-type: none"> <li>a. A minimum of *3 in senior laboratory skills courses selected from BIOCH 398 (*3), BIOCH 401 (*6), CELL 398 (*3), PMCOL 301 (*3), PMCOL 302 (*3), PMCOL 337 (*3), PHYSL 310 (*3)</li> <li>b. *3 - *6 in courses which explore current biomedical research literature selected from BIOCH 425 (*3), BIOCH 481 (*3), BIOCH 465 (*3), BIOCH 495 (*3), CELL 405 (*3), CELL 425 (*3), CELL 445 (*3), PMCOL 401 (*3), PMCOL 402 (*3), PMCOL 415 (*3), PMCOL 416 (*3), PHYSL 466 (*3), PHYSL 444 (*3), ONCOL 425 (*3 or *6)</li> <li>c. A minimum of *9 in directed research project(s) selected from BIOCH 482 (*3), BIOCH 497 (*6), BIOCH 498 (*3), BIOCH 499 (*6); CELL 498 (*3), CELL 499 (*6); PMCOL 498 (*6); PHYSL 465 (*3), PHYSL 467 (*6), PHYSL 468 (*6), PHYSL 469 (*6)</li> <li>d. presentation at a research day or conference either on or off campus</li> </ol> <p>NOTE: Students should plan the completion of the research certificate in consultation with the program advisor of one of the departments listed to ensure appropriate courses are taken.</p>

**OUTLINE OF ISSUE**

Agenda Title: **Suspension of Admission to the Faculty of Medicine and Dentistry Dental Hygiene diploma program**

**Motion:** THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the suspension of admission to Dental Hygiene diploma program as set forth in Attachment 1, starting in September 2017.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Dr. Fraser Brenneis, Vice Dean Education; Dr. Paul Major, Chair, School of Dentistry; Dr. Sharon Compton, Associate Chair/Director – Dental Hygiene, School of Dentistry, Faculty of Medicine and Dentistry.
Presenter	Dr. Sharon Compton, Dr Fraser Brenneis
Subject	Suspension of admission to the Dental Hygiene diploma program

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposed suspension of the Dental Hygiene diploma program is part of the School of Dentistry's Curriculum Redesign project. The diploma curriculum has expanded over many years without any increase in the length of study resulting in an extremely heavy load for students. The proposal outlines the need to suspend the Dental Hygiene diploma and describes how the curriculum will be redistributed over three years as part of the Bachelor of Science (Dental Hygiene Specialization) program.
The Impact of the Proposal is	The Dental Hygiene diploma curriculum is intensely packed into 2 years. Including the pre-professional year, Dental Hygiene diploma graduates complete in 3 years, the equivalent hours of study that other health professional programs complete in 4 years. Following the proposed suspension, the curriculum from the diploma program would be modified and redistributed over three years will all students enrolled in the BSc (Dental Hygiene Specialization) program. Currently close to 85% of graduates of the Dental Hygiene diploma program continue on to complete the BSc (Dental Hygiene Specialization) degree.
Replaces/Revises (eg, policies, resolutions)	Not applicable
Timeline/Implementation Date	Forty-two students will continue to be admitted to the Dental Hygiene Diploma Program for the intakes of fall 2015 and fall 2016. The first students to be admitted for the modified BSc (Dental Hygiene Specialization) would be the intake in September 2017.
Estimated Cost	Not applicable
Sources of Funding	See attached proposal
Notes	<internal use only>

**Alignment/Compliance**

Alignment with Guiding Documents	University of Alberta Mission and Vision: The suspension of the Dental Hygiene diploma program in favour of baccalaureate education opens opportunities for graduate work to allow dental hygienists to build a body of knowledge to guide the profession and support the oral health of Canadians.
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Item No. 6

	<p>Faculty of Medicine &amp; Dentistry Mission and Vision: The suspension of this program supports changes which favour excellence in dental hygiene education and development of highly competent practitioners who have developed their abilities in interprofessional healthcare delivery in various settings and consequently are prepared for multiple roles in the healthcare context.</p> <p>School of Dentistry Mission and Vision: The proposed, revised Dental Hygiene will bring dentistry and dental hygiene students together in shared learning experiences developing their abilities to provide oral health care in a team based environment.</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. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d))</p> <p><b>2. PSLA:</b> The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p><b>3. UAPPOL Admissions Policy:</b> “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)</p> <p>The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar.</p> <p>The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”</p> <p><b>4. UAPPOL Admissions Procedure:</b> <b>“PROCEDURE</b></p> <p>1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS Following approval by GFC:</p> <p>a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the <i>University Calendar</i>).</p> <p>For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).”</p> <p><b>5. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):</b> The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are <b>editorial</b> in nature.</p>

Item No. 6

	<p>ASC's terms of reference provide that "the term '<b>routine and/or editorial</b>' refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy" (3.A.i). Further, "ASC acts for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations" (Section 3.B.ii)</p>
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**Routing** (Include meeting dates)

<p>Consultative Route (parties who have seen the proposal and in what capacity)</p>	<p>Consultations have been conducted with all existing student groups. See proposal;          June 2, 2014 – Met with Dr. B Connor (VP Academic); Ada Ness (Registrar's office); Andrea Patrick (Governance Assistant); Kathleen Brough (Administrative); Dr Paul Major (Chair, School of Dentistry).          Feb. 23, 2015 – Met with all full and part time dental hygiene faculty.          March 5, 2016 – Met with the dental hygiene student representatives from YRs 2, 3, and 4.          March 7, 2015 – Delivered a briefing to Council of the College of Registered Dental Hygienists of Alberta.          March 20, 2015 – Presented to YR 2 dental hygiene students.          March 23, 2015 – Presented to Executive Committee, School of Dentistry.          March 30, 2015 – Presented to Division Heads Committee, School of Dentistry.          April 9, 2015 – Presented to YR 3 &amp; YR 4 dental hygiene students.          April 15, 2015 – Presented to Department Council, School of Dentistry.          April 30, 2015 – Met with Dr Gordon Thompson, Registrar, Alberta Dental Association &amp; College.          May 19, 2015 – Presented and motion approved at Faculty Council, Faculty of Medicine &amp; Dentistry.          June 4, 2015 - GFC Academic Standards Committee – Subcommittee on Standards</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>April 15, 2015 – Presented to Department Council, School of Dentistry.          May 19, 2015 – Presented and motion approved at Faculty Council, Faculty of Medicine &amp; Dentistry.          June 17, 2015 – GFC Academic Standards Committee</p>
<p>Final Approver</p>	<p>GFC Academic Standard Committee</p>

Attachments

1. Attachment 1: Proposal for suspension
2. Attachment 2: Calendar revisions

*Prepared by:* Kate Peters, Portfolio Initiative Manager, Office of the Provost and Vice-President (Academic)  
(kate.peters@ualberta.ca)

**Proposal Title: Suspending the Dental Hygiene Diploma Program and Modifying the Overall Dental Hygiene Curriculum to Offer a 1+ 3 Model of the BSc (Dental Hygiene Specialization)**

**To: Academic Standards Committee, University of Alberta**

**Date: May 2015**

**Submitted by:**

**Dr. Sharon M Compton**

Professor & Director, Dental Hygiene Program  
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**Dr. Paul W Major**

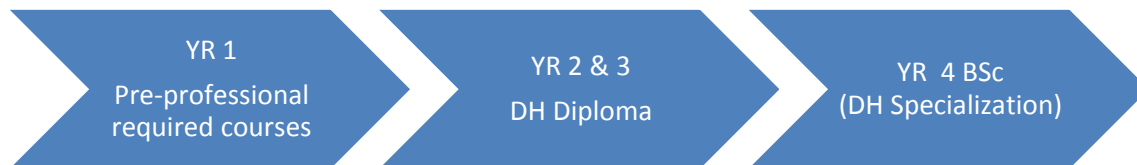
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**Background**

**Current Dental Hygiene Programs Offered**

Students are admitted to the dental hygiene diploma program following completion of 30 ucw from a list of required pre-professional courses. The diploma program is 3 years in length, including the pre-professional year. Currently, diploma graduates have the choice to continue for a 4<sup>th</sup> year, completing 30 ucw and graduating with a BSc (Dental Hygiene Specialization) degree or they can choose to conclude their dental hygiene studies with the diploma.



A post-diploma degree completion program is also available so diploma graduates may return later and complete the requirements to receive their degree.

This proposal presents the rationale for suspending the dental hygiene diploma graduation option and requiring all students admitted into the dental hygiene program to complete all 3 years of dental hygiene program courses to graduate with the BSc (DH Specialization) degree.

**Rationale for suspension (for example, changes in applications, enrolment, employer demand, program obsolescence, etc.). Comment on the alignment of the proposed change with the institution’s strategic direction and priorities. If enrolment is a key rationale, provide historical enrolment data.**

**Rationale for suspending the Dental Hygiene Diploma**

After graduating with a diploma, a majority of the students remain for the 4<sup>th</sup> year and obtain their degree. Table 1 shows the students who are choosing the degree route for their dental hygiene education. Prior to 2006, we did not collect detailed data on trends; therefore, only data from 2006 is represented.

**TABLE 1: Graduate Data 2006-2015**

	Student Totals
Diploma Graduates	419
# of DH students with a degree on entry to the program	68**
# of DH students without a degree on entry to the program	351
BSc (DH Specialization) Graduates	281
Total % of students completing the degree (after adjustment re: those already having an undergraduate degree)	83.7%
** Diploma graduates who have an undergraduate degree already usually do not complete the DH degree.	

The Dental hygiene diploma curriculum is intensely packed into years 2 and 3. Over the years with knowledge and technological changes, as well as changes in healthcare delivery and patient demographics more content was added into the diploma curriculum resulting in an expanded and condensed program; however, the length of the diploma program remained the same. The curriculum can be modified and redistributed over years 2, 3, and 4 with all students graduating with a BSc (Dental Hygiene Specialization).

Students consistently cite very high levels of stress and challenges coping with their course load. For more than ten years, information gathered from students through exit surveys and mandatory student meetings with faculty advisors has demonstrated a compromised learning environment. The redistribution of the dental hygiene courses over a three year time frame as well as increased integration with dentistry students as part of the curriculum redesign process will create an education program that is student-focused and learner-centred.

The curriculum parameters are supported by growing evidence of the need for baccalaureate dental hygiene graduates as they have a greater knowledge base and increased abilities in areas such as research use, collaboration, health promotion, advocacy, policy use and autonomous judgements. The

driving forces that underpin this submission are diverse and complex and they include the following broad issues:

- changing delivery of oral health services and Canadian demographics,
- increased human resources for public health, health facilities and post-secondary education,
- increased career and educational options for graduates, and
- capacity building in the oral health workforce.

The Dental hygiene program is situated within the School of Dentistry. There are many content areas in the curriculum for dentistry and dental hygiene undergraduate students where the courses could be modified to allow for more efficient, simultaneous delivery of the content to both groups. Combining the student groups has the potential for various positive impacts on student learning with a particular emphasis on interprofessional communication and collaboration, abilities that are associated with better and safer patient outcomes in health science literature. The School of Dentistry has embarked on a Curriculum Redesign project over the next four years and one goal for the redesign is to better integrate the two student groups in shared learning experiences where appropriate.

### **Alignment with Institutions Strategic Priorities**

#### **University of Alberta**

The University of Alberta is guided by a vision and mission as follows:

“As we live the promise in our second century, our **vision** is to inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world’s great universities for the public good.

Our **mission** is to create and sustain a vibrant and supportive learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships. The University of Alberta gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront.”

Baccalaureate education opens opportunities for graduate work and allows dental hygienists to build a body of knowledge to guide the profession and support the oral health of Canadians. Many areas of research have been identified in oral health to support better oral health outcomes. Increasing the scope and depth of research abilities of dental hygienists will allow them to assume increasing and diverse roles in the transformation and evolution of the Canadian oral health delivery system.

The need for innovation in the delivery of health services was recently supported in the federal budget tabled on April 21, 2015 by the Honourable Joe Oliver. It included \$14 million over the next two years for innovations in health systems administered through the Canadian Foundation for Healthcare Improvement.

#### **Faculty of Medicine & Dentistry (FoMD)**

The Faculty of Medicine & Dentistry is guided by a vision and mission as follows:

“Mission: The Faculty of Medicine & Dentistry serves the public good through excellence in medical and health professions education, research and patient care. We build partnerships essential to a high-performing academic health science centre.

Vision: To build an exceptional socially accountable Faculty through leadership in education, research and patient care and to be recognized as graduating high skilled doctors for Canada.”

The proposed change for the Dental Hygiene Program aligns with the FoMD mission and vision from the perspectives of excellence in dental hygiene education and development of highly competent practitioners who have developed their abilities in interprofessional healthcare delivery in various settings and consequently are prepared for multiple roles in the healthcare context.

## **School of Dentistry**

“Mission: Student-focused learning that promotes patient-centred care and community outreach through research, scholarship and partnership in an environment of trust, respect and integrity.

Vision: To become one of the top-tier schools within Canada and beyond.”

The proposed, modified Dental Hygiene Program aligns well with the mission and vision for the School of Dentistry. The new curriculum design will bring dentistry and dental hygiene students together in shared learning experiences developing their abilities to provide oral health care in a team based environment. The curriculum will provide students with increased learning opportunities in community based settings involving vulnerable populations resulting in graduates who are highly prepared to deliver services where oral care is often most needed. The Dental Hygiene Program at the University of Alberta is highly respected and nationally recognized and the proposed changes will further strengthen our reach and impact beyond our borders. A letter from Dr. Paul Major, Chair, School of Dentistry is found in Appendix 1.

**Anticipated impacts on students and graduates and plans to ameliorate these impacts. Describe the institution’s plan to teach out active students and stop-outs. Include evidence of consultation with students and a communications plan for informing stopped-out students of the change.**

## **Impact on Students**

Forty-two students will continue to be admitted to the Dental Hygiene Diploma Program for the intakes of 2015 and 2016. Students who enter the dental hygiene program in 2015 and 2016 will complete the diploma program as it exists today and will have the option to complete the 4<sup>th</sup> year in order to obtain their BSc (Dental Hygiene Specialization) degree. The option to complete the 4<sup>th</sup> year and obtain a degree has been available for diploma graduates at the University of Alberta since 2000.

It is proposed that, beginning with the 2017 intake, all students will proceed through years 2, 3 and 4 to convocate with a BSc degree. There will be no diploma convocation at the end of year 3. Enrollment will be maintained at forty-two students each year.

Students currently in the Dental Hygiene Program are not impacted by this proposed change. The students who are entering the final year of the diploma program (2015-16) will complete the diploma and may choose to complete the 4<sup>th</sup> year to obtain a BSc. As explained above, the students entering the diploma program in 2015 and 2016 will have the same option to complete the diploma as it exists and to complete the 4<sup>th</sup> year for the BSc (Dental Hygiene Specialization).

Consultations have been conducted with all existing student groups. See Appendix 2. The student groups included the junior and senior year diploma students and the 4<sup>th</sup> year students in the BSc (Dental Hygiene Specialization) program. A presentation and question/answer session was conducted with each group of students. Each group has indicated their support for entry into the three year degree program after completion of a pre-professional year of study.



The proposal removes the option to graduate with only a diploma in dental hygiene. All students will complete the necessary requirements and receive the BSc (Dental Hygiene Specialization).

### **Communicating the Change**

The program change will be communicated through the University of Alberta website and the UAlberta calendar. The School of Dentistry’s Admissions office is also present at the UAlberta Open House event held annually on campus in September. Additionally, our Admission office is also represented at the Grant McEwan annual Open House event each September/October. Program information is communicated to high schools through information channels via post-secondary student recruitment efforts across *Campus Alberta*.

### **Identify anticipated impacts on external stakeholders (e.g. employers, professional/regulatory organizations, other post-secondary institutions) and provide evidence of consultation.**

There are no anticipated impacts on external stakeholders.

### **Impact on Employers & Workforce**

When the 1 + 3 degree program is implemented for students entering the Dental Hygiene Program in 2017, there will be one year with fewer graduating students. In June of 2019, there will be fewer graduates entering the workplace as all students will be continuing to complete the fourth year for the degree program. However, of the 42 students who will have entered the diploma program in 2016, the trend shows that most will remain in the program to complete the 4<sup>th</sup> year for the BSc; therefore, in June 2019, there should be approximately 35 graduates entering the workplace for full-time employment based on students who entered the program in 2016 and then continued to do the degree (see Table 2).

**TABLE 2: Projected dental hygiene graduates entering the workplace**

Admission Year	Year and projected # of diploma graduates	Year and projected # of diploma graduates entering workplace	Year and projected # of diploma graduates continuing to 4 <sup>th</sup> year	Year and projected # of degree graduates entering workplace
2015-16 CP*	2017 (42)	2017 (7)	2017 (35)	2018 (35)
2016-17 CP	2018 (42)	2018 (7)	2018 (35)	2019 (35)
2017-18 RP**	2019 (0)	2019 (0)		2020 (42)

\*CP = Current Diploma Program

\*\*RP = Revised Degree Program

Table 3 represents the number of new dental hygienists registered for practice in Alberta over the past five years. The table demonstrates that there is a consistent supply of dental hygienists (RDH) in Alberta and there are no data to suggest there is a shortage of RDH in the workplace.

For many years, Alberta has experienced a substantial number of graduates arriving from the USA and other Canadian provinces to register for practice in Alberta and this is represented in Table 3. This may

be attributed to a few things including that most dental hygienists are female and as such they may be moving to Alberta with spouses who are coming here to work, or that our education program is small and very competitive to be admitted so consequently, young people go to other provinces and to the USA to obtain their dental hygiene education and return home to work, or very simply that the increased registrants from other programs represent the mobility to Alberta that is seen in many professions and work groups. Alberta is a popular place to work and live.

Additionally, from 2000-2010, there was a significant increase in dental hygiene education programs newly implemented in private schools in Ontario. During these years, Alberta experienced a significant increase in new dental hygiene registrants to our province. The impact in the work field was felt by our Alberta graduates as competition was high for jobs in dental offices; however, most of these Ontario programs have closed and the job market reflect this change with more opportunities available in dental offices. Recent exit surveys from the UAlberta degree graduates show that 38 of 48 graduates who answered the survey were employed upon graduation.

Lastly, in regards to salaries for dental hygienists, there are no data to show impact on salaries; however, anecdotal reports by our graduates suggest that pay remains similar for diploma and degree graduates.

**TABLE 3: New dental hygienists registering for practice in Alberta.**

	2010	2011	2012	2013	2014
UAlberta Graduates	42	45	41	45	37
Other Canadian & International Graduates	241	164	228	167	184

### **Impact on Professional & Regulatory Organizations**

1. College of Registered Dental Hygienists of Alberta (CRDHA)

Information about the proposed change was provided to the CRDHA Registrar and communicated to the CRDHA Council members. A letter of support from the CRDHA is included in Appendix 3 and explains how the College will continue to register new dental hygienists for practice in Alberta.

2. Canadian Dental Hygiene Association (CDHA)

Information about the proposed change was provided to the CDHA Chief Executive Officer. A letter of support is included in Appendix 3.

3. Alberta Dental Association & College (ADA & C)

A face-to-face meeting was held with the ADA & C, Executive Director on April 30, 2015. The changes were explained and there were no issues brought forth. A letter was not requested.

### **Other Post-secondary Institutions**

The University of Alberta Dental Hygiene Program is the only program of dental hygiene education in Alberta. There are four dental hygiene programs in Canada offered at universities and these include Dalhousie University, University of Manitoba and University of British Columbia (UBC). All of these programs offer a degree route for dental hygiene education and UBC only offers a direct entry 4-year

degree program. Information was collected from numerous other dental hygiene programs across Canada in 2015 to review developments in dental hygiene education. The information received suggests the following trends:

- the number of 2-year diploma programs are decreasing,
- the number of stand-alone diploma programs are decreasing,
- the number of dental hygiene baccalaureate programs are increasing and
- interest in the '1 plus 3' model for dental hygiene education is increasing.

These trends align well with the submission for suspending the diploma convocation and maintaining a '1 plus 3' dental hygiene baccalaureate program at the University of Alberta.

**Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, and classroom and lab space). Discuss plans for the reallocation of any resources freed up by the proposed suspension.**

### **Impact on Institutional Operations & Resources**

There is minimal to no impact on institutional operations and resources. The degree only program will not require changing the content or delivery; therefore, no further resources are needed. The *scheduling of the content will change* but this will not impact overall operations or resources. In regard to maintaining the degree completion program, the ability for diploma graduates to continue their studies and obtain the BSc (DH Specialization) has been offered since 2000; therefore, the courses are fully developed and in place. In order to develop the courses from the onset and then later to modify the courses to be offered through distance delivery, the Dental Hygiene Program obtained a one-time ACCESS fund of \$283,000 from Advanced Education in 2004. The Dental Hygiene Program also received \$120,000 from the CRDHA to further develop the degree courses. This funding allowed us to develop the courses and to offset many expenses while the courses were developed.

All resources including existing staff, student services, information technology and services, library resources, classroom, laboratory and clinic space are adequate to meet the needs of the 1 + 3 BSc (Dental Hygiene Specialization) proposed program. The number of students being admitted to the program is not changing; therefore, the existing resources and institutional resources are fully adequate.

### **Plans for Reallocation of Resources**

It is not expected that there will be any resources freed up by this proposed change. We are modifying and combining the two years of dental hygiene diploma courses with the fourth year courses; therefore, we do not anticipate an excess of resources. We will conduct an overall curriculum review of all of the courses and will redistribute the modified courses over three years. As described earlier, the School of Dentistry has started a curriculum redesign process involving both dentistry and dental hygiene curriculum and we will be developing new curriculum models for each undergraduate program. Table 4 shows a snapshot of redistribution of content that is possible but more time will be needed to complete the redistribution and redesign process. Please see Appendix 4 for the proposed changed scheduling to redistribute the diploma curriculum.

**Table 4: Draft redistribution of credits**

YEAR	CURRENT	FUTURE
YR 1 Pre-professional	30	30
YR 2	43	38 (possibly 36)
YR 3	40.5	37
YR 4	30	27
Total	143.5	132 (or 130)

### **Calendar Change for 2016-17**

The calendar change required for 2016-17 is drafted and found in Appendix 5. Calendar changes for 2017-18 will be developed as the curriculum redesign progresses in collaboration with the dentistry program in the School of Dentistry.

**Suspension of the Dental Hygiene Diploma Program and Modifying the Overall Dental Hygiene Curriculum to Offer a 1+ 3 Model of the BSc (Dental Hygiene Specialization)**

**May 2015**

# **Appendix 1**

**Letter of Support from  
Department of Dentistry**

May 20, 2015

Dr. Sharon Compton  
Professor & Director, Dental Hygiene Program  
Edmonton Clinic Health Academy  
Edmonton, AB T6G 1C9

Office of the Chair  
5-478 Edmonton Clinic Health Academy  
11405 87 Avenue  
Edmonton, Alberta, Canada T6G 1C9  
Tel: 780.492.3312  
Fax: 780.492.7536  
[www.dentistry.ualberta.ca](http://www.dentistry.ualberta.ca)

Dear Sharon:

I would like indicate my support for your proposal to suspend the diploma program and only offer the degree program. The evidence you provide reflects what I have observed and experienced throughout my term as chair.

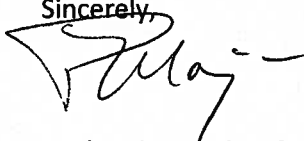
I will start with addressing the intense program. The dental hygiene 3-year diploma program (includes one year pre-professional) currently has the equivalent hours of study as other health professional programs complete in 4 years. I have seen the student feedback received through the annual exit surveys and students consistently cite the extreme workload and high stress experienced in the program. This is not an effective and healthy learning environment and studies show that condensing too much content into student learning can be counter-productive, which is opposite to our mission of promoting student-focused learning.

The timing of proposing this change aligns closely to the School's curriculum renewal project. As you know, integrating content from the Dentistry and Dental Hygiene programs is one of the guiding principles, as well as incorporating more community-based learning in order to better prepare graduates to work with all populations especially those that are vulnerable and do not have adequate access to care.

As we widen the spectrum for innovation in the delivery of health services, we need to also adapt and change our programs to ensure we are strengthening the student's experience to meet the demands of today's environment, which includes research leading to evidence based practice, health promotion and advocacy, and collaborative partnerships with other healthcare professionals.

I strongly support your efforts to modify the program to better serve our students and the communities they will serve when they graduate.

Sincerely,



Paul Major, DDS, MSc, FRCD(C)  
Professor and Chair, School of Dentistry  
Senior Associate Dean, Dental Affairs  
Faculty of Medicine and Dentistry

**Suspension of the Dental Hygiene Diploma Program and Modifying the Overall Dental Hygiene Curriculum to Offer a 1+ 3 Model of the BSc (Dental Hygiene Specialization)**

**May 2015**

## **Appendix 2**

# **Letters from Existing Student Groups**

May, 13, 2015

Dr. Sharon Compton  
Professor & Director Dental Hygiene Program  
Associate Chair (Dental Hygiene), School of Dentistry  
Faculty of Medicine & Dentistry  
5-555 Edmonton Clinic Health Academy  
11405-87 Avenue  
University of Alberta  
Edmonton, AB T6G 1C9

Dear Dr. Compton,

The junior dental hygiene class of 2016 would like to express their support of the proposed changes to remove the diploma and only offer the Baccalaureate Degree the Dental Hygiene Program at the University of Alberta.

The biggest complaint about our diploma program expressed by my fellow classmates has been around course load. My classmates and I feel that the change to expanding the program to 3 years would help with the extremely heavy course load. Our timetable is very demanding and many of my classmates struggle with the enormous amount of stress caused by the intensity of our program. We are at school for the majority of the day either in class or in clinic. Our days usually begin at 8 in the morning and end between 5 and 6 in the evening. By the time we get home we are exhausted. It is then that we have to find the time and energy to conduct basic necessities, which has pretty much amounted to – eat, study, and sleep. Many students feel that there is very little time to be physically active, socially engaged outside of school and be able to participate in extracurricular activities without compromising on some or all of the basic necessities.

My classmates are a close-knit group and it is difficult to watch each other have to struggle with high stress. We feel the Baccalaureate Degree program would support the students to have a more balanced student life with much less stress.

Regards,

A handwritten signature in blue ink that reads "Fleming".

Jacquelyn Fleming (Class Representative of 2016)



May, 13, 2015

Dr. Sharon Compton  
Professor & Director Dental Hygiene Program  
Associate Chair (Dental Hygiene), School of Dentistry  
Faculty of Medicine & Dentistry  
5-555 Edmonton Clinic Health Academy  
11405-87 Avenue  
University of Alberta  
Edmonton, AB T6G 1C9

Dear Dr. Compton,

Thank you for sharing the proposal for the removal of the diploma and sole offering of the Baccalaureate Degree in Dental Hygiene program with my class. As the representative of the senior (2015) class, I would like to express our support for your proposal.

As you are probably aware, there were many concerns that my classmates have expressed regarding the current program and here are some of the top 3 reasons why we feel that a 3 year Baccalaureate Degree program is a positive change:

- Both junior and senior year curriculum is very intense. This year, our schedules had us at school usually from 8:30 AM to 5:30PM. The demands of the program in both years caused much stress amongst my classmates. Although we have learned to somewhat adapt to these demands in our senior year, it is still not without straining us mentally, emotionally, physically and socially.
- This year, there was more patient care, which was paralleled with the need to self-reflect and synthesize information in order for us to be able to deliver optimal evidence-based care to our patients. However, we felt that there really was very little time to process, reflect and internalize our learning.
- We question the number of credits that are required for obtaining the degree. Considering the number of credits we take in our pre-professional year plus our two years in the program, we more than fulfill the requirement for a degree. If the program was to reduce the heavy and taxing workload in our two- year program and extend it over 3 years, the level of stress and strain on students would be significantly reduced.

Overall, the senior dental hygiene class supports your proposal to offer only the Baccalaureate Degree program. We feel that it would significantly reduce student stress, enhance our learning by giving us more time to really internalize our learning and ultimately, this would lead to better dental hygienists.

Sincerely,



Kirstyn Holmes (Representative for Class of 2015)

April 15, 2015

Dr. Sharon Compton  
Professor & Director Dental Hygiene Program  
Associate Chair (Dental Hygiene), School of Dentistry  
Faculty of Medicine & Dentistry  
5-555 Edmonton Clinic Health Academy  
11405-87 Avenue  
University of Alberta  
Edmonton, AB T6G 1C9

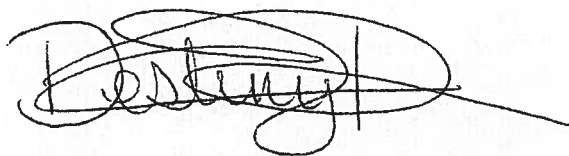
Dear Dr. Compton,

As a current student in the BSc Dental Hygiene Specialization program, I support the proposed change of removing the diploma and only offering a degree program in dental hygiene education at the University of Alberta.

Reflecting on my own experiences in the diploma program and on the year just passed in my baccalaureate, I question why the move to a degree only program was not implemented earlier. Distributing content across 3 years rather than squeezing it into 2 is logical. The 2 year diploma program is very demanding and many students were under a lot of stress. Through my courses this year, I have able to develop a better understanding of the competencies that underlie our education and see why our 2 year program was so intense. I believe that in order to *optimally* foster the required competencies of my profession, removing the diploma and offering the degree is logical and required change.

The proposed changes for the dental hygiene program will be beneficial for future students. I would have appreciated the opportunity to have the time to *optimally* develop my communication, reflection, critical thinking and clinical skills over an extended timeline program without the undue stress caused by the intensity of the program I therefore recommend a sole baccalaureate degree in dental hygiene for future graduates.

Sincerely,

A handwritten signature in black ink, appearing to read "Destiny Rouse", with a long horizontal flourish extending to the right.

Destiny Rouse, RDH, 4<sup>th</sup> Year Class Representative

**Suspension of the Dental Hygiene Diploma Program and Modifying the Overall Dental Hygiene Curriculum to Offer a 1+ 3 Model of the BSc (Dental Hygiene Specialization)**

**May 2015**

## **Appendix 3**

# **Letters from Professional & Regulatory Organizations**



COLLEGE OF REGISTERED  
DENTAL HYGIENISTS  
OF ALBERTA

SUITE 302, 8657 - 51 AVENUE NW  
EDMONTON, AB T6E 6A8  
PHONE (780) 465-1756  
FAX (780) 440-0544

April 27, 2015

Dr. Sharon Compton PhD, RDH  
Professor & Director Dental Hygiene Program  
Associate Chair (Dental Hygiene), School of Dentistry  
Faculty of Medicine & Dentistry  
5-555 Edmonton Clinic Health Academy  
University of Alberta  
11405-87 Avenue  
Edmonton, AB T6G 1C9

Dear Dr. Compton:

**Re: Proposal to Discontinue the Dental Hygiene Program Diploma Exit**

Thank you for providing the CRDHA with information regarding your proposal to discontinue the diploma exit from the University of Alberta (U of A) Dental Hygiene Program and to only offer the degree exit. We understand that your proposed change reflects the fact that a majority of U of A dental hygiene students are already choosing the degree exit and will provide the program with greater flexibility in the sequencing of courses and clinical rotations.

As you are aware, the CRDHA first supported such a proposal as early as 2000 when the Bachelor of Science (Dental Hygiene Specialization) degree was established at the U of A. This letter will serve to confirm the CRDHA's continued support for a degree exit only.

This letter will also serve to confirm that removal of the diploma exit from the U of A Dental Hygiene Program does not result in a change to the entry-to-practice requirements under the *Health Professions Act* or the *Dental Hygienists Profession Regulation* (the Regulation). U of A graduates will continue to be eligible to register with the CRDHA in accordance with section 3(1) of the Regulation. Applicants for registration who are not graduates of the U of A program will continue to have their applications considered under section 4 "Equivalent Jurisdiction" or section 5 "Substantial Equivalence" and in accordance with the applicable national and provincial trade and labour mobility agreements.

If you require any further information in support of your proposal please don't hesitate to contact me.

Yours truly,

Brenda Walker  
Registrar & Complaints Director



April 30, 2015

University of Alberta  
Faculty of Medicine & Dentistry  
5597 Edm Clinic Health Academy  
Attention: Dr. Sharon Compton  
116 St. and 85 Ave.  
Edmonton, AB  
T6G 2R3

Dear Dr. Compton,

**Re: Bachelor of Science (Dental Hygiene Specialization) Degree Program, School of Dentistry**

On behalf of the Canadian Dental Hygienists Association (CDHA), I am pleased to write this letter of support for the Dental Hygiene Program's proposal to move to offering only a baccalaureate degree for dental hygiene education at the University of Alberta, thus eliminating the diploma exit option. Serving the profession since 1963, the CDHA is the collective national voice of more than 26,800 registered dental hygienists working in Canada, directly representing over 17,000 individual members.

CDHA endeavours to promote quality education in Canada in order to prepare dental hygienists to meet the current and future needs of the public and the profession. Dental hygiene education in Canada has evolved along diverse pathways with programs ranging from two years to four years in length; however, Canada's changing demographics and increased health disparities has brought forth more complex and multifaceted health issues. The practice of dental hygiene has changed substantially, since the University of Alberta first launched the dental hygiene program in 1960.

Our increasing knowledge of the links between oral and general health create urgency for change to the traditional approach to oral health and diploma level education. As the sixth largest regulated health profession in Canada with self-regulation in nine provinces (including Alberta), dental hygienists are improving access to care by working in non-traditional settings. Dental hygienists are equipped with their own fixed and/or mobile practices, and are working in universities, colleges, hospitals, community centres and in long term care. With the increasing use of technology, dental hygienists require the skills to understand the underlying health risks, such as diabetes and cardiovascular disease, that impact oral health. They are change agents who assist clients in smoking cessation and can carry out oral cancer screenings and referrals.

THE CANADIAN DENTAL HYGIENISTS ASSOCIATION  
L'ASSOCIATION CANADIENNE DES HYGIÉNISTES DENTAIRES

1122 Wellington St W, Ottawa, ON K1Y 2Y7 Tel. 613-224-5515 Fax 613-224-7283  
info@cdha.ca Toll Free 1-800-267-5235 www.cdha.ca



Dental hygienists require baccalaureate education to prepare them with the necessary critical thinking skills to meet the increasingly complex needs of the public. The Dental Hygiene Bachelor of Science Degree Program at the University of Alberta provides this education that is highly responsive to the needs of the public, in a learning environment that is dynamic and student-centered. As the first Canadian dental hygiene program to offer students a seamless progression from diploma to baccalaureate degree, the University of Alberta has proven that they are at the forefront of dental hygiene education in Canada. Diploma level education is insufficient at meeting and responding to the needs for tomorrow.

CDHA has just completed an extensive report detailing the competencies for dental hygiene baccalaureate education. In summary, the CDHA strongly supports the proposed removal of the diploma exit for the dental hygiene program at the University of Alberta, thus only offering baccalaureate degree education.

We are pleased to answer any questions you may have. Please do not hesitate to contact me at (613) 224-5515.

Sincerely,

A handwritten signature in black ink, appearing to read 'O. Love'.

Ondina Love, CAE  
Chief Executive Officer

Suspension of the Dental Hygiene Diploma Program and Modifying the Overall Dental Hygiene Curriculum to Offer a 1+ 3 Model of the BSc (Dental Hygiene Specialization)

May 2015

## Appendix 4

# Proposed Potential Curriculum Design

## Modification of Dental Hygiene Program

### EXISTING Requirements

### PROPOSED Requirements

### Comments

Year 2	UCW
BIOCH 200	3
D HYG 201	2
D HYG 202	2
D HYG 207	3
D HYG 208	3
D HYG 209	3
D HYG 212	5
D HYG 213	3
D HYG 221	3
D HYG 230	1
D HYG 240	2
MMI 133	3
OBIOL 202	4
PHYSL 210	6
<b>TOTAL</b>	<b>43</b>

Year 2	UCW
BIOCH 200	3
D HYG 201	2
D HYG 202	2
D HYG 207	3
D HYG 208	3
<del>D HYG 209</del>	0
D HYG 212	3
D HYG 213	3
D HYG 221	3
D HYG 230	1
D HYG 240	2
MMI 133	3
OBIOL 202	4
PHYSL 210	6
<b>TOTAL</b>	<b>38</b>

*modify & move content to YR3  
reduce hrs; distribute clinical across 3 years*

*Assessing MMI 133 & OBIOL 202. May increase OBIOL 202 to 5 ucw and remove MMI 133. Redundancies have been noted but needs more review.*

*may be reduced by 2 ucw after curriculum review is complete.*

Year 3	UCW
D HYG 313	13
D HYG 316	3
D HYG 317	3
D HYG 320	2
D HYG 322	3
D HYG 326	2.5
D HYG 329	2.5
D HYG 340	1
D HYG 386	2.5
OBIOL 302	3
OBIOL 305	3
PMCOL 300	2
<b>Total</b>	<b>40.5</b>

Year 3	UCW
D HYG 313/340	10
D HYG 316	3
D HYG 317	3
D HYG 320/322	4
D HYG 326	4
D HYG 329	2.5
D HYG 386	2.5
OBIOL 302	3
OBIOL 305	3
PMCOL 300	2
<b>Total</b>	<b>37</b>

*add hrs to YR4, include D HYG 340*

*Modify 320/322 and add content to YR4  
Modify and add content from D HYG 209*

Year 4	UCW
D HYG 413	3
D HYG 414	3
D HYG 417	3
D HYG 418	3
D HYG 422	3
D HYG 431	3
D HYG 440	3
D HYG 468	3
Option 1	3
Option 2	3
<b>Total</b>	<b>30</b>

Year 4	UCW
D HYG 413	6
D HYG 414	3
D HYG 418	3
D HYG 422/440	3
D HYG 431	3
D HYG 468	3
Option 1	3
Option 2	3
<b>Total</b>	<b>27</b>

*transfer of clinic hrs from YR3*

*modify courses & combine for one course*

*offer D HYG 417 as an Option*

3 Year sub total 113.5  
Preprof year 30  
4 Year Degree total 143.5

3 Year total 102  
Preprof year 30  
4 Year Degree total 132



**Suspension of the Dental Hygiene Diploma Program and Modifying the Overall Dental Hygiene Curriculum to Offer a 1+ 3 Model of the BSc (Dental Hygiene Specialization)**

**May 2015**

# **Appendix 5**

## **Calendar Changes 2016-17**

**CURRENT**

**12.7 Admission and Readmission Deadlines**

Medicine and Dentistry				
Admission	Readmission	Other Requirements		
Application	Documents	Application	Documents	
<b>Diploma in Dental Hygiene</b>				
Fall Term	November 1	June 15	November 1	June 15
				Interview (see §16.9.4)
Winter and Summer Terms: No admission or readmission				

**PROPOSED**

**12.7 Admission and Readmission Deadlines**

Medicine and Dentistry				
Admission	Readmission	Other Requirements		
Application	Documents	Application	Documents	
<b>Diploma in Dental Hygiene</b>				
Fall Term 1	November 1	June 15	November 1	June 15
				Interview (see §16.9.4)
Winter, Spring, and Summer Terms: No admission or readmission				
<u>No admission to the diploma program beginning Fall 2017</u>				

**FACULTY OF MEDICINE AND DENTISTRY**  
**CALENDAR ENTRY**  
**Effective Fall Session 2016-2017**

Dated: May 21, 2015

CURRENT	PROPOSED
<p><b>16.9.4 Dental Hygiene Diploma</b>  <b>Application for Admission and Application for Readmission</b></p> <p>Only electronic applications will be accepted. To access the online application for the University of Alberta please visit <a href="http://www.admissions.ualberta.ca">www.admissions.ualberta.ca</a>.</p> <p>For detailed application and program information please visit <a href="http://www.dentistry.ualberta.ca">www.dentistry.ualberta.ca</a>.</p> <p><b>Enrolment:</b> Enrolment is limited to an annual quota of 40 students. Of the 40 positions available 85% are reserved for Alberta residents, 10% for Non-Alberta residents and 5% for International students (see §13.2).</p> <p><b>I. Admission Requirements</b></p> <p><b>Academic Requirements:</b> The minimum requirement for admission to the Dental Hygiene Program is completion of ★30 transferable, of which ★24 must be taken during one Fall/Winter.</p> <p>The required courses or their equivalents are available at various universities and colleges, including the University of Alberta.</p> <p>The preprofessional requirements are:</p> <ol style="list-style-type: none"> <li>(1) English (★6)</li> <li>(2) Organic Chemistry (★3)</li> <li>(3) General Chemistry (★3)</li> <li>(4) <del>BIOL 107 or equivalent</del> (★3)</li> <li>(5) Sociology (★3)</li> <li>(6) Psychology (★3)</li> <li>(7) Statistics (★3)</li> <li>(8) Option any Faculty (★6)</li> </ol> <p>Applicants having sequential high school background courses in English Language Arts 30-1, Mathematics 30-1, Chemistry 30, Biology 30, and a 30 level Subject from Group A or C will be best prepared to succeed in the preprofessional year.</p> <p><b>Personal Interview:</b> Interview selection is based on interim transcripts and postsecondary academic record. The interim document deadline is February 1. Competitive applicants will be interviewed by a team to determine if they have the personal qualities necessary for the</p>	<p><b>16.9.4 Dental Hygiene Diploma</b>  <b>Application for Admission and Application for Readmission</b></p> <p><b>Admission to the two-year Diploma program is being suspended. Starting in Fall 2017, students will be admitted to the Bachelor of Science (Dental Hygiene Specialization).</b></p> <p>Only electronic applications will be accepted. To access the online application for the University of Alberta please visit <a href="http://www.admissions.ualberta.ca">www.admissions.ualberta.ca</a>.</p> <p>For detailed application and program information please visit <a href="http://www.dentistry.ualberta.ca">www.dentistry.ualberta.ca</a>.</p> <p><b>Enrolment:</b> Enrolment is limited to an annual quota of 40 students. Of the 40 positions available 85% are reserved for Alberta residents, 10% for Non-Alberta residents and 5% for International students (see §13.2).</p> <p><b>I. Admission Requirements</b></p> <p><b>Academic Requirements:</b> The minimum requirement for admission to the Dental Hygiene Program is completion of ★30 transferable, of which ★24 must be taken during one Fall/Winter.</p> <p>The required courses or their equivalents are available at various universities and colleges, including the University of Alberta.</p> <p>The preprofessional requirements are:</p> <ol style="list-style-type: none"> <li>(1) English (★6)</li> <li>(2) Organic Chemistry (★3)</li> <li>(3) General Chemistry (★3)</li> <li>(4) <b>Biology (★3) (BIOL 107 or equivalent required)</b></li> <li>(5) Sociology (★3)</li> <li>(6) Psychology (★3)</li> <li>(7) Statistics (★3)</li> <li>(8) Option any Faculty (★6)</li> </ol> <p>Applicants having sequential high school background courses in English Language Arts 30-1, Mathematics 30-1, Chemistry 30, Biology 30, and a 30 level Subject from Group A or C will be best prepared to succeed in the preprofessional year.</p> <p><b>Personal Interview:</b> Interview selection is based on interim transcripts and postsecondary academic record. The interim document deadline is February 1. Competitive applicants will be interviewed by a team to determine if they have the personal qualities necessary for the</p>

profession. The interview evaluates an applicant's maturity, motivation, initiative, ability to communicate, personal qualities and interests. The interview schedule differs every year; short-listed applicants will be advised of the interview dates by letter.

## II. Other Requirements

(1)**Language Proficiency Requirements:** All applicants must meet the English Language Proficiency and Spoken English requirements (see §13.3).

(2)**Medical Testing and Immunization Requirements:** Prior to orientation students admitted to the Dental Hygiene program are required to undergo medical testing for Hepatitis B and meet all immunization requirements. As well, a varicella titre test and a tuberculin skin test are required in the first year of the program.

See §113.2.1(12) for regulations concerning medical testing and immunization. **Note:** For updates on changes to medical testing and immunization refer to the Faculty Office.

(3)**Proof of Residency Status:** Because residency status determines the competitive pool in which an applicant is ranked, applicants may be required to present proof of residency status. See §13.2, residence requirements.

(4)**Police Information Checks:** Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared.

Under the Protection for Persons in Care Act, all students going to any clinical placement or rotation in Alberta are required to complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. The clinical practice site will determine the criteria for acceptance/denial of a placement.

Police Information Checks are due at the time admission is confirmed. Applicants should plan to have their PIC completed prior to an offer of admission. Failure to submit a clear and complete PIC by the date noted in the offer of admission will result in the offer of admission being revoked.

Students who have concerns related to their ability to provide a clear Police Information Check should consult with the Department of Dentistry. The ultimate responsibility for ensuring that students meet the requirements of clinical agencies lies with the students. Other background checks may be required by a clinical agency, such as a child intervention record check. Students will be advised if any additional background checks are required by a clinical agency. See §§23.8.3 and 114.1 for more information on the general requirements concerning Police Information Checks and

maturity, motivation, initiative, ability to communicate, personal qualities and interests. The interview schedule differs every year; short-listed applicants will be advised of the interview dates by letter.

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the fees associated with them.

### III. Final Selection

Applicant profiles are made up of the following:

(1) Overall GPA achieved on all transferable postsecondary work completed as a full-time student taken during Fall/Winter or Spring/Summer Terms. For overall GPA calculation full-time study is equivalent to a minimum of ★18 taken during Fall/Winter Terms or ★12 taken during Spring/Summer Terms.

(2) Interview score.

In order to be competitive, applicants should strive for a minimum GPA of 3.0. Students with a GPA of less than 2.7 will not be considered for admission.

For applicants who have completed four or more years of transferable postsecondary work, the cumulative (overall) GPA is calculated with the deletion of the lowest Fall/Winter GPA, provided it is not the most recent Fall/Winter or the only Fall/Winter where ★24 was taken.

The Admissions Committee reserves the right to use its judgment with respect to individual cases. Applicants who have extenuating circumstances may submit a letter requesting special consideration to the Admissions Committee with supporting documentation. Such applicants must have completed the preprofessional requirements. Applicants seeking special consideration must contact the School of Dentistry Admissions Office prior to submitting their request for a Request for Special Consideration form. Special consideration requests must be received by the Admissions Office by January 31 of the year admission is sought.

**Deposit:** Upon notification of acceptance, applicants will be required to confirm their admission and intention to register by submitting a nonrefundable tuition deposit within the time specified in the letter of acceptance. The deposit will be credited toward payment of tuition upon completion of registration. (See §13.5.3).

### IV. Aboriginal Applicants

Besides the regular quota positions, additional position(s) per year are available in the Dental Hygiene program for a qualified student of Aboriginal ancestry, within the meaning of the Constitution Act of 1982, Section 35(2). Applicants interested in this program should contact the Administrator, Indigenous Health Initiatives, Faculty of Medicine and Dentistry. See also §14.3.

### III. Final Selection

Applicant profiles are made up of the following:

(1) Overall GPA achieved on all transferable postsecondary work completed as a full-time student taken during Fall/Winter or Spring/Summer Terms. For overall GPA calculation full-time study is equivalent to a minimum of ★18 taken during Fall/Winter Terms or ★12 taken during Spring/Summer Terms.

(2) Interview score.

In order to be competitive, applicants should strive for a minimum GPA of 3.0. Students with a GPA of less than 2.7 will not be considered for admission.

For applicants who have completed four or more years of transferable postsecondary work, the cumulative (overall) GPA is calculated with the deletion of the lowest Fall/Winter GPA, provided it is not the most recent Fall/Winter or the only Fall/Winter where ★24 was taken.

The Admissions Committee reserves the right to use its judgment with respect to individual cases. Applicants who have extenuating circumstances may submit a letter requesting special consideration to the Admissions Committee with supporting documentation. Such applicants must have completed the preprofessional requirements. Applicants seeking special consideration must contact the School of Dentistry Admissions Office prior to submitting their request for a Request for Special Consideration form. Special consideration requests must be received by the Admissions Office by January 31 of the year admission is sought.

**Deposit:** Upon notification of acceptance, applicants will be required to confirm their admission and intention to register by submitting a nonrefundable tuition deposit within the time specified in the letter of acceptance. The deposit will be credited toward payment of tuition upon completion of registration. (See §13.5.3).

### IV. Aboriginal Applicants

Besides the regular quota positions, additional position(s) per year are available in the Dental Hygiene program for a qualified student of Aboriginal ancestry, within the meaning of the Constitution Act of 1982, Section 35(2). Applicants interested in this program should contact the Administrator, Indigenous Health Initiatives, Faculty of Medicine and Dentistry. See also §14.3.

## **16.9.5 Bachelor of Science (Dental Hygiene Specialization)**

### **I. Academic Admission Requirements—Fourth Year**

All students enrolled in the diploma program at the University of Alberta will have the opportunity to complete the Bachelor of Science (Dental Hygiene Specialization) if they complete the following:

- (1) Successful completion of the diploma program.
- (2) A minimum GPA of 2.0 in the above program.

#### **Provisions**

- (1) None of the courses used toward the Bachelor of Science (Dental Hygiene Specialization) requirements have been used for credit toward another degree.

Students in the final year of the Dental Hygiene Diploma program will be required to submit an Undergraduate Application for Admission, Readmission or Internal Transfer by November 1.

## **Application for Admission and Application for Readmission**

For applicants admitted Fall 2017

Only electronic applications will be accepted. To access the online application for the University of Alberta please visit [www.admissions.ualberta.ca](http://www.admissions.ualberta.ca).

For detailed application and program information please visit [www.dentistry.ualberta.ca](http://www.dentistry.ualberta.ca).

**Enrolment:** Enrolment is limited to an annual quota of 40 students. Of the 40 positions available 85% are reserved for Alberta residents, 10% for Non-Alberta residents and 5% for International students (see §13.2).

### **I. Admission Requirements**

**Academic Requirements:** The minimum requirement for admission to the Dental Hygiene Program is completion of ★30 transferable, of which ★24 must be taken during one Fall/Winter.

The required courses or their equivalents are available at various universities and colleges, including the University of Alberta.

The preprofessional requirements are:

- (1) English (★6)
- (2) Organic Chemistry (★3)
- (3) General Chemistry (★3)
- (4) Biology (★3) (BIOL 107 or equivalent required)
- (5) Sociology (★3)
- (6) Psychology (★3)
- (7) Statistics (★3)
- (8) Option any Faculty (★6)

Applicants having sequential high school background courses in English Language Arts 30-1, Mathematics 30-1, Chemistry 30, Biology 30, and a 30 level Subject from Group A or C will be best prepared to succeed in the preprofessional year (see §14).

**Personal Interview:** Interview selection is based on interim transcripts and postsecondary academic record. The interim document deadline is February 1. Competitive applicants will be interviewed by a team to determine if they have the personal qualities necessary for the profession. The interview evaluates an applicant's maturity, motivation, initiative, ability to communicate, personal qualities and interests. The interview schedule differs every year; short-listed applicants will be advised of the interview dates by letter.

### **II. Other Requirements**

(1) **Language Proficiency Requirements:** All applicants must meet the English Language Proficiency and Spoken English requirements (see §13.3).

(2) **Medical Testing and Immunization Requirements:** Prior to orientation students admitted to the Dental Hygiene

program are required to undergo medical testing for Hepatitis B and meet all immunization requirements. As well, a varicella titre test and a tuberculin skin test are required in the first year of the program.

See §113.2.1(12) for regulations concerning medical testing and immunization. **Note:** For updates on changes to medical testing and immunization refer to the Faculty Office.

**(3) Proof of Residency Status:** Because residency status determines the competitive pool in which an applicant is ranked, applicants may be required to present proof of residency status. See §13.2, residence requirements.

**(4) Police Information Checks:** Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared.

Under the Protection for Persons in Care Act, all students going to any clinical placement or rotation in Alberta are required to complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. The clinical practice site will determine the criteria for acceptance/denial of a placement.

Police Information Checks are due at the time admission is confirmed. Applicants should plan to have their PIC completed prior to an offer of admission. Failure to submit a clear and complete PIC by the date noted in the offer of admission will result in the offer of admission being revoked.

Students who have concerns related to their ability to provide a clear Police Information Check should consult with the Department of Dentistry. The ultimate responsibility for ensuring that students meet the requirements of clinical agencies lies with the students. Other background checks may be required by a clinical agency, such as a child intervention record check. Students will be advised if any additional background checks are required by a clinical agency. See §§23.8.3 and 114.1 for more information on the general requirements concerning Police Information Checks and the fees associated with them.

### **III. Final Selection**

Applicant profiles are made up of the following:

**(1) Overall GPA achieved on all transferable postsecondary work completed as a full-time student taken during Fall/Winter or Spring/Summer Terms.** For overall GPA calculation full-time study is equivalent to a minimum of ★18 taken during Fall/Winter Terms or ★12 taken during Spring/Summer Terms.

**(2) Interview score.**

In order to be competitive, applicants should strive for

a minimum GPA of 3.0. Students with a GPA of less than 2.7 will not be considered for admission.

For applicants who have completed four or more years of transferable postsecondary work, the cumulative (overall) GPA is calculated with the deletion of the lowest Fall/Winter GPA, provided it is not the most recent Fall/Winter or the only Fall/Winter where ★24 was taken.

The Admissions Committee reserves the right to use its judgment with respect to individual cases. Applicants who have extenuating circumstances may submit a letter requesting special consideration to the Admissions Committee with supporting documentation. Such applicants must have completed the preprofessional requirements. Applicants seeking special consideration must contact the School of Dentistry Admissions Office prior to submitting their request for a Request for Special Consideration form. Special consideration requests must be received by the Admissions Office by January 31 of the year admission is sought.

**Deposit:** Upon notification of acceptance, applicants will be required to confirm their admission and intention to register by submitting a nonrefundable tuition deposit within the time specified in the letter of acceptance. The deposit will be credited toward payment of tuition upon completion of registration. (See §13.5.3).

#### **IV. Aboriginal Applicants**

Besides the regular quota positions, additional position(s) per year are available in the Dental Hygiene program for a qualified student of Aboriginal ancestry, within the meaning of the Constitution Act of 1982, Section 35(2). Applicants interested in this program should contact the Administrator, Indigenous Health Initiatives, Faculty of Medicine and Dentistry. See also §14.3.

**Rationale:** *The two year Diploma program is being suspended. The curriculum is being redesigned and will be distributed over three years and all students would be admitted to the three year Bachelor of Science (Dental Hygiene Specialization). For the admission year beginning Fall 2017, students would apply for the Bachelor of Science (Dental Hygiene Specialization). Applicants must still have completed the pre-professional required courses prior to applying for dental hygiene studies.*



**OUTLINE OF ISSUE**

Agenda Title: **Proposal to revise the English Language Proficiency requirement for applicants to Bridging Programs, Faculty of Extension - Section 13.3 (Language Proficiency Requirements) of the *University Calendar***

**Motion:** THAT GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, changes to the English Language Proficiency requirement for applicants to Bridging Programs as set forth in Attachment 1, to be effective Fall 2016.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Office of the Registrar
Presenter	Lihong Yang, Acting Associate Registrar and Director of Enrolment Management, Office of the Registrar
Subject	English Language Proficiency requirement for applicants to Bridging programs

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To approve minor changes to the English Language Proficiency (ELP) requirements for admission to the Bridging Program as set forth in Section 13.3.1 of the <i>University Calendar</i> . These changes will modify the IELTS and Internet-based TOEFL (iBT) band score requirements for admission.
The Impact of the Proposal is	It is anticipated that an increase to the ELP requirements for admission to Bridging Programs would have a positive impact on student success in programs. This is based on analysis conducted by the Office of the Registrar on the success rates of Bridging Program students new to the University in 2012 and 2013. A correlation between IELTS overall and band scores, and success rate in the required English for Academic Purposes (EAP) courses was found as students with lower band scores tended to repeat the EAP courses more times than those with higher band scores. It was concluded that increasing the IELTS band score requirements (and including the TOEFL iBT parameters) for admission to Bridging Programs would have a positive impact on student success in the program.
Replaces/Revises (eg, policies, resolutions)	Section 13.3.1 of the <i>University Calendar</i>
Timeline/Implementation Date	Fall 2016
Estimated Cost	N/A
Sources of Funding	N/A
Notes	

**Alignment/Compliance**

Alignment with Guiding Documents	<i>Dare to Discover, Dare to Deliver</i>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal	<b>1. <i>Post-Secondary Learning Act (PSLA)</i>:</b> The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of

(please quote legislation and include identifying section numbers)

Governors authority over certain admission requirements and rules respecting enrolment (Sections 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (GFC ASC).

**2. GFC Academic Standards Committee (ASC) Terms of Reference:**

**“3. Mandate of the Committee**

The ASC is responsible for making recommendations and/or for providing advice to GFC, its Executive Committee, and/or the GFC Academic Planning Committee (APC) on the matters set out below, which include such areas as admissions and transfer, including admission and transfer to Faculties, admission of Open Studies students, academic standing policies and general university admission policies, and all institutional marking and grading policies and/or procedures. (GFC 29 SEP 2003) (GFC 31 MAY 2005)

**B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)**

- i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals. (GFC 29 SEP 2003) (GFC 31 MAY 2005) (EXEC 04 DEC 2006)  
[...]

**3. UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

	<p><b>4. UAPPOL Admissions Procedure:</b></p> <p><b><u>“PROCEDURE</u></b> EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS</p> <p>Following approval by GFC:</p> <p>a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar). For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).”</p> <p>b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.</p>
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**Routing** (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Brenda Leskiw, Vice-Provost (Academic Programs and Instruction), Office of the Provost and Vice-President (Academic); GFC ASC Subcommittee on Standards (February 7, 2013) – for review/advice GFC ASC Subcommittee on Standards – June 4, 2015
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee – June 18, 2015
Final Approver	GFC Academic Standards Committee

**Attachments**

- Attachment 2: Proposed Calendar Changes (page(s) 1 - 5)
- Attachment 1: English Language Proficiency requirement for applicants to undergraduate degree and Bridging programs (page(s) 1 – 9)

*Prepared by:* Kate Peters, Portfolio Initiatives Manager, Office of the Provost, Vice-President (Academic)  
kate.peters@ualberta.ca

2016-2017 University of Alberta Calendar Changes  
Office of the Registrar

Current	Proposed
<p><b>13.3 Language Proficiency Requirements</b></p> <p><b>13.3.1 English Language Proficiency</b></p> <p>English is the primary language of instruction in all Faculties except Faculté Saint-Jean. All undergraduate applicants to any program or course except Faculté Saint-Jean need an adequate level of English language proficiency before admission, regardless of their citizenship status or country of origin.</p> <p>The University of Alberta reserves the right to use discretion in determining adequate levels of language proficiency to ensure success in academic programs. In some cases, additional English language testing, conducted by the Faculty of Extension, may be required to confirm English proficiency.</p> <p>Proficiency in English may be fulfilled in one of the following ways:</p> <p>(1) Successful completion of three years of full-time education in English</p> <ol style="list-style-type: none"> <li>a. In Canada (see Notes 1, 2, 3 and 8).</li> <li>b. In another country where English is recognized as an official language of instruction (see Notes 1, 2, 3, 5 and 8).</li> <li>c. At a recognized secondary school which uses English as the primary language of instruction (see Notes 1, 2, 3, 5 and 8).</li> <li>d. At a recognized postsecondary institution which uses English as the primary language of instruction (see Notes 1, 2, 3, and 5).</li> </ol> <p>(2) Successful completion of the equivalent of three years of full-time instruction in a school/institution in Canada in which the major language of instruction is other than English, but where the level of English proficiency required for graduation is equivalent to that in English language schools/institutions in Canada.</p> <p>(3) Completion of one of the following:</p> <ol style="list-style-type: none"> <li>a. A final blended grade of 75% or better in English Language Arts 30-1 from Alberta or English 12 from British Columbia. The blended grade is the final mark from the provincial Ministry of Education which includes the diploma or provincial examination mark,</li> <li>b. A final or predicted grade of 5 or better on the International Baccalaureate English A1, A2, or a grade of 6 or better on English B,</li> <li>c. A final or predicted grade of 5 or better on the International Baccalaureate English A: Literature or English A: Language and Literature</li> <li>d. A grade of 4 or better on the Advanced Placement English College Board examination,</li> <li>e. A grade of B or better in a GCE Advanced Level (A-level) or Advanced Subsidiary Level (AS-level), GCSE, IGCSE or O-level English Language or Literature course,</li> <li>f. A grade of B+ or better in OE6 of university-level English studies completed at a recognized English language institution which must be transferable as</li> </ol>	<p><b>13.3 Language Proficiency Requirements</b></p> <p><b>13.3.1 English Language Proficiency</b></p> <p>English is the primary language of instruction in all Faculties except Faculté Saint-Jean. All undergraduate applicants to any program or course except Faculté Saint-Jean need an adequate level of English language proficiency before admission, regardless of their citizenship status or country of origin.</p> <p>The University of Alberta reserves the right to use discretion in determining adequate levels of language proficiency to ensure success in academic programs. In some cases, additional English language testing, conducted by the Faculty of Extension, may be required to confirm English proficiency.</p> <p>Proficiency in English may be fulfilled in one of the following ways:</p> <p>(1) Successful completion of three years of full-time education in English</p> <ol style="list-style-type: none"> <li>a. In Canada (see Notes 1, 2, 3 and 8).</li> <li>b. In another country where English is recognized as an official language of instruction (see Notes 1, 2, 3, 5 and 8).</li> <li>c. At a recognized secondary school which uses English as the primary language of instruction (see Notes 1, 2, 3, 5 and 8).</li> <li>d. At a recognized postsecondary institution which uses English as the primary language of instruction (see Notes 1, 2, 3, and 5).</li> </ol> <p>(2) Successful completion of the equivalent of three years of full-time instruction in a school/institution in Canada in which the major language of instruction is other than English, but where the level of English proficiency required for graduation is equivalent to that in English language schools/institutions in Canada.</p> <p>(3) Completion of one of the following:</p> <ol style="list-style-type: none"> <li>a. A final blended grade of 75% or better in English Language Arts 30-1 from Alberta or English 12 from British Columbia. The blended grade is the final mark from the provincial Ministry of Education which includes the diploma or provincial examination mark,</li> <li>b. A final or predicted grade of 5 or better on the International Baccalaureate English A1, A2, or a grade of 6 or better on English B,</li> <li>c. A final or predicted grade of 5 or better on the International Baccalaureate English A: Literature or English A: Language and Literature</li> <li>d. A grade of 4 or better on the Advanced Placement English College Board examination,</li> <li>e. A grade of B or better in a GCE Advanced Level (A-level) or Advanced Subsidiary Level (AS-level), GCSE, IGCSE or O-level English Language or Literature course,</li> <li>f. A grade of B+ or better in OE6 of university-level English studies completed at a recognized English language institution which must be transferable as</li> </ol>

<p>OE6 of English at the University of Alberta.</p> <ol style="list-style-type: none"> <li>(4) Graduation from a recognized degree program offered by an accredited university at which English is the primary language of instruction or in a country where English is the primary language (see Note 5).</li> <li>(5) One of the two TOEFL (Test of English as a Foreign Language) test formats with the appropriate score;       <ol style="list-style-type: none"> <li>a. Internet-based TOEFL (iBT) of at least 86, with no less than 21 on each band (see Note 4).</li> <li>b. Paper-based TOEFL of at least 580 with a TWE of 4.0 or better (see Note 4).</li> </ol> </li> <li>(6) A score of at least 85 on the MELAB (Michigan English Assessment Battery) (see Note 4).</li> <li>(7) A score of at least 6.5 on the IELTS Academic (International English Language Testing System) with no band less than 5.0 (see Note 4).</li> <li>(8) A score of at least 70 on the CAEL (the Canadian Academic English Language assessment exam) (see Note 4).</li> <li>(9) A score of at least 59 on the PTE Academic (Pearson Test of English Academic) (see Note 4).</li> <li>(10) A total score of at least 4.5 on all four sections (Reading, Writing, Speaking and Listening) on the CanTEST (Canadian Test of English for Scholars and Trainees) with no part lower than 4 (see Note 4).</li> <li>(11) A score of at least B on the CAE (Certificate in Advanced English) (see Note 4).</li> <li>(12) A score of at least C on the CPE (Certificate of Proficiency in English) (see Note 4).</li> <li>(13) Successful completion of the University of Alberta's EAP 140/145.</li> </ol> <p><b>Bridging Program Stages 1 and 2</b>  Applicants with superior academic standing who do not meet the English language requirements but who have a minimum TOEFL score of 65 (internet-based), or 500 (paper-based), or a score of at least 5.0 on the IELTS Academic and who meet all other Faculty specific program requirements may be considered for admission to the Bridging Program Stage 1.</p> <p>Applicants with superior academic standing who do not meet the English language requirements but who have successfully completed Bridging Program Stage 1 or who have a TOEFL score between 70 and 85 (internet-based), or 530 and 577 (paper-based) or a score of at least 5.5 on IELTS Academic and who meet all other Faculty specific program requirements may be considered for admission to the Bridging Program Stage 2. For more information, students should contact the Office of the Registrar.</p> <p>Notes</p> <ol style="list-style-type: none"> <li>(1) Enrolment in English as a second language courses or programs will not be included in the calculation of three years of full time study. Enrolment must be in a regular high school or postsecondary for-credit program. Where students are registered in both EAP and regular programs, the EAP hours will be deducted from the total educational hours.</li> <li>(2) Proof of three years of education must be submitted in the form of official transcripts (including details on</li> </ol>	<p>OE6 of English at the University of Alberta.</p> <ol style="list-style-type: none"> <li>(4) Graduation from a recognized degree program offered by an accredited university at which English is the primary language of instruction or in a country where English is the primary language (see Note 5).</li> <li>(5) One of the two TOEFL (Test of English as a Foreign Language) test formats with the appropriate score;       <ol style="list-style-type: none"> <li>a. Internet-based TOEFL (iBT) of at least 86, with no less than 21 on each band (see Note 4).</li> <li>b. Paper-based TOEFL of at least 580 with a TWE of 4.0 or better (see Note 4).</li> </ol> </li> <li>(6) A score of at least 85 on the MELAB (Michigan English Assessment Battery) (see Note 4).</li> <li>(7) A score of at least 6.5 on the IELTS Academic (International English Language Testing System) with no band less than 5.0 (see Note 4).</li> <li>(8) A score of at least 70 on the CAEL (the Canadian Academic English Language assessment exam) (see Note 4).</li> <li>(9) A score of at least 59 on the PTE Academic (Pearson Test of English Academic) (see Note 4).</li> <li>(10) A total score of at least 4.5 on all four sections (Reading, Writing, Speaking and Listening) on the CanTEST (Canadian Test of English for Scholars and Trainees) with no part lower than 4 (see Note 4).</li> <li>(11) A score of at least B on the CAE (Certificate in Advanced English) (see Note 4).</li> <li>(12) A score of at least C on the CPE (Certificate of Proficiency in English) (see Note 4).</li> <li>(13) Successful completion of the University of Alberta's EAP 140/145.</li> </ol> <p><b>Bridging Program Stages 1 and 2</b>  Applicants with superior academic standing who meet all other Faculty specific program requirements but do not meet the English language requirements may be considered for admission to the Bridging Program with the following scores:</p> <p><b>Stage 1:</b></p> <ul style="list-style-type: none"> <li>- A score of at least 5.0 on the IELTS Academic (International English Language Testing System) with no band less than 4.5 (see Note 4).</li> <li>- Internet-based TOEFL (iBT) of at least 65, with no score less than 16 on any band (see Note 4).</li> </ul> <p><b>Stage 2:</b></p> <ul style="list-style-type: none"> <li>- A score of at least 5.5 on the IELTS Academic (International English Language Testing System) with no band less than 5.0 (see Note 4).</li> <li>- Internet-based TOEFL (iBT) of at least 70, with no score less than 17 on any band (see Note 4).</li> </ul> <p>For more information, students should contact the Office of the Registrar.</p> <p>Notes</p> <ol style="list-style-type: none"> <li>(1) Enrolment in English as a second language courses or programs will not be included in the calculation of three years of full time study. Enrolment must be in a regular high school or postsecondary for-credit program. Where students are registered in both EAP and regular programs, the EAP hours will be deducted from the total</li> </ol>
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course enrolment and hours of instruction).

- (3) Failing grades/courses will not be counted when calculating full time attendance. Only courses with passing grades will be considered.
- (4) Standardized test results must be issued directly from the testing office. Photocopies will not be accepted. Test scores must be valid and verifiable.
- (5) For a list of countries and institutions that are recognized as having met the University of Alberta's English language proficiency requirement, visit our website at:  
[www.studyincanada.ualberta.ca/ELPE exemptions](http://www.studyincanada.ualberta.ca/ELPE exemptions).
- (6) When requesting official TOEFL test results to be forwarded to the University of Alberta, applicants should indicate institution code 0963 and department code 00.
- (7) Applicants who are asked to provide English Language Proficiency and who can demonstrate by other means that their proficiency exceeds the specified minimum levels, should direct inquiries to the Assistant Registrar, Admissions, Office of the Registrar.
- (8) The three years of full-time education in English must include Alberta grade 12 year (or equivalent) if secondary education is the highest level completed or if combination of secondary and postsecondary education is used.

### 13.3.2 Spoken English Requirement

Besides demonstrating overall English language proficiency, applicants to the teaching and health sciences disciplines need a further level of spoken English proficiency, regardless of their citizenship status or country of origin.

The University of Alberta reserves the right to use discretion in determining adequate levels of spoken English language proficiency. In some cases, additional English language testing, conducted by the Faculty of Extension, may be required. To determine whether or not proof of spoken English proficiency is required, applicants should verify specific admission requirements for intended program(s). See §16.

Spoken English proficiency may be shown in any of the following ways:

- (1) Six full years of education in English in Canada or the equivalent in another country where English is the principal language. Education must include the Alberta Grade 12 (or equivalent), if secondary education is the highest level completed or if combination of secondary and postsecondary education is used.
- (2) Successful completion of the equivalent of six years of full-time instruction in a school/institution in Canada in which the major language of instruction is other than English, but where the level of English proficiency required for graduation is equivalent to that in English language schools/institutions in Canada (see Notes 1, 2, 3 and 5).
- (3) A minimum speaking score of 26 points on the TOEFL iBT test or a minimum speaking score of 7.5 on the IELTS test (see Note 4).

educational hours.

- (2) Proof of three years of education must be submitted in the form of official transcripts (including details on course enrolment and hours of instruction).
- (3) Failing grades/courses will not be counted when calculating full time attendance. Only courses with passing grades will be considered.
- (4) Standardized test results must be issued directly from the testing office. Photocopies will not be accepted. Test scores must be valid and verifiable.
- (5) For a list of countries and institutions that are recognized as having met the University of Alberta's English language proficiency requirement, visit our website at:  
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- (7) Applicants who are asked to provide English Language Proficiency and who can demonstrate by other means that their proficiency exceeds the specified minimum levels, should direct inquiries to the Assistant Registrar, Admissions, Office of the Registrar.
- (8) The three years of full-time education in English must include Alberta grade 12 year (or equivalent) if secondary education is the highest level completed or if combination of secondary and postsecondary education is used.

### 13.3.2 Spoken English Requirement

Besides demonstrating overall English language proficiency, applicants to the teaching and health sciences disciplines need a further level of spoken English proficiency, regardless of their citizenship status or country of origin.

The University of Alberta reserves the right to use discretion in determining adequate levels of spoken English language proficiency. In some cases, additional English language testing, conducted by the Faculty of Extension, may be required. To determine whether or not proof of spoken English proficiency is required, applicants should verify specific admission requirements for intended program(s). See §16.

Spoken English proficiency may be shown in any of the following ways:

- (1) Six full years of education in English in Canada or the equivalent in another country where English is the principal language. Education must include the Alberta Grade 12 (or equivalent), if secondary education is the highest level completed or if combination of secondary and postsecondary education is used.
- (2) Successful completion of the equivalent of six years of full-time instruction in a school/institution in Canada in which the major language of instruction is other than English, but where the level of English proficiency required for graduation is equivalent to that in English language schools/institutions in Canada (see Notes 1, 2, 3 and 5).

<p>(4) A minimum score of 50 on the University of Alberta's SPEAK test.</p> <p><b>Notes</b></p> <p>(1) Enrolment in English as a second language courses or programs will not be included in the calculation of six years of full time study. Enrolment must be in a regular high school or postsecondary for-credit program. Where students are registered in both EAP and regular programs, the EAP hours will be deducted from the total educational hours.</p> <p>(2) Proof of six years of education must be submitted in the form of official transcripts (including details on course enrolment and hours of instruction)</p> <p>(3) Failing grades/courses will not be counted when calculating full time attendance. Only courses with passing grades will be considered.</p> <p>(4) Standardized test results must be issued directly from the testing office. Photocopies will not be accepted. Test scores must be valid and verifiable.</p> <p>(5) For a list of countries and institutions that are recognized as having met University of Alberta's English language proficiency requirement, visit our website at: <a href="http://www.studyincanada.ualberta.ca/elp.aspx">www.studyincanada.ualberta.ca/elp.aspx</a></p>	<p>(3) A minimum speaking score of 26 points on the TOEFL iBT test or a minimum speaking score of 7.5 on the IELTS test (see Note 4).</p> <p>(4) A minimum score of 50 on the University of Alberta's SPEAK test.</p> <p><b>Notes</b></p> <p>(1) Enrolment in English as a second language courses or programs will not be included in the calculation of six years of full time study. Enrolment must be in a regular high school or postsecondary for-credit program. Where students are registered in both EAP and regular programs, the EAP hours will be deducted from the total educational hours.</p> <p>(2) Proof of six years of education must be submitted in the form of official transcripts (including details on course enrolment and hours of instruction)</p> <p>(3) Failing grades/courses will not be counted when calculating full time attendance. Only courses with passing grades will be considered.</p> <p>(4) Standardized test results must be issued directly from the testing office. Photocopies will not be accepted. Test scores must be valid and verifiable.</p> <p>(5) For a list of countries and institutions that are recognized as having met University of Alberta's English language proficiency requirement, visit our website at: <a href="http://www.studyincanada.ualberta.ca/elp.aspx">www.studyincanada.ualberta.ca/elp.aspx</a></p>
<p><b>94.4 English Language Program</b> The English Language Program offers</p> <p>(1) Credit English for Academic Purposes (EAP) courses, covering several levels.</p> <p>(2) Noncredit ESL courses in Intensive Day Program (IDP), covering a wide range of levels.</p> <p>(3) Part-time English language courses delivered to groups of continuing education, undergraduate and graduate students, scholars and members of the community. These courses are designed to provide targeted language support in areas such as writing, pronunciation and speaking skills.</p> <p>(4) Short-term, customized programs of study, delivered year-round to groups of students, scholars and professionals who are nonnative speakers of English, often in cooperation with other Faculties and Departments on campus. These programs are designed to improve not only English language skills, but often other related academic or professional competencies</p> <p>The English Language Program is a key partner in the University of Alberta Bridging Program. This program provides students with the opportunity to combine university degree courses with English for Academic Purposes (EAP) classes, allowing qualified applicants to improve their English Language Proficiency. As part of the Bridging Program, the English Language Program also delivers support courses such as Bridging Program 101 and Introduction to Literature.</p> <p>The English Language Program is an official testing centre for both the IELTS™ test (International English Language Testing Service™) as well as the TOEFL® iBT™ (Test of English as a Foreign Language - Internet-based test). For more information, visit our website at</p>	<p><b>94.4 English Language Program</b> The English Language School offers</p> <p>(1) Credit English for Academic Purposes (EAP) courses, covering several levels.</p> <p>(2) Noncredit ESL courses in Intensive Day Program (IDP), covering a wide range of levels.</p> <p>(3) Part-time English language courses delivered to groups of continuing education, undergraduate and graduate students, scholars and members of the community. These courses are designed to provide targeted language support in areas such as writing, pronunciation and speaking skills.</p> <p>(4) Short-term, customized programs of study, delivered year-round to groups of students, scholars and professionals who are nonnative speakers of English, often in cooperation with other Faculties and Departments on campus. These programs are designed to improve not only English language skills, but often other related academic or professional competencies</p> <p>The English Language School is a key partner in the University of Alberta Bridging Program. This program provides students with the opportunity to combine university degree courses with English for Academic Purposes (EAP) classes, allowing qualified applicants to improve their English Language Proficiency. As part of the Bridging Program, the English Language Program also delivers support courses such as Bridging Program 101 and Introduction to Literature.</p> <p>The English Language Program is an official testing centre for TOEFL® iBT™ (Test of English as a Foreign Language - Internet-based test). For more information, visit our website at <a href="http://www.elp.ualberta.ca">www.elp.ualberta.ca</a>, e-mail <a href="mailto:elpinfo@ualberta.ca">elpinfo@ualberta.ca</a>, or phone (780) 492-5530. For course</p>

<p>www.elp.ualberta.ca, e-mail elpinfo@ualberta.ca, or phone (780) 492-5530. For course listings, see §231 under English for Academic Purposes (EAP).</p>	<p>listings, see §231 under English for Academic Purposes (EAP).</p>
<p><b>95.1 English for Academic Purposes (EAP)</b></p> <p>The University of Alberta Bridging Program provides students the opportunity to combine university degree courses with English for Academic Purposes (EAP) classes, allowing qualified applicants to improve their English language proficiency. The credit courses offered by the English Language Program are core components of the Bridging Program. EAP 135, 140 and 145 are designed to prepare international students who speak a language other than English for the language demands in undergraduate work at the University of Alberta.</p> <p>For more information, visit our website at <a href="http://www.extension.ualberta.ca">www.extension.ualberta.ca</a>, e-mail, <a href="mailto:elpinfo@ualberta.ca">elpinfo@ualberta.ca</a> or phone (780) 492-3036. For course listings, see §231 under English for Academic Purposes (EAP).</p>	<p><b>95.1 English for Academic Purposes (EAP)</b></p> <p>The University of Alberta Bridging Program provides students the opportunity to combine university degree courses with English for Academic Purposes (EAP) classes, allowing qualified applicants to improve their English language proficiency. The credit courses offered by the English Language Program are core components of the Bridging Program. EAP 135, 140 and 145 are designed to prepare international students who speak a language other than English for the language demands in undergraduate work at the University of Alberta.</p> <p>For more information, visit our website at <a href="http://www.extension.ualberta.ca">www.extension.ualberta.ca</a>, e-mail, <a href="mailto:elpinfo@ualberta.ca">elpinfo@ualberta.ca</a> or phone (780) 492-3036. For course listings, see §231 under English for Academic Purposes (EAP).</p>