

The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, October 18, 2018 meeting:

Agenda Title: **Transfer Credit Approvals and Denials for October 2018, Office of the Registrar**

CARRIED MOTION:

That the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the transfer credit approvals and denials for October 2018.

Final Item: 4A

Agenda Title: **Doctor of Pharmacy (PharmD) Entrance Requirements and Academic Standing Regulations, Faculty of Pharmacy and Pharmaceutical Sciences**

CARRIED MOTION:

That the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to the PharmD Entrance Requirements and Academic Standing Regulations.

Final Item: 4B

Agenda Title: **Transition Year Program Entrance Requirements for Bachelor of Science in Nursing, Faculty of Nursing**

CARRIED MOTION:

That the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to the Transition Year Program Requirements for the Bachelor of Science in Nursing.

Final Item: 4C

Agenda Title: **Changes to Standard Calendar Language for Entrance Requirements, Faculty of Graduate Studies and Research (FGSR)**

CARRIED MOTION:

That the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to the calendar language for Entrance Requirements for FGSR.

Final Item: 4D

Agenda Title: **Proposed Changes to the Doctor of Medicine (MD) Program Admissions for Aboriginal Applicants, Faculty of Medicine and Dentistry**

CARRIED MOTION:

THAT the GFC Academic Standards Committee recommend that General Faculties Council approve the proposed changes to the Doctor of Medicine (MD) Program Admissions for Aboriginal Applicants, as proposed by the Faculty of Medicine and Dentistry, and as set forth in Attachments 1-4, as amended, to take effect for Fall 2019.

Final Item: 5

Agenda Title: **Proposed Changes to the Doctor of Dental Surgery (DDS) Academic Standing Regulations, Faculty of Medicine and Dentistry**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to the DDS program academic standing regulations, as proposed by the Faculty of Medicine and Dentistry, as set forth in Attachments 1-2, as amended, to take effect in Fall 2019.

Final Item: 6

Agenda Title: **Proposed Changes to the Bachelor of Science in Dental Hygiene Program Entrance Requirements and Academic Standing Regulations, Faculty of Medicine and Dentistry**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to the Admission and Academic Regulations for the Bachelor of Science Dental Hygiene Program, as proposed by the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, as amended, to take effect for Fall 2019.

Final Item: 7

Agenda Title: **Proposed Changes to Existing Entrance Requirements for the Bachelor of Education Program, Faculty of Education**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to the existing entrance requirements for the Bachelor of Education Program, as proposed by the Faculty of Education, and as set forth in Attachment 1, to take effect for Fall 2019.

Final Item: 8

Agenda Title: **Proposed Changes to Existing Entrance/Transfer Requirements for the Master's and Doctoral Programs in Educational Policy Studies, Faculty of Education and the Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance/Transfer Requirements for the Master's and Doctoral programs in Educational Policy Studies, as submitted by the Faculty of Education and the Faculty of Graduate Studies & Research, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2019-2020 Calendar.

Final Item: 9

Agenda Title: **Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in Secondary Education, Faculty of Education and the Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties

Council, the proposed changes to existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in Secondary Education, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Education, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2019-2020 Calendar.

Final Item: 10

Agenda Title: Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in Computing Science, Faculty of Science and the Faculty of Graduate Studies and Research

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in Computing Science, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Science, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2019-2020 Calendar

Final Item: 11

Agenda Title: Increase to Required English Language Proficiency (ELP) Scores for Undergraduate Admissions - Alignment Across Tests

THAT the GFC Academic Standards Committee recommend that GFC Academic Planning Committee approve changes to Undergraduate Admissions, Language Proficiency Requirements, as proposed by the Office of the Registrar, and as set forth in Attachment 1, as amended, to take effect upon approval.

Final Item: 12

**Governance Executive Summary
Action Item**

Agenda Title: **Items Deemed Minor/Editorial to be approved under an Omnibus Motion**

- 4A. Transfer Credit Approvals and Denials for October 2018, Office of the Registrar**
- 4B. Doctor of Pharmacy (PharmD) Entrance Requirements and Academic Standing Regulations, Faculty of Pharmacy and Pharmaceutical Sciences**
- 4C. Transition Year Program Entrance Requirements for Bachelor of Science in Nursing, Faculty of Nursing**
- 4D. Changes to Standard Calendar Language for Entrance Requirements, Faculty of Graduate Studies and Research (FGSR)**

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Melissa Padfield, Interim Vice-Provost and Registrar; Neal M. Davies, Dean, Faculty of Pharmacy and Pharmaceutical Sciences; Greta Cummings, Dean, Faculty of Nursing; Deborah Burshtyn, Interim Vice-Provost and Dean, Faculty of Graduate Studies and Research
Presenter(s)	Tammy Hopper, Vice-Provost (Programs) and Chair, GFC Academic Standards Committee

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	See individual item for detail on proposed changes submitted by Faculties and the Office of the Registrar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	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).
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Item No. 4

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Toolkit section Student Participation Protocol >	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> • Vice-Provost (Programs) and Chair, GFC Academic Standards Committee • Faculty Councils • Representatives of the Office of the Registrar
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> •
	<u>Those who have been informed:</u> <ul style="list-style-type: none"> •
Approval Route (Governance) (including meeting dates)	

Strategic Alignment

Alignment with <i>For the Public Good</i>	<u>Objective 21</u> Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy GFC Academic Standards Committee (ASC) Terms of Reference	

1. Attachment A: Transfer Credit Approvals and Denials, October 2018
2. Attachment B: PharmD Admissions and Academic Standing
3. Attachment C: Nursing Transition Year Program Admissions
4. Attachment D: FGSR Entrance Requirements, Standard Calendar Language

Prepared by: Heather Richholt, Assistant Secretary to GFC, heather.richholt@ualberta.ca

DATE: October 4, 2018

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR

Proposals Recommended for APPROVAL of Transfer Credit at the Academic Standards Committee Meeting on October, 18, 2018

Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
Norquest College	ARTH 1002 (3)	HADVC 1XX (3) AUART 102 (3)	Not to take HADVC 102	ARTH 1002 (3) is roughly comparable to HADVC 102, which currently exists in the Calendar. However, since Fall 2017 Art and Design has not taught HADVC 102, and we are unlikely to do so in the future
Athabasca	HIST 331 (3)	HIST 3XX (3)		
Burman University	SOC 332 (3)	SOC 335 (3) AUSOC 233 (3)		

October 4, 2018

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR

Summary of Transfer Credit Proposals DENIED

Circulated for Information Only at the Academic Standards Committee Meeting on October 18, 2018

Proposal ID # and Sending Institution	Sending Institution Course	U of A Course Requested	Denial Date	Reason for Denial
	Burman University BUAD 340	SMO 433	20-Sep-18	I've had an instructor of SMO 433 look at the course, and the decision is no credit. In terms of specifics, the description conveys that this is a fairly basic course of change. Was felt the course did not explore or develop some of the specific/nuances, higher-level issues associated with managing organizational change. Also, the instructor did not recognize the textbook – which I believe is just a collection of change cases.

3-171 Edmonton Clinic Health Academy
11405 – 87 Ave
Edmonton, Alberta, Canada T6G 1C9
Tel: 780.492.3362
Fax: 780.492.1217
www.pharmacy.ualberta.ca

Calendar Change Request Form

Implementation Type: Normal Early **Implementation Calendar Year:** 2019-2020

Type of Change: Program Regulations New Course Course Deletion Course Change Editorial

Current	Proposed
Faculty of Pharmacy and Pharmaceutical Sciences Return to: Admission Requirements by Faculty Doctor of Pharmacy (PharmD) The Doctor of Pharmacy (PharmD) program plans admission in Fall 2018. I. Minimum Requirements The minimum requirements for admission to the Pharmacy Program are the satisfactory completion of ★60 of University transferable work, including: 1. General Chemistry (★6) 2. Organic Chemistry (★6) 3. English (which may include up to ★3 in Writing Studies) (★6) 4. Biology (Cell Biology) (★3) 5. Biochemistry (★3) 6. Mathematics (Algebra or Calculus) (★3) 7. Statistics (★3) 8. Microbiology (★3)	Faculty of Pharmacy and Pharmaceutical Sciences Return to: Admission Requirements by Faculty Doctor of Pharmacy (PharmD) The Doctor of Pharmacy (PharmD) program plans admission in Fall 2018. I. Minimum Requirements The minimum requirements for admission to the Pharmacy Program are the satisfactory completion of ★60 of University transferable work, including: 1. General Chemistry (★6) 2. Organic Chemistry (★6) 3. English (which may include up to ★3 in Writing Studies) (★6) 4. Biology (Cell Biology) (★3) 5. Biochemistry (★3) 6. Mathematics (Algebra or Calculus) (★3) 7. Statistics (★3) 8. Microbiology (★3) 9. Human Physiology (★6)

Rationale:

Added additional pre-requisite for admission into Doctor of Pharmacy Program. This change will appear in the 2019-2020 calendar for enactment in the 2021-2022 admissions cycle.

Notes: For the 2019-20 Calendar

Submitted by: Jill Hall, Assistant Dean, Professional Programs		Approved by:	
Faculty Approval:	<input checked="" type="checkbox"/> Curriculum Committee Original Date: August 15, 2018		<input type="checkbox"/> Faculty Council Date: Sept 13, 2018

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Calendar Change Request Form

Implementation Type: Normal Early

Implementation Calendar Year: 2019-20

Type of Change: Program Regulations New Course Course Deletion Course Change Editorial

Current	Proposed
<p>Academic Standing</p> <p>BSc in Pharmacy</p> <p>1. Grades 1. Reexaminations 2. Promotion and/or Continuation 3. Appeals and Grievances: 4. Leave of Absence:</p> <p>Doctor of Pharmacy (PharmD)</p> <p>3. Promotion and/or Continuation a-e f. Probation: Students who have been required to withdraw and who have successfully appealed that decision will be placed on Probation and required to repeat <u>the program year.</u> To clear probation and qualify for promotion, the student must achieve <u>Satisfactory Standing in the probationary year.</u> Students who fail to do so will be required to withdraw. Any student in a probationary year who fails a course in <u>Fall Term</u> will be required to withdraw immediately and subsequent registration will be cancelled. Only one year of probation is allowed while registered in the Faculty of Pharmacy and Pharmaceutical Sciences.</p>	<p>Academic Standing</p> <p>BSc in Pharmacy</p> <p><u>1.</u> Grades <u>2.</u> Reexaminations <u>3.</u> Promotion and/or Continuation <u>4.</u> Appeals and Grievances: <u>5.</u> Leave of Absence</p> <p>Doctor of Pharmacy (PharmD)</p> <p>3. Promotion and/or Continuation a-e.... f. Probation: Students who have been required to withdraw and who have successfully appealed that decision will be placed on Probation and required to repeat <u>all courses that comprise the failed program year.</u> To clear probation and qualify for promotion, the student must achieve <u>a C+ minimum grade in all courses taken AND a minimum GPA of 2.7.</u> Students who fail to meet these requirements will be <u>immediately Required to Withdraw and registration will be cancelled.</u> Only one year of probation is allowed while registered in the Faculty of Pharmacy and Pharmaceutical Sciences.</p>

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Rationale:

Reformat numbers in the BSc in Pharmacy section.

Updated Probation Section. In the FoPPS, students on probation are repeating the courses in the failed year. Considering that they are taking the courses a second time, the Faculty would like to ensure that they are on track for future success by requiring they meet the standards as indicated.

Notes: For the 2019-20 Calendar

Submitted by: Dion Brocks, Associate Dean Academic and Student Services	
Faculty Approval:	Curriculum Committee Original Date: n/a <input type="checkbox"/> Faculty Council Date: Sept 13, 2018

**Faculty of Nursing
Calendar Change Request Form
For Implementation in 2019-2020**

Undergraduate Admission / General Admission Requirements / Admission of Aboriginal Applicants / Transition Year Program for Aboriginal Applicants

CURRENT	PROPOSED
<p>Transition Year Program for Aboriginal Applicants</p> <p>... 1) Admission to a Transition Year Program ... 2) Completion of a Transition Year Program a) General Requirements: Students must normally complete the required courses in Fall/Winter and Spring terms. These courses will be taken through Open Studies. Note: A limited number of places are available in the required courses. 3) Faculty Requirements: The specific course and performance requirements to be considered for admission to each degree program follow: ... 8. Nursing: BScN <i>Course requirement:</i> ★18, as follows: (i) (★6) Junior English, or (★3) Junior English and (★3) Writing Studies (WRS). <u>ENGL 125</u> recommended. (ii) <u>NURS 140</u> (iii) <u>Electives (★6)</u> (iv) <u>STAT 151</u> <i>Performance requirement:</i> Minimum GPA of 2.5. Note: Students are advised to take <u>STAT 151</u> and <u>an</u> Elective (★3) in the second term. ...</p>	<p>Transition Year Program for Aboriginal Applicants</p> <p>... 1) Admission to a Transition Year Program ... 2) Completion of a Transition Year Program a) General Requirements: Students must normally complete the required courses in Fall/Winter and Spring terms. These courses will be taken through Open Studies. Note: A limited number of places are available in the required courses. 3) Faculty Requirements: The specific course and performance requirements to be considered for admission to each degree program follow: ... 8. Nursing: BScN <i>Course requirement:</i> ★18, as follows: (i) (★6) Junior English, or (★3) Junior English and (★3) Writing Studies (WRS). <u>ENGL 125</u> recommended. (ii) <u>NURS 106</u> (iii) <u>Elective (★3)</u> (iv) <u>STAT 151</u> <i>Performance requirement:</i> Minimum GPA of 2.5. Note: Students are advised to take <u>STAT 151</u> and Elective (★3) in the second term. ...</p>

Rationale: Nursing has replaced NURS 140 - Anatomy (★3) with NURS 106 - Foundations of Anatomy and Physiology for Nursing (★6). In order to maintain the TYP course requirement at ★18, Electives have been reduced from ★6 to ★3.

Approval:

Undergraduate Curriculum Committee Approved – August 23, 2018

Faculty Caucus Discussed – September 17, 2018

Faculty of Nursing Executive Committee (in lieu of Faculty Council) Approved – September 18, 2018

Final Approval by University Governance – GFC Academic Standards Committee – October 18, 2018

Killam Centre for Advanced Studies
 2-29 Triffo Hall Edmonton AB Canada T6G 2E1
 Tel: 780.492.2816 / Fax: 780.492.0692
 www.gradstudies.ualberta.ca

2019-2020 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Graduate Programs</p> <p>[...]</p> <p>Business [Graduate]</p> <p>[...]</p> <p>[moved from below]</p> <p>Entrance Requirements</p> <p>The program seeks prospective candidates with an excellent scholastic record and a strong interest in research related to their chosen field of business studies. Potential students must have at least a bachelor's degree, which may be from any undergraduate program. Applications are evaluated by an admissions committee on the basis of academic potential as evidenced through past grades, the GMAT, letters of recommendation, and a well-written statement of purpose. There are no fixed cutoff levels for consideration (beyond the Faculty of Graduate Studies and Research minimum admission requirement) but as a guideline, past entrants have scored at least in the ninetieth percentile of the GMAT (or the equivalent on the GRE) and achieved a 3.5 grade-point average (on the 4-point letter grading system). International students must demonstrate English Language proficiency on the Test of English as a Foreign Language or the International English Language Testing System test (IELTS), prior to admission. A minimum TOEFL score of 550 (paper-based), or 88 (internet-based), or a minimum overall band score of 6.5, with at least 5 on each test band on the IELTS, is required. There is no additional language requirement.</p> <p>[...]</p> <p>Communication Sciences and Disorders [Graduate]</p> <p>[...]</p> <p>Entrance Requirements</p> <p>Minimum entrance requirements include a four-year</p>	<p>Graduate Programs</p> <p>[...]</p> <p>Business [Graduate]</p> <p>[...]</p> <p>Doctoral Program:</p> <p>For the PhD in Business the minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★ 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework. Completion of a Master's degree is not a requirement.</p> <p>[...]</p> <p>Where applicable, applicants must meet the minimum English Language Requirement.</p> <p>[...]</p> <p>Communication Sciences and Disorders [Graduate]</p> <p>[...]</p> <p>Entrance Requirements</p> <p>The Department's minimum admission requirements are</p>

baccalaureate degree. The grade point average calculated across the most recent ★60 undergraduate (or graduate) courses must be at least 3.3 on the 4-point letter grading system at the University of Alberta or an equivalent standing from another recognized institution. However, the minimum grade point average of accepted applicants is usually substantially higher than 3.3.

[...]

Educational Studies [Graduate]

[...]

Entrance Requirements

Minimum admission requirements are a four-year baccalaureate degree or equivalent, with a minimum grade point average of 3.0 on a four-point scale or equivalent (based on the last 60 units of course work). Applicants are required to have at least two years of teaching experience and, where applicable, a TOEFL score of at least 580 (paper-based) or 92 (Internet-based). See [English Language Requirement](#).

[...]

an undergraduate degree with an admission GPA of at least 3.3 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework. However, the minimum grade point average of accepted applicants is usually substantially higher than 3.3.

[...]

Educational Studies [Graduate]

[...]

Entrance Requirements

The Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework. Applicants are required to have at least two years of teaching experience.

Where applicable, applicants must provide proof of English Language Proficiency (refer to [English Language Requirement](#)). Any one of the following is acceptable:

- a TOEFL score of at least 237 (computer-based) or a total score of 92 (Internet-based) with a score of at least 24 on speaking and writing and 20 on reading and listening, or equivalent.
- An Academic IELTS overall score of 6.5 with a minimum score of 6.5 on each band
- A PTE Academic score of 63

[...]

Health Sciences Education [Graduate]

[...]

Entrance Requirements

The Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.

Nursing [Graduate]

[...]

[moved up from Graduate Program Requirements/The Degree of MN (Nursing)]

Entrance Requirements

The Faculty's minimum admission requirements are

- A baccalaureate degree in Nursing with a minimum GPA of 3.0 in the final two years (or an equivalent qualification from a recognized institution). ~~Registration with CARNA is required.~~

[...]

- A TOEFL score of at least 587 (paper-based), or a total score of at least 97 with a score of at least 22 on each of the individual skill areas (internet-based), or equivalent where applicable (see English Language Requirement of the University Calendar).

[moved up from Graduate Program Requirements/The Degree of PhD (Nursing)]

Applicants should also have teaching experience in a health related discipline.

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:

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

[...]

Nursing [Graduate]

[...]

[moved up from Graduate Program Requirements/The Degree of MN (Nursing)]

Entrance Requirements

For the Master of Nursing, the Faculty's minimum admission requirements are

- an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last *60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.

[...]

- Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:
 - A TOEFL score of at least 97 (internet-based) with a score of at least 22 on each of the individual skill areas, or equivalent;
 - an IELTS overall score of 7.0 with the following minimum scores: Listening-7.5, Reading-6.5, Writing-7.0, Speaking-7.0, Overall-7.0.

[moved up from Graduate Program Requirements/The Degree of PhD (Nursing)]

Entrance Requirements

The minimum requirements are:

- ~~Master's degree in Nursing from the University of Alberta, or equivalent qualifications from a recognized institution.~~ Students who do not hold the equivalent to this degree may be admitted and required to undertake additional course work in nursing theory, practice and/or research.
- ~~A GPA of 3.5 in the last two years of study.~~

[...]

- A TOEFL score of at least 587 (paper-based), or a total score of at least 97 (internet-based) with a score of at least 22 on each of the individual skill areas (see [English Language Requirement](#))
- ~~Even when study has occurred in English, the Faculty of Nursing reserves the right to request ESL 550 taken at the University of Alberta as a condition of admission.~~

[...]

For the PhD in Nursing, the **Faculty's** minimum **admission** requirements are:

- a Master's degree with an admission GPA of at least 3.5 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★ 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework. Students who do not hold the equivalent to this degree may be admitted and required to undertake additional course work in nursing theory, practice and/or research.

[...]

- Where applicable, applicants must provide proof of English Language Proficiency (refer to [English Language Requirement](#)). Any one of the following is acceptable:
 - TOEFL score of 237 (computer-based) or TOEFL score of 93 (internet-based) with a score of at least 24 on speaking and writing, and 20 on reading and listening, or equivalent;
 - an IELTS overall score of 7.0 with the following minimum scores: Listening-7.5, Reading-6.5, Writing-7.0, Speaking-7.0, Overall-7.0.

[...]

Justification:

Retroactive editorial change to install standard wording to admission requirement and removal of paper-based TOEFL, approved at ASC September 20, 2018.

For approval by ASC (Omnibus), October 18, 2018

**Governance Executive Summary
Action Item**

Agenda Title: **Proposed Changes to the Doctor of Medicine (MD) Program Admissions for Aboriginal Applicants, Faculty of Medicine and Dentistry**

Motion: THAT the GFC Academic Standards Committee recommend that General Faculties Council approve the proposed changes to the Doctor of Medicine (MD) Program Admissions for Aboriginal Applicants, as proposed by the Faculty of Medicine and Dentistry, and as set forth in Attachments 1-4, as amended, to take effect for Fall 2019.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Dennis Kunimoto, Acting Dean, Faculty of Medicine and Dentistry (FoMD)
Presenter(s)	Shirley Schipper, Vice-Dean Education, FoMD Tracey Hillier, Associate Dean, MD Program, FoMD Tibetha Kemble, Director, Indigenous Health Initiatives Program, FoMD Sita Gourishankar, Assistant Dean, Admissions, MD Program, FoMD

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The purpose of this proposal is to increase the number of Indigenous students admitted to the MD program and, by so doing, work towards increasing the number of Aboriginal professionals working in the healthcare field (Call to Action #23 of the Truth and Reconciliation Commission, 2015).
Executive Summary <i>(outline the specific item– and remember your audience)</i>	<p>There are currently two streams for entry into the MD program for Aboriginal applicants. Applicants may choose to apply to the program through the general admission stream, or through the Indigenous admissions process. In both cases, the MD Admissions Committee makes the final decision on admission in accordance with accreditation requirements for the program.</p> <p>Currently there are up to 5 positions set aside for students admitted through the Indigenous admissions process. There is no change being proposed for the admission process, but rather simply the removal of the limitation to the number of students admitted through the Indigenous admissions process. The proposal calls for all students who are successful in the Indigenous admission process to be recommended for admission to the MD Admissions Committee.</p> <p>There is currently a quota in place that determines the number of seats for Alberta and non-Alberta residents in the MD program. Students applying through the Indigenous admissions process are considered to be Alberta residents.</p> <p>The Faculty of Medicine & Dentistry (FoMD) is well-positioned to be more responsive to the under-representation of Indigenous peoples within the FoMD.</p> <p>We have the capacity to advance a more meaningful response to the worsening health outcomes among Indigenous peoples and the national</p>

	<p>change agents and change imperatives - re: Truth and Reconciliation Commission, 2015 (TRC) and The Royal Commission on Aboriginal Peoples, 1996 (RCAP).</p> <p>The Royal Commission on Aboriginal Peoples called for training of 10,000 Indigenous peoples in the healthcare field by 2006 (or 1000 per year). If distributed across all medical schools (17), this amounts to 59 Indigenous peoples per medical school per year. Over two decades after the RCAP, it is estimated that we are less than halfway to the goal of 10,000.</p> <p>The TRC calls on all levels of government and those who can affect change to take meaningful action to address the deep and persistent inequities experienced disproportionately by First Nations, Inuit and Metis peoples.</p> <p>Actions taken by those within systems supports redressing the legacy of Indian Residential Schools and advances the process of reconciliation.</p> <p>Call to Action #23 (i): “We call upon all levels of government to: (i) increase the number of Aboriginal professionals working in the healthcare field.”</p> <p>An increase in the number of Indigenous physicians has an important impact on Indigenous health outcomes. These professionals are a vital part of supporting improved health outcomes of all people, but to Indigenous peoples specifically.</p> <p>Indigenous physicians understand lived reality of Indigenous patients; provide culturally-safe care that reduces mistrust, anxiety, and fear that arises from historical mistreatment of Indigenous peoples within the health care system and as a result of Indian Residential schools.</p> <p><u>Impacts and Outcomes of Removing the Limit to Seats Available through the Indigenous Applicant Process:</u></p> <p>It is anticipated that the number of students admitted to the program who meet criteria (academic and IHIP) would double, or triple.</p> <p>The FoMD would be the most responsive program in Canada to the issue of the underrepresentation of Indigenous peoples in health professions.</p> <p>Create a “critical mass” of Indigenous physicians who are important and leading edge change agents in Indigenous health specifically, and across the healthcare system (and others). It would also create a “critical mass” of students which would reduce alienation and isolation of Indigenous peoples, and contribute to student success within the FoMD.</p>
<p>Supplementary Notes and context</p>	<p>ASC has determined not to exercise its delegated authority to approve this change but rather to recommend that General Faculties Council approve for the following reasons:</p> <ul style="list-style-type: none"> • it is a strategic issue of broad relevance which is relevant not only to health care Faculties, but to the entire institution • it illustrates the work of the Faculty of Medicine and Dentistry to respond to the Truth and Reconciliation Commission Calls to Action, and the commitment included in <i>For the Public Good</i> • it provides an opportunity for General Faculties Council to engage in discussion on an issue of vital importance to the institution, and to

	share this across all Faculties.
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Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Toolkit section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Dr. Shirley Schipper, Vice-Dean, Education, FoMD • Dr. Tracey Hillier, Associate Dean, MD Program • Dr. Sita Gourishankar, Assistant Dean, Admissions, MD Program • Dr. Jill Konkin, Associate Dean, Community Engagement • Ms. Tibetha Kemble, Director, Indigenous Health
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Faculty Learning Committee – approval – August 20, 2018 • Faculty Council Committee (for review only) – September 13, 2018 • Office of the Registrar, Calendar Production – consulted/informed • Dr. Tammy Hopper, Vice-Provost (Programs) • Medical Students' Association (MSA) • Admissions Quota Working Group – April 23, 2018 <ul style="list-style-type: none"> ○ FoMD Office of Advocacy & Wellbeing ○ FoMD Rural & Regional Health
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • MD Program Admissions Committee – September 17, 2018
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Academic Standards Committee (for discussion) – June 21, 2018 ASC Subcommittee on Standards (for discussion) – October 4, 2018 Academic Standards Committee – October 18, 2018 GFC Executive Committee – November 19, 2018 General Faculties Committee – November 26, 2018</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Objective 1 - Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</p> <p>Objective 4 - Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada.</p> <p>Objective 9 - Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.</p>
<p>Alignment with Institutional Risk Indicator</p>	<p>Student Success Enrolment Management Relationships with Stakeholders Reputation</p>
<p>Legislative Compliance and jurisdiction</p>	<p>Post-secondary Learning Act Academic Standards Committee Terms of Reference</p>

1. MD Program Comparative Table (page(s) 1 - 2)
2. Indigenous Admissions to the MD Program Presentation (page(s) 1 - 14)
3. MD Admissions Presentation (page(s) 1 - 3)
4. Truth and Reconciliation Commission of Canada: Calls to Action (page(s) 1 - 15)

Prepared by: Jocelyn Plemel, Executive Assistant to the Vice-Dean, Education, jplemel@ualberta.ca

Faculty of Medicine & Dentistry

Proposed University Calendar Changes for 2019/2020

CURRENT	PROPOSED
<Calendar site thread goes here: ie. The Faculties/FoMD/Admission and Academic Regulations>	
<p>Doctor of Medicine (MD)</p> <p>Application for Admission and Application for Readmission</p> <p>Only electronic applications are accepted. To access the online application for the University of Alberta go to www.admissions.ualberta.ca.</p> <p>The Faculty of Medicine and Dentistry offers a four-year program leading to the degree of Doctor of Medicine. As the number of applicants greatly exceeds the number of positions available in the program, a careful selection process is carried out, as described below.</p> <p>Applicants should be aware of the total length of time required to obtain a medical degree and following this a licence to practice. The usual time is normally three or four years to complete a baccalaureate degree; four years of medical studies, at which point the MD degree is awarded; and then a minimum of two years of residency before full licensure in Alberta.</p> <p>I. Quotas A quota exists in Medicine. 85% of the positions are reserved for Alberta residents and 15% of the positions are for Non-Alberta residents.</p> <p>Quota positions are available for qualified Aboriginal applicants (see section V) and qualified applicants from Rural communities (see section VI).</p> <p>[...]</p>	<p>Doctor of Medicine (MD)</p> <p>Application for Admission and Application for Readmission</p> <p>Only electronic applications are accepted. To access the online application for the University of Alberta go to www.admissions.ualberta.ca.</p> <p>The Faculty of Medicine and Dentistry offers a four-year program leading to the degree of Doctor of Medicine. As the number of applicants greatly exceeds the number of positions available in the program, a careful selection process is carried out, as described below.</p> <p>Applicants should be aware of the total length of time required to obtain a medical degree and following this a licence to practice. The usual time is normally three or four years to complete a baccalaureate degree; four years of medical studies, at which point the MD degree is awarded; and then a minimum of two years of residency before full licensure in Alberta.</p> <p>I. Quotas A quota exists in Medicine. 85% of the positions are reserved for Alberta residents and 15% of the positions are for Non-Alberta residents.</p> <p>In addition, positions are reserved for qualified applicants from Rural communities (see section VI).</p> <p>[...]</p> <p>V. Aboriginal Applicants</p>

<p>V. Aboriginal Applicants The Faculty of Medicine and Dentistry may provide up to five positions within quota for the MD program to qualified Aboriginal applicants over and above Aboriginal applicants who were admitted in the regular process. Candidates will meet minimum admission requirements as outlined in Doctor of Medicine (MD) and the approval by the Faculty of Medicine and Dentistry Admissions Committee. For more information, contact the Faculty of Medicine and Dentistry Undergraduate Admissions Office.</p> <p>Students who are of Aboriginal identity within the meaning of the Constitution Act, 1982, Section 35(2) will be considered in this category.</p> <p>Aboriginal student applicants and prospective pre-medical students should contact the Administrator, Indigenous Health Initiatives Program, Faculty of Medicine and Dentistry for individual counseling and career planning. See also Admission of Aboriginal Applicants.</p>	<p>The Faculty of Medicine and Dentistry is committed to the recruitment, retention and graduation of Aboriginal students. All Aboriginal applicants who meet the academic eligibility requirements as outlined in Doctor of Medicine (MD) and who are successful in the Indigenous admissions process will be recommended by the Indigenous Admissions Subcommittee to the MD Admissions Committee for admission. For more information, contact the Faculty of Medicine and Dentistry Undergraduate Admissions Office.</p> <p>Students who are of Aboriginal identity within the meaning of the Constitution Act, 1982, Section 35(2) will be considered in this category.</p> <p>Aboriginal student applicants and prospective pre-medical students should contact the Administrator, Indigenous Health Initiatives Program, Faculty of Medicine and Dentistry for individual counseling and career planning. See also Admission of Aboriginal Applicants.</p>
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Rationale: On June 26, 2018 the FoMD passed a motion to remove the upper quota limit for Aboriginal Applicants, to encourage more applications from Indigenous learners. The previous quota of 5 spaces was interpreted as limiting for many applicants. This amended wording is in alignment with the approved Faculty Council motion.

Faculty Learning Committee – August 20, 2018
Faculty Council Committee (for review only) – September 13, 2018

Indigenous Admissions to the MD Program

— Presentation to Faculty Council —
June 26, 2018

What is the Indigenous Health Initiatives Program?

- The Indigenous Health Initiatives Program (IHIP) was est. in 1988 with the mandate to help address the under-representation of First Nations, Inuit and Metis people in the medical professions.
 - FoMD was the 1st medical school in Canada to make Indigenous recruitment a priority.
- The IHIP mandate is to support the growth in the number of Indigenous health professionals enter into, and graduate from, any one of the five FoMD programs.
- This mandate is advanced through the special admissions status in the MD, DDS, DHYG, and MLS programs.
- Within the MD program, there is currently 5 “quota” positions held for qualified Indigenous students.
 - This “quota” has remained unchanged since the program was founded over 30 years ago.

IHIP: Facts and Figures

- The IHIP has supported over 180 Indigenous peoples as they enter into, and graduate from any one of the 5 FoMD Programs.
 - Total Number of Graduates IHI: **109MD / 26DDS / 32DH / 19MLS = 186**
 - Number of Current Students, All Programs, All Years to 06/18: 16MD / 2DDS / 4DH / 3MLS
- Many graduates of the IHIP go on to make significant contributions to Indigenous health organizations, at the local community-level, and within the health system more broadly.
- Indigenous health professionals are a **vital part** of supporting improved health outcomes of all people, but to Indigenous peoples specifically.
 - Indigenous physicians understand lived reality of Indigenous patients; provide culturally-safe care that reduces mistrust, anxiety, and fear that arises from historical mistreatment of Indigenous peoples within the health care system and as a result of Indian Residential schools.

Understanding the Indigenous Admissions “Quota”

- Quota has been defined as

“any selection method (for employment, school admission, among others) whereby a certain set of percentage of those selected must be of a given ethnic or racial background and/or of a particular sex.” (Obielumani, 2008)

- The University of Alberta Faculty of Medicine & Dentistry states the following:

These positions are to promote applicants who come from and have an understanding of rural, remote, northern, or indigenous communities who may have the goal of returning to practice in these communities.

A Question of Fairness - Is a Quota Discriminatory?

- Quotas recognize the need for equity (fairness) - as opposed to equality (the same).
 - Equality assumes “all things being equal”, which fails to understand and be responsive to historical disadvantage of certain groups within society.
- The Canadian Charter of Rights and Freedoms under S. 15 (1) and (2) states:

15. (1) *Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.*

Affirmative action programs

(2) *Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability*

Understanding the history of the IHIP Quota

- When the IHIP quota was first established in 1988, it was a meaningful way to ensure that Indigenous students who desired a place in medical school - had one.
- Between 1934-1974 (or in the years leading up to the IHIP), it is estimated that approximately 750 First Nation and Inuit people had completed post-secondary education.
 - Amounts to 18.75 First Nation and Inuit graduates per year, across all programs in all post-secondary institutions in Canada.
- At the time, the # of spots reserved for Indigenous candidates through the IHIP was responsive to trends in enrolment and completion of Indigenous students at the time.

A Question of Amelioration of Disadvantage...

- The Gradual Assimilation Act (1857)
 - Sought to assimilate Indian people into Canadian settler society by encouraging enfranchisement.
 - Enfranchisement was a legal and discriminatory process for terminating a person's Indian status and conferring full Canadian citizenship. Enfranchisement was a key feature of the Canadian federal government's assimilation policies regarding Aboriginal peoples.
 - Assumed Indians were willing to surrender their status as Indian people for the privilege of gaining status as a Canadian.
- The Indian Act (1876)
 - Amendment to the Indian Act in 1880: Enfranchisement

Indians admitted to degrees in Universities etc., may become enfranchised (Indian Act, 1880)

- 99.(1) **Any Indian who may be admitted to the degree of Doctor of Medicine, or to any other degree by any University of Learning,** or who may be admitted in any Province of the Dominion to practise law either as an Advocate or as a Barrister or Counsellor, or Solicitor or Attorney or to be a Notary Public, or who may enter Holy Orders, or who may be licensed by any denomination of Christians as a Minister of the Gospel, may upon petition to the Superintendent-General, **ipso facto become and be enfranchised under the provisions of this Act;** and the Superintendent-General may give him a suitable allotment of land from the lands belonging to the band of which he is a member.

Legacy of Disadvantage Among Indigenous Peoples

- Despite being the First Peoples of what is now known as Canada and having a Nation-to-Nation relationship with the federal government, Indigenous peoples remain the most disadvantaged group in Canadian society.
- This is self-evident in the social location of Indigenous peoples and is manifested in the high levels of poverty, incarceration, unemployment, child welfare apprehensions, high-school non-completion, and poor health outcomes overall.
- The depth of disadvantage has been chronicled throughout the 20th and 21st centuries and brought forward to the national consciousness by key change agents.

Understanding the Change Agents

- **The Royal Commission on Aboriginal Peoples (1996)**
 - Indigenous-patient to Indigenous-physician ratio: 1:33,000 compared to 1:515 for all other people.
 - At the present rate of change, it would take 50 years to close the gap (est. in 1996).
 - Called for training of 10,000 Indigenous peoples in the healthcare field by 2006 (or 1000 per year).
 - If distributed across all medical schools (17), this amounts to 59 Indigenous peoples per medical school per year.
 - Over two decades after the RCAP, it is estimated that we are less than halfway to the goal of 10,000.

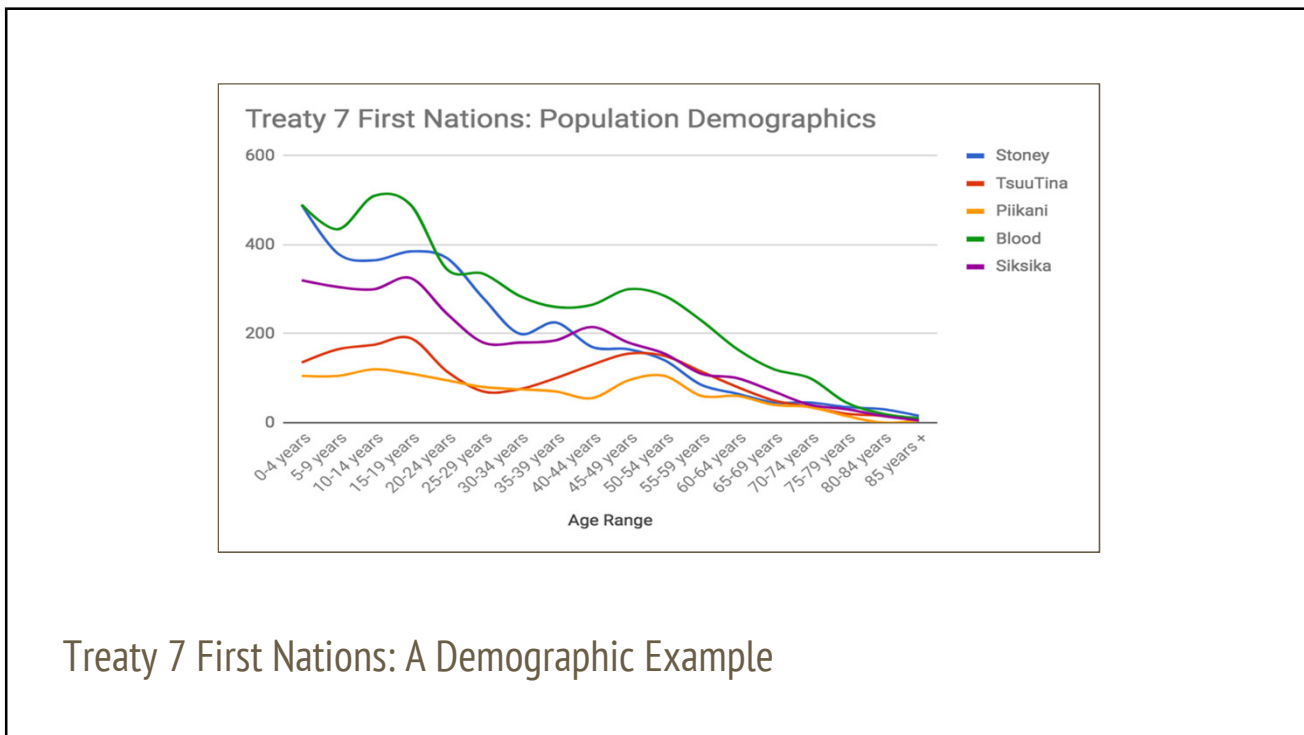
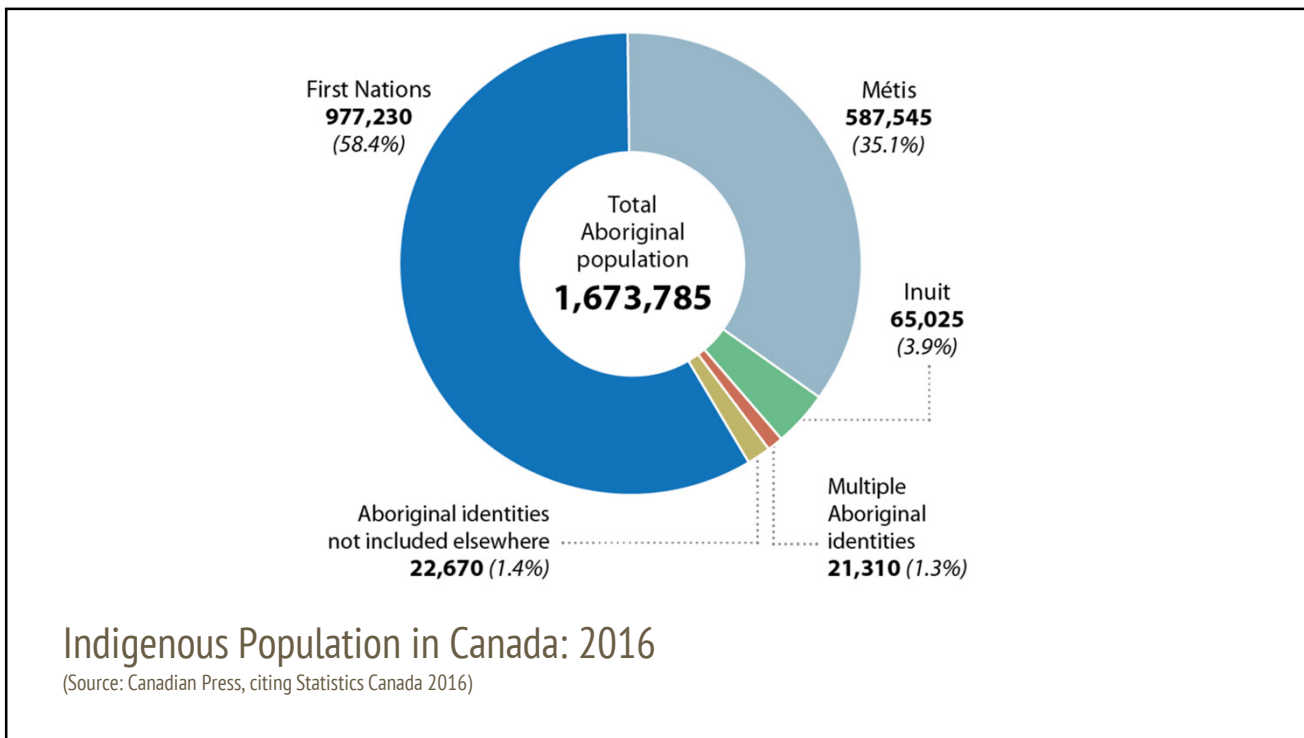
Understanding the Change Agents

- **The Truth and Reconciliation Commission (2015)**
 - TRC Calls to Action: Calls on all levels of government and those who can affect change to take meaningful action to address the deep and persistent inequities experienced disproportionately by First Nations, Inuit and Metis peoples.
 - Actions taken by those within systems supports redressing the legacy of Indian Residential Schools and advances the process of reconciliation.
 - These are systems-level responses to systemic problems.
 - Call to Action #23 (i):
 - “We call upon all levels of government to: (i) increase the number of Aboriginal professionals working in the healthcare field.”

Articulating the Change Imperatives

1. Population demographic characteristics

- a. Growth rate among Indigenous populations is 4 times that of the non-Indigenous population in Canada.
 - i. In 2015, it was estimated that the total Indigenous population in Canada would reach 1.4 million in 2017. Data released in 2016 suggests that the total Indigenous population is 300,000 more than projected - or 1.7 million.
- b. First Nations people remain the largest group of all Indigenous populations; followed closely by Metis and trailed by the Inuit.
- c. The proportion of Indigenous peoples represents nearly 5 percent of the total population in Canada.
- d. Greatest increases were observed in the **youngest and oldest populations**.



Articulating the Change Imperatives

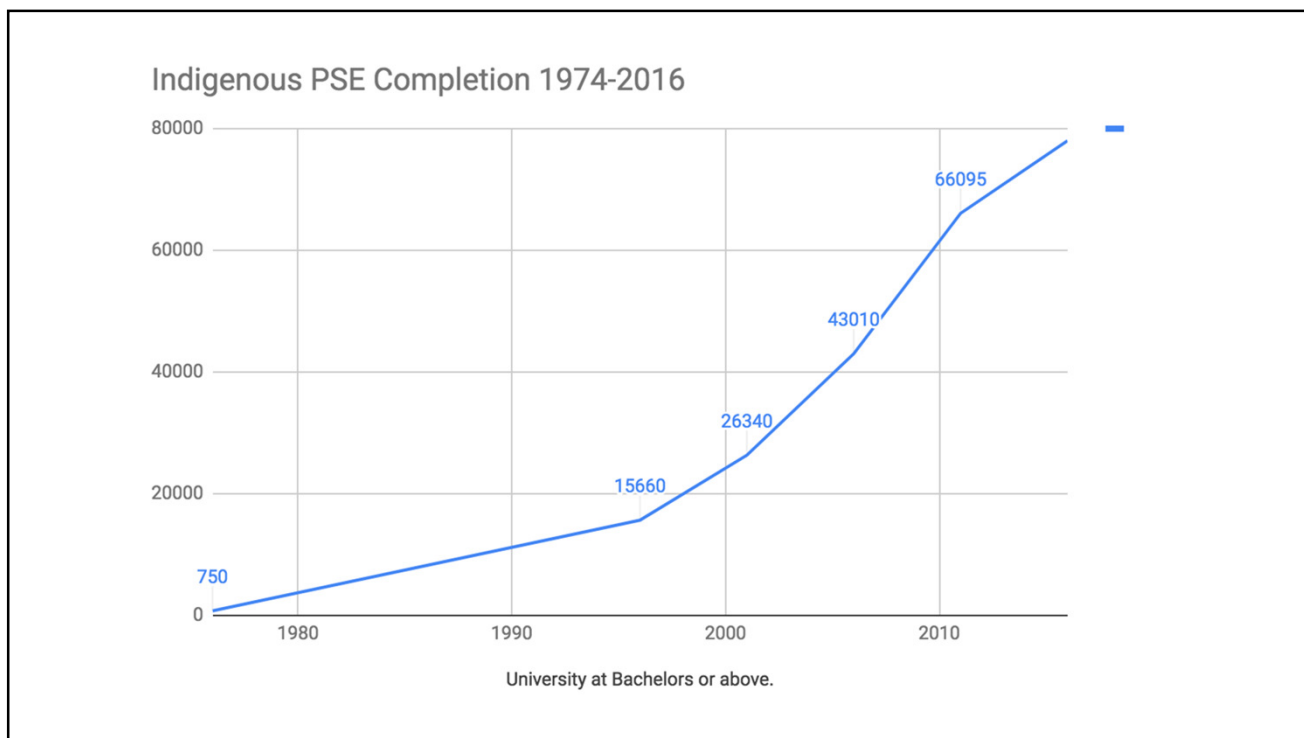
2. Health Status of Indigenous Peoples.

- a. Despite advancements in medicine and research, the health status of First Nations, Inuit and Metis people has worsened over time.
- b. The life-expectancy gap between First Nations men and all other men was estimated to be 7 years in 2010. Over time, the gap has more than doubled and is now estimated to be 15 years.
- c. Other conditions and diseases (e.g. TB, cancer, heart disease) have been, and remain, chronic among Indigenous populations in particular
- d. Poor health status of Indigenous peoples arises, in part, through grossly inadequate social policy infrastructure that has led to decades of unmet social determinants of health (housing, education, income, employment etc); the lasting intergenerational effects of Indian Residential Schools; and low engagement by Indigenous peoples with the healthcare system due to poor treatment, racism, and/or neglect (e.g. Brian Sinclair).

Articulating the Change Imperatives

3. Post Secondary Enrolment and Completion

- a. Indigenous peoples have made significant gains in the area of post secondary enrolment and completion.
 - i. Confluence of social and political forces have changed the trajectory of Indigenous PSE enrolment and completion.
 1. Hawthorn Report
 2. White and Red Papers of 1969 and 1973 (ie.Indian Control of Indian Education)
 3. Repatriation of the Constitution in 1982
- b. Data gathered between 1934-1976 estimated the total number of Indian and Inuit graduates from post-secondary institutions to be 750 - or approximately 18 graduates per year (Stonechild, 2004, p. 73) across all schools in Canada.
- c. Recent census data suggests that in 2016, the total number of Indigenous peoples who completed PSE with a bachelor's degree or higher is now 78,020 (Statistics Canada, 2017)



Where To From Here?

The Motion to Remove the Quota

That the quota for Indigenous applicants to the MD Program be removed and offers of admission be made to all Indigenous candidates who meet the eligibility requirements which include calendar academic requirements and who are deemed successful in the Indigenous Admissions selection process AND that the Academic Standings Committee of the University of Alberta be asked to implement this as soon as possible.

Why This, Why Now? ... What We Know

- **External forces**
 - Population increase & health status
 - Indigenous population growing 4 x of non-Indigenous population
 - Indigenous peoples are significantly younger than the rest of Canada
 - Their current and future health status remains compromised due to unchanged & poor social policy infrastructure.
 - High likelihood that the health status will remain unchanged, or get worse, over time.
 - Post Secondary Enrolment and Completion
 - Has increased dramatically over time.
 - More and more Indigenous students who may be both interested and eligible for the MD Program.
 - National Change Agents
 - Call on those who can affect change, to do so.

Why This, Why Now? ... What We Know

- **Internal forces**

- The role of Indigenous physicians
 - Are **vital** to improved health outcomes among Indigenous peoples and are change agents within the healthcare system (and other systems) more broadly.
 - Encourage and foster greater engagement by Indigenous peoples with the healthcare system.
 - Greater engagement leads to meeting the healthcare needs of Indigenous peoples.
 - If the overarching objective is improved health outcomes of Indigenous peoples, Indigenous physicians play a significant part in reaching this objective.
- The historical role of the Faculty of Medicine & Dentistry in ameliorating disadvantage of Indigenous peoples within the program.
- Quotas are one way of increasing the # of Indigenous physicians, but are no longer responsive to external forces.
 - Keeps us out of touch and pursuing numbers as opposed to outcomes - the latter of which is a system-level response that underpins systemic change.

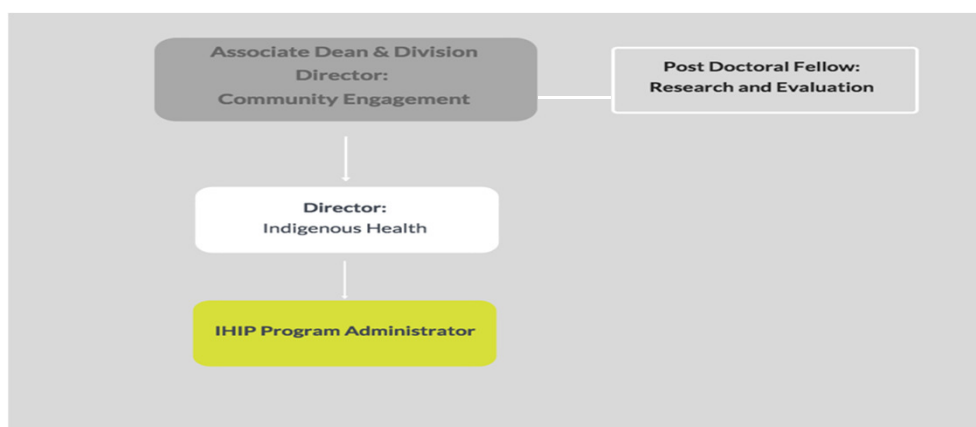
Impacts & Outcomes of Removing the Quota

- **Immediate:**
 - Volume of # admitted to the program who meet criteria (academic and IHIP) would double, or triple.
 - Faculty of Medicine & Dentistry would be the most responsive program in Canada to the issue of the underrepresentation of Indigenous peoples in health professions.
- **Long Term:**
 - Over time, the volume of applicants may increase five-fold as students more likely to see a place for themselves in our program.
 - Create a “critical mass” of Indigenous physicians who are important and leading edge change agents in Indigenous health specifically, and across the healthcare system (and others).
 - Reduces alienation and isolation of Indigenous peoples within the FoMD
 - Enables the FoMD to be the leader in the field of Indigenous health throughout the country.

Creating the Conditions for Success

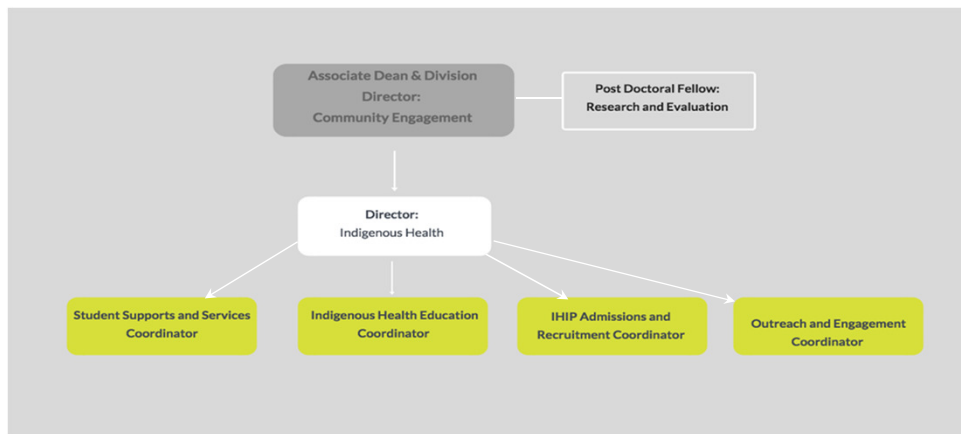
- A change in the # of Indigenous students undoubtedly means changes to the scope and depth of supports required to support Indigenous student success in the program.
 - At present, the IHIP is resourced to support 20 Indigenous students across all 4 years of the MD Program.
 - The IHIP is resourced as follows:
 - One IHIP Administrator;
 - one Post-Doctoral fellow;
 - one Director of Indigenous Health; and
 - one Associate Dean/Division Director.
 - Each have a unique role in supporting and advancing Indigenous health in the FoMD.
 - A plan has been developed to be more responsive to faculty-wide changes to Indigenous admissions.

The Future of the IHIP and Success of Indigenous Students



Current Structure

The Future of the IHIP and Success of Indigenous Students



Future Proposed Structure

Promising Practices: AFMC Survey (2016)

Indigenous Students in MD Programs

- Indigenous Student Coordinator
- Student Orientation
- Indigenous Student Centre
- Community of support
- Circle of Elders / Knowledge keepers
- Mentorship across the continuum
 - Entry to practice
- Cultural and Identity supports
- Scholarships & Bursaries

Pre-Entry

- MCAT & MMI Prep
- Health Career Camps
- Mentorship programs with Indigenous medical students
- Outreach - K-PSE

Medical School Best Practices

- Indigenous health course/curriculum
- Experiential learning/connections to community
- Electives/Community Placements
- Indigenous convocation ceremonies

Conclusion

- The FoMD is well-positioned to be more responsive to the under-representation of Indigenous peoples within the FoMD.
- The FoMD has the capacity to advance a more meaningful response to the worsening health outcomes among Indigenous peoples and the national change agents and change imperatives - re: TRC and RCAP.
- What we measure is what we value - focus on outcomes, not inputs/outputs.
 - An increase in the number of Indigenous physicians has an important impact on Indigenous health outcomes.
 - Inputs/outputs places the FoMD in the endless cycle of incrementalism - which is understood to be a deadly mediator of inequity.

Thank you!

Questions?

Admissions Selection tools

Admissions selection tools	Albertans minimum required	Mean (range)
GPA	3.3	3.8 (3.34-4.0)
MCAT	124	128 (125-131)
CASPER (Computer-Based Assessment for Sampling Personal Characteristics)		
Personal Activities letter		
2 reference letters (Indigenous applicants are encouraged to have a letter of reference from someone who can speak to their connection to community and/or culture)		
Interview MMI (Indigenous applicants also undergo a Panel Interview and a written essay as part of the Indigenous admissions process)	Varies from year to year	

Admissions Process

- The admission selection tools are used to rank students and over 500 of the top ranked students are offered an interview.
- Based on the admission selection tools including interview, applicants are again ranked and applicants are offered positions in order of ranking.
- Indigenous applicants are considered in the mainstream process if they do a regular MMI,
- Indigenous applicants are considered in the Indigenous admissions stream if they apply to it and meet criteria

Admissions Process continued..

- The Indigenous admissions process is one of 2 “quota” entry programs.
- The other is for rural-origin applicants.
- A quota program means a designated number of positions are offered to quota applicants meeting the requirements.
- Indigenous applicants must provide proof of Aboriginal identity in accordance with the Constitution Act, 1982, Part II, Section 35(2)
- The process for Indigenous and mainstream applicants is the same except indigenous applicants wishing to be considered in the Indigenous pool meeting the academic eligibility requirements are all offered interviews.

Indigenous Interview Panel

- Interviewers in the Indigenous admissions stream include current Indigenous students in the MD Program, Indigenous physicians, Elders, Indigenous community members and some non-Indigenous members of the Faculty of Medicine & Dentistry who display a culturally-safe approach to involvement in the process.

- As part of the Indigenous entry process, applicants undergo a panel interview and submit a written essay which is in addition to the mainstream process (e.g. MMI)
- The IHI subcommittee ranks acceptable applicants and makes recommendations to the admissions committee (top 5, ranked out of total interviewed)
 - This year, the IHIP received 18 applicants.
 - 2 withdrew: Unable to provide proof of identity; 3 were eliminated for not completing CASPER testing; 2 were eliminated for MCAT score in one category being 123, as opposed to 124.
- The IHI subcommittee ranks acceptable applicants and makes recommendations to the admissions committee. The Subcommittee ranked 11 out of 11 eligible candidates.
- The admissions committee decides on making offers up to the quota limit.
- If an applicant turns down an offer, an offer goes to the next ranked applicant.
- If all positions are not filled, the positions are put into the mainstream pool



Truth and
Reconciliation
Commission of Canada

Truth and Reconciliation Commission of Canada: Calls to Action





Truth and
Reconciliation
Commission of Canada

Truth and Reconciliation Commission of Canada: Calls to Action



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2015

Truth and Reconciliation Commission of Canada, 2012

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Calls to Action

In order to redress the legacy of residential schools and advance the process of Canadian reconciliation, the Truth and Reconciliation Commission makes the following calls to action.

Legacy

CHILD WELFARE

1. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by:
 - i. Monitoring and assessing neglect investigations.
 - ii. Providing adequate resources to enable Aboriginal communities and child-welfare organizations to keep Aboriginal families together where it is safe to do so, and to keep children in culturally appropriate environments, regardless of where they reside.
 - iii. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools.
 - iv. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.
 - v. Requiring that all child-welfare decision makers consider the impact of the residential school experience on children and their caregivers.
2. We call upon the federal government, in collaboration with the provinces and territories, to prepare and publish annual reports on the number of Aboriginal children (First Nations, Inuit, and Métis) who are in care, compared with non-Aboriginal children, as well as the reasons for apprehension, the total spending on preventive and care services by child-welfare agencies, and the effectiveness of various interventions.
3. We call upon all levels of government to fully implement Jordan's Principle.
4. We call upon the federal government to enact Aboriginal child-welfare legislation that establishes national standards for Aboriginal child apprehension and custody cases and includes principles that:
 - i. Affirm the right of Aboriginal governments to establish and maintain their own child-welfare agencies.
 - ii. Require all child-welfare agencies and courts to take the residential school legacy into account in their decision making.
 - iii. Establish, as an important priority, a requirement that placements of Aboriginal children into temporary and permanent care be culturally appropriate.
5. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate parenting programs for Aboriginal families.

EDUCATION

6. We call upon the Government of Canada to repeal Section 43 of the *Criminal Code of Canada*.
7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate

educational and employment gaps between Aboriginal and non-Aboriginal Canadians.

8. We call upon the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves.
9. We call upon the federal government to prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.
10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:
 - i. Providing sufficient funding to close identified educational achievement gaps within one generation.
 - ii. Improving education attainment levels and success rates.
 - iii. Developing culturally appropriate curricula.
 - iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.
 - v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
 - vi. Enabling parents to fully participate in the education of their children.
 - vii. Respecting and honouring Treaty relationships.
11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.
12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

LANGUAGE AND CULTURE

13. We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.

14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:
 - i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.
 - ii. Aboriginal language rights are reinforced by the Treaties.
 - iii. The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation.
 - iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.
 - v. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.
15. We call upon the federal government to appoint, in consultation with Aboriginal groups, an Aboriginal Languages Commissioner. The commissioner should help promote Aboriginal languages and report on the adequacy of federal funding of Aboriginal-languages initiatives.
16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.
17. We call upon all levels of government to enable residential school Survivors and their families to reclaim names changed by the residential school system by waiving administrative costs for a period of five years for the name-change process and the revision of official identity documents, such as birth certificates, passports, driver's licenses, health cards, status cards, and social insurance numbers.

HEALTH

18. We call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties.
19. We call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes

between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long-term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.

20. In order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, we call upon the federal government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples.
21. We call upon the federal government to provide sustainable funding for existing and new Aboriginal healing centres to address the physical, mental, emotional, and spiritual harms caused by residential schools, and to ensure that the funding of healing centres in Nunavut and the Northwest Territories is a priority.
22. We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.
23. We call upon all levels of government to:
 - i. Increase the number of Aboriginal professionals working in the health-care field.
 - ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities.
 - iii. Provide cultural competency training for all health-care professionals.
24. We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

JUSTICE

25. We call upon the federal government to establish a written policy that reaffirms the independence of the

Royal Canadian Mounted Police to investigate crimes in which the government has its own interest as a potential or real party in civil litigation.

26. We call upon the federal, provincial, and territorial governments to review and amend their respective statutes of limitations to ensure that they conform to the principle that governments and other entities cannot rely on limitation defences to defend legal actions of historical abuse brought by Aboriginal people.
27. We call upon the Federation of Law Societies of Canada to ensure that lawyers receive appropriate cultural competency training, which includes the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.
28. We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.
29. We call upon the parties and, in particular, the federal government, to work collaboratively with plaintiffs not included in the Indian Residential Schools Settlement Agreement to have disputed legal issues determined expeditiously on an agreed set of facts.
30. We call upon federal, provincial, and territorial governments to commit to eliminating the overrepresentation of Aboriginal people in custody over the next decade, and to issue detailed annual reports that monitor and evaluate progress in doing so.
31. We call upon the federal, provincial, and territorial governments to provide sufficient and stable funding to implement and evaluate community sanctions that will provide realistic alternatives to imprisonment for Aboriginal offenders and respond to the underlying causes of offending.
32. We call upon the federal government to amend the Criminal Code to allow trial judges, upon giving reasons, to depart from mandatory minimum sentences and restrictions on the use of conditional sentences.

33. We call upon the federal, provincial, and territorial governments to recognize as a high priority the need to address and prevent Fetal Alcohol Spectrum Disorder (FASD), and to develop, in collaboration with Aboriginal people, FASD preventive programs that can be delivered in a culturally appropriate manner.
34. We call upon the governments of Canada, the provinces, and territories to undertake reforms to the criminal justice system to better address the needs of offenders with Fetal Alcohol Spectrum Disorder (FASD), including:
 - i. Providing increased community resources and powers for courts to ensure that FASD is properly diagnosed, and that appropriate community supports are in place for those with FASD.
 - ii. Enacting statutory exemptions from mandatory minimum sentences of imprisonment for offenders affected by FASD.
 - iii. Providing community, correctional, and parole resources to maximize the ability of people with FASD to live in the community.
 - iv. Adopting appropriate evaluation mechanisms to measure the effectiveness of such programs and ensure community safety.
35. We call upon the federal government to eliminate barriers to the creation of additional Aboriginal healing lodges within the federal correctional system.
36. We call upon the federal, provincial, and territorial governments to work with Aboriginal communities to provide culturally relevant services to inmates on issues such as substance abuse, family and domestic violence, and overcoming the experience of having been sexually abused.
37. We call upon the federal government to provide more supports for Aboriginal programming in halfway houses and parole services.
38. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to eliminating the overrepresentation of Aboriginal youth in custody over the next decade.
39. We call upon the federal government to develop a national plan to collect and publish data on the criminal victimization of Aboriginal people, including data related to homicide and family violence victimization.
40. We call on all levels of government, in collaboration with Aboriginal people, to create adequately funded and accessible Aboriginal-specific victim programs and services with appropriate evaluation mechanisms.
41. We call upon the federal government, in consultation with Aboriginal organizations, to appoint a public inquiry into the causes of, and remedies for, the disproportionate victimization of Aboriginal women and girls. The inquiry's mandate would include:
 - i. Investigation into missing and murdered Aboriginal women and girls.
 - ii. Links to the intergenerational legacy of residential schools.
42. We call upon the federal, provincial, and territorial governments to commit to the recognition and implementation of Aboriginal justice systems in a manner consistent with the Treaty and Aboriginal rights of Aboriginal peoples, the *Constitution Act, 1982*, and the *United Nations Declaration on the Rights of Indigenous Peoples*, endorsed by Canada in November 2012.

Reconciliation

CANADIAN GOVERNMENTS AND THE UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLE

43. We call upon federal, provincial, territorial, and municipal governments to fully adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.
44. We call upon the Government of Canada to develop a national action plan, strategies, and other concrete measures to achieve the goals of the *United Nations Declaration on the Rights of Indigenous Peoples*.

ROYAL PROCLAMATION AND COVENANT OF RECONCILIATION

45. We call upon the Government of Canada, on behalf of all Canadians, to jointly develop with Aboriginal peoples a Royal Proclamation of Reconciliation to be issued by the Crown. The proclamation would build on the Royal Proclamation of 1763 and the Treaty of Niagara of 1764, and reaffirm the nation-to-nation relationship between Aboriginal peoples and the Crown. The proclamation would include, but not be limited to, the following commitments:

- i. Repudiate concepts used to justify European sovereignty over Indigenous lands and peoples such as the Doctrine of Discovery and *terra nullius*.
 - ii. Adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.
 - iii. Renew or establish Treaty relationships based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future.
 - iv. Reconcile Aboriginal and Crown constitutional and legal orders to ensure that Aboriginal peoples are full partners in Confederation, including the recognition and integration of Indigenous laws and legal traditions in negotiation and implementation processes involving Treaties, land claims, and other constructive agreements.
46. We call upon the parties to the Indian Residential Schools Settlement Agreement to develop and sign a Covenant of Reconciliation that would identify principles for working collaboratively to advance reconciliation in Canadian society, and that would include, but not be limited to:
- i. Reaffirmation of the parties' commitment to reconciliation.
 - ii. Repudiation of concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and *terra nullius*, and the reformation of laws, governance structures, and policies within their respective institutions that continue to rely on such concepts.
 - iii. Full adoption and implementation of the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.
 - iv. Support for the renewal or establishment of Treaty relationships based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future.
 - v. Enabling those excluded from the Settlement Agreement to sign onto the Covenant of Reconciliation.
 - vi. Enabling additional parties to sign onto the Covenant of Reconciliation.

47. We call upon federal, provincial, territorial, and municipal governments to repudiate concepts used to justify European sovereignty over Indigenous peoples and lands, such as the Doctrine of Discovery and *terra nullius*, and to reform those laws, government policies, and litigation strategies that continue to rely on such concepts.

SETTLEMENT AGREEMENT PARTIES AND THE UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES

48. We call upon the church parties to the Settlement Agreement, and all other faith groups and interfaith social justice groups in Canada who have not already done so, to formally adopt and comply with the principles, norms, and standards of the *United Nations Declaration on the Rights of Indigenous Peoples* as a framework for reconciliation. This would include, but not be limited to, the following commitments:
- i. Ensuring that their institutions, policies, programs, and practices comply with the *United Nations Declaration on the Rights of Indigenous Peoples*.
 - ii. Respecting Indigenous peoples' right to self-determination in spiritual matters, including the right to practise, develop, and teach their own spiritual and religious traditions, customs, and ceremonies, consistent with Article 12:1 of the *United Nations Declaration on the Rights of Indigenous Peoples*.
 - iii. Engaging in ongoing public dialogue and actions to support the *United Nations Declaration on the Rights of Indigenous Peoples*.
 - iv. Issuing a statement no later than March 31, 2016, from all religious denominations and faith groups, as to how they will implement the *United Nations Declaration on the Rights of Indigenous Peoples*.
49. We call upon all religious denominations and faith groups who have not already done so to repudiate concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and *terra nullius*.

EQUITY FOR ABORIGINAL PEOPLE IN THE LEGAL SYSTEM

50. In keeping with the *United Nations Declaration on the Rights of Indigenous Peoples*, we call upon the federal government, in collaboration with Aboriginal organizations, to fund the establishment of Indigenous law institutes for the development, use, and

understanding of Indigenous laws and access to justice in accordance with the unique cultures of Aboriginal peoples in Canada.

51. We call upon the Government of Canada, as an obligation of its fiduciary responsibility, to develop a policy of transparency by publishing legal opinions it develops and upon which it acts or intends to act, in regard to the scope and extent of Aboriginal and Treaty rights.
52. We call upon the Government of Canada, provincial and territorial governments, and the courts to adopt the following legal principles:
 - i. Aboriginal title claims are accepted once the Aboriginal claimant has established occupation over a particular territory at a particular point in time.
 - ii. Once Aboriginal title has been established, the burden of proving any limitation on any rights arising from the existence of that title shifts to the party asserting such a limitation.

NATIONAL COUNCIL FOR RECONCILIATION

53. We call upon the Parliament of Canada, in consultation and collaboration with Aboriginal peoples, to enact legislation to establish a National Council for Reconciliation. The legislation would establish the council as an independent, national, oversight body with membership jointly appointed by the Government of Canada and national Aboriginal organizations, and consisting of Aboriginal and non-Aboriginal members. Its mandate would include, but not be limited to, the following:
 - i. Monitor, evaluate, and report annually to Parliament and the people of Canada on the Government of Canada's post-apology progress on reconciliation to ensure that government accountability for reconciling the relationship between Aboriginal peoples and the Crown is maintained in the coming years.
 - ii. Monitor, evaluate, and report to Parliament and the people of Canada on reconciliation progress across all levels and sectors of Canadian society, including the implementation of the Truth and Reconciliation Commission of Canada's Calls to Action.
 - iii. Develop and implement a multi-year National Action Plan for Reconciliation, which includes research and policy development, public education programs, and resources.

- iv. Promote public dialogue, public/private partnerships, and public initiatives for reconciliation.

54. We call upon the Government of Canada to provide multi-year funding for the National Council for Reconciliation to ensure that it has the financial, human, and technical resources required to conduct its work, including the endowment of a National Reconciliation Trust to advance the cause of reconciliation.
55. We call upon all levels of government to provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation. The reports or data would include, but not be limited to:
 - i. The number of Aboriginal children—including Métis and Inuit children—in care, compared with non-Aboriginal children, the reasons for apprehension, and the total spending on preventive and care services by child-welfare agencies.
 - ii. Comparative funding for the education of First Nations children on and off reserves.
 - iii. The educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.
 - iv. Progress on closing the gaps between Aboriginal and non-Aboriginal communities in a number of health indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.
 - v. Progress on eliminating the overrepresentation of Aboriginal children in youth custody over the next decade.
 - vi. Progress on reducing the rate of criminal victimization of Aboriginal people, including data related to homicide and family violence victimization and other crimes.
 - vii. Progress on reducing the overrepresentation of Aboriginal people in the justice and correctional systems.
56. We call upon the prime minister of Canada to formally respond to the report of the National Council for Reconciliation by issuing an annual "State of Aboriginal Peoples" report, which would outline the government's plans for advancing the cause of reconciliation.

PROFESSIONAL DEVELOPMENT AND TRAINING FOR PUBLIC SERVANTS

57. We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

CHURCH APOLOGIES AND RECONCILIATION

58. We call upon the Pope to issue an apology to Survivors, their families, and communities for the Roman Catholic Church's role in the spiritual, cultural, emotional, physical, and sexual abuse of First Nations, Inuit, and Métis children in Catholic-run residential schools. We call for that apology to be similar to the 2010 apology issued to Irish victims of abuse and to occur within one year of the issuing of this Report and to be delivered by the Pope in Canada.
59. We call upon church parties to the Settlement Agreement to develop ongoing education strategies to ensure that their respective congregations learn about their church's role in colonization, the history and legacy of residential schools, and why apologies to former residential school students, their families, and communities were necessary.
60. We call upon leaders of the church parties to the Settlement Agreement and all other faiths, in collaboration with Indigenous spiritual leaders, Survivors, schools of theology, seminaries, and other religious training centres, to develop and teach curriculum for all student clergy, and all clergy and staff who work in Aboriginal communities, on the need to respect Indigenous spirituality in its own right, the history and legacy of residential schools and the roles of the church parties in that system, the history and legacy of religious conflict in Aboriginal families and communities, and the responsibility that churches have to mitigate such conflicts and prevent spiritual violence.
61. We call upon church parties to the Settlement Agreement, in collaboration with Survivors and representatives of Aboriginal organizations, to establish permanent funding to Aboriginal people for:
- i. Community-controlled healing and reconciliation projects.

- ii. Community-controlled culture- and language-revitalization projects.
- iii. Community-controlled education and relationship-building projects.
- iv. Regional dialogues for Indigenous spiritual leaders and youth to discuss Indigenous spirituality, self-determination, and reconciliation.

EDUCATION FOR RECONCILIATION

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:
- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
 - ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
 - iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
 - iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.
63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:
- i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
 - ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
 - iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
 - iv. Identifying teacher-training needs relating to the above.
64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on

Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

YOUTH PROGRAMS

66. We call upon the federal government to establish multi-year funding for community-based youth organizations to deliver programs on reconciliation, and establish a national network to share information and best practices.

MUSEUMS AND ARCHIVES

67. We call upon the federal government to provide funding to the Canadian Museums Association to undertake, in collaboration with Aboriginal peoples, a national review of museum policies and best practices to determine the level of compliance with the *United Nations Declaration on the Rights of Indigenous Peoples* and to make recommendations.
68. We call upon the federal government, in collaboration with Aboriginal peoples, and the Canadian Museums Association to mark the 150th anniversary of Canadian Confederation in 2017 by establishing a dedicated national funding program for commemoration projects on the theme of reconciliation.
69. We call upon Library and Archives Canada to:
- i. Fully adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* and the *United Nations Joint-Orientlicher Principles*, as related to Aboriginal peoples' inalienable right to know the truth about what happened and why, with regard to human rights violations committed against them in the residential schools.
 - ii. Ensure that its record holdings related to residential schools are accessible to the public.
 - iii. Commit more resources to its public education materials and programming on residential schools.
70. We call upon the federal government to provide funding to the Canadian Association of Archivists to undertake, in collaboration with Aboriginal peoples, a national review of archival policies and best practices to:

- i. Determine the level of compliance with the *United Nations Declaration on the Rights of Indigenous Peoples* and the *United Nations Joint-Orientlicher Principles*, as related to Aboriginal peoples' inalienable right to know the truth about what happened and why, with regard to human rights violations committed against them in the residential schools.
- ii. Produce a report with recommendations for full implementation of these international mechanisms as a reconciliation framework for Canadian archives.

MISSING CHILDREN AND BURIAL INFORMATION

71. We call upon all chief coroners and provincial vital statistics agencies that have not provided to the Truth and Reconciliation Commission of Canada their records on the deaths of Aboriginal children in the care of residential school authorities to make these documents available to the National Centre for Truth and Reconciliation.
72. We call upon the federal government to allocate sufficient resources to the National Centre for Truth and Reconciliation to allow it to develop and maintain the National Residential School Student Death Register established by the Truth and Reconciliation Commission of Canada.
73. We call upon the federal government to work with churches, Aboriginal communities, and former residential school students to establish and maintain an online registry of residential school cemeteries, including, where possible, plot maps showing the location of deceased residential school children.
74. We call upon the federal government to work with the churches and Aboriginal community leaders to inform the families of children who died at residential schools of the child's burial location, and to respond to families' wishes for appropriate commemoration ceremonies and markers, and reburial in home communities where requested.
75. We call upon the federal government to work with provincial, territorial, and municipal governments, churches, Aboriginal communities, former residential school students, and current landowners to develop and implement strategies and procedures for the ongoing identification, documentation, maintenance, commemoration, and protection of residential school cemeteries or other sites at which residential school children were buried. This is to include the provision of

appropriate memorial ceremonies and commemorative markers to honour the deceased children.

76. We call upon the parties engaged in the work of documenting, maintaining, commemorating, and protecting residential school cemeteries to adopt strategies in accordance with the following principles:
- i. The Aboriginal community most affected shall lead the development of such strategies.
 - ii. Information shall be sought from residential school Survivors and other Knowledge Keepers in the development of such strategies.
 - iii. Aboriginal protocols shall be respected before any potentially invasive technical inspection and investigation of a cemetery site.

NATIONAL CENTRE FOR TRUTH AND RECONCILIATION

77. We call upon provincial, territorial, municipal, and community archives to work collaboratively with the National Centre for Truth and Reconciliation to identify and collect copies of all records relevant to the history and legacy of the residential school system, and to provide these to the National Centre for Truth and Reconciliation.
78. We call upon the Government of Canada to commit to making a funding contribution of \$10 million over seven years to the National Centre for Truth and Reconciliation, plus an additional amount to assist communities to research and produce histories of their own residential school experience and their involvement in truth, healing, and reconciliation.

COMMEMORATION

79. We call upon the federal government, in collaboration with Survivors, Aboriginal organizations, and the arts community, to develop a reconciliation framework for Canadian heritage and commemoration. This would include, but not be limited to:
- i. Amending the Historic Sites and Monuments Act to include First Nations, Inuit, and Métis representation on the Historic Sites and Monuments Board of Canada and its Secretariat.
 - ii. Revising the policies, criteria, and practices of the National Program of Historical Commemoration to integrate Indigenous history, heritage values, and memory practices into Canada's national heritage and history.

- iii. Developing and implementing a national heritage plan and strategy for commemorating residential school sites, the history and legacy of residential schools, and the contributions of Aboriginal peoples to Canada's history.

80. We call upon the federal government, in collaboration with Aboriginal peoples, to establish, as a statutory holiday, a National Day for Truth and Reconciliation to honour Survivors, their families, and communities, and ensure that public commemoration of the history and legacy of residential schools remains a vital component of the reconciliation process.
81. We call upon the federal government, in collaboration with Survivors and their organizations, and other parties to the Settlement Agreement, to commission and install a publicly accessible, highly visible, Residential Schools National Monument in the city of Ottawa to honour Survivors and all the children who were lost to their families and communities.
82. We call upon provincial and territorial governments, in collaboration with Survivors and their organizations, and other parties to the Settlement Agreement, to commission and install a publicly accessible, highly visible, Residential Schools Monument in each capital city to honour Survivors and all the children who were lost to their families and communities.
83. We call upon the Canada Council for the Arts to establish, as a funding priority, a strategy for Indigenous and non-Indigenous artists to undertake collaborative projects and produce works that contribute to the reconciliation process.

MEDIA AND RECONCILIATION

84. We call upon the federal government to restore and increase funding to the CBC/Radio-Canada, to enable Canada's national public broadcaster to support reconciliation, and be properly reflective of the diverse cultures, languages, and perspectives of Aboriginal peoples, including, but not limited to:
- i. Increasing Aboriginal programming, including Aboriginal-language speakers.
 - ii. Increasing equitable access for Aboriginal peoples to jobs, leadership positions, and professional development opportunities within the organization.
 - iii. Continuing to provide dedicated news coverage and online public information resources on issues of concern to Aboriginal peoples and all Canadians,

including the history and legacy of residential schools and the reconciliation process.

85. We call upon the Aboriginal Peoples Television Network, as an independent non-profit broadcaster with programming by, for, and about Aboriginal peoples, to support reconciliation, including but not limited to:
- i. Continuing to provide leadership in programming and organizational culture that reflects the diverse cultures, languages, and perspectives of Aboriginal peoples.
 - ii. Continuing to develop media initiatives that inform and educate the Canadian public, and connect Aboriginal and non-Aboriginal Canadians.
86. We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations.

SPORTS AND RECONCILIATION

87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.
88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.
89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.
90. We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing:
- i. In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse

cultures and traditional sporting activities of Aboriginal peoples.

- ii. An elite athlete development program for Aboriginal athletes.
 - iii. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.
 - iv. Anti-racism awareness and training programs.
91. We call upon the officials and host countries of international sporting events such as the Olympics, Pan Am, and Commonwealth games to ensure that Indigenous peoples' territorial protocols are respected, and local Indigenous communities are engaged in all aspects of planning and participating in such events.

BUSINESS AND RECONCILIATION

92. We call upon the corporate sector in Canada to adopt the *United Nations Declaration on the Rights of Indigenous Peoples* as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:
- i. Commit to meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects.
 - ii. Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.
 - iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.

NEWCOMERS TO CANADA

93. We call upon the federal government, in collaboration with the national Aboriginal organizations, to revise the information kit for newcomers to Canada and its citizenship test to reflect a more inclusive history of the diverse Aboriginal peoples of Canada, including

information about the Treaties and the history of residential schools.

94. We call upon the Government of Canada to replace the Oath of Citizenship with the following:

I swear (or affirm) that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth II, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada including Treaties with Indigenous Peoples, and fulfill my duties as a Canadian citizen.

Truth and Reconciliation Commission of Canada

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**Governance Executive Summary
Action Item**

Agenda Title: **Proposed Changes to the Doctor of Dental Surgery (DDS) Academic Standing Regulations, Faculty of Medicine and Dentistry**

Motion: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to the DDS program academic standing regulations, as proposed by the Faculty of Medicine and Dentistry, as set forth in Attachments 1-2, as amended, to take effect in Fall 2019.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Dennis Kunimoto, Acting Dean, Faculty of Medicine and Dentistry (FoMD)
Presenter(s)	Shirley Schipper, Vice-Dean Education, FoMD Steven Patterson, Associate Chair, Academic, School of Dentistry

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To approve the proposed changes to the DDS program admission/transfer and academic standing regulations.
Executive Summary <i>(outline the specific item– and remember your audience)</i>	<p>The proposed changes to the DDS academic standing regulations will allow timely review of academic process and the inclusion of clear guidelines and expectations of reexamination and reassessment processes. These now align closely to other health professional programs and are designed to better facilitate the students' progression through the program.</p> <p>The section regarding reassessment will allow DDS students the opportunity to remediate clinical or laboratory course components which did not previously exist. The proposed wording for the reexamination and reassessment section seeks to provide additional clarity on the allowable number and scope of reexaminations and/or reassessment opportunities available to DDS students during their current year of the program. The previous wording did specify differences for the clinical years of the program, however it is felt that the proposed format of the changes will allow the reader of the Calendar to find the applicable regulations more easily.</p> <p>The academic standing regulation changes will move in the following directions:</p> <ul style="list-style-type: none"> • Allowing reassessment of failed components that are currently not eligible for re-examination (e.g. laboratory components, didactic components that do not fit U of A criteria for re-examination) • Maintaining opportunity for re-examination and/or reassessment in up to two failed courses per year, even though the total number of courses/course components to be passed has dropped significantly • Allowing opportunity for conditional standing and probationary repeat years for a failed year, whereas the current regulations require students to withdraw • Allowing for a continuation of the final year for a period of time for students who have not quite completed all clinical experiences

	<p>DDS Program Curriculum Changes:</p> <p>Substantive curriculum changes to the DDS Program will be coming forward to APC. There are no admissions implications with these changes.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Toolkit section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Department of Dentistry faculty members • Faculty of Education consultants • GFC ASC SOS • GFC ASC • GFC APC
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • FoMD Faculty Learning Committee – approval – July 4, 2018 • Student Consultation via the Dentistry Student Association (DSA) – July 10, 2018 • FoMD Faculty Council Committee – review/consultation – July 19, 2018 • Office of the Registrar, Calendar Production – consulted/informed • During initial needs assessment 2015- students, faculty, alumni • Office of the Provost and Vice-President (Academic)
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Associate Dean, Undergraduate Medical Education • FoMD faculty members via UME retreat • Department of Dentistry staff • Alberta Dental Association & College via their representatives on Curriculum and Department Councils
Approval Route (Governance) (including meeting dates)	<p>GFC ASC: Approval of admission/transfer and academic standing: October 18, 2018</p> <p>GFC APC: Approval of the program changes – November 7, 2018</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>The proposed changes to the DDS align with the <i>For the Public Good</i> addressing key strategic goals and objectives. Students will <i>experience</i> rewarding learning opportunities addressing <i>Objective 7</i> through enhanced student participation in experiential learning through earlier clinical experiences and an increase the external rotations provided in areas of need, including the Boyle McCauley area in Edmonton</p> <p>The DDS program will <i>excel</i> in a culture that fosters and champions distinction and distinctiveness in teaching and learning. Addressing <i>Objective 14</i> we will work to inspire, model and support excellence in teaching and learning through enhanced support for faculty, increasing active learning, and increasing our utilization of technology in the classroom, where appropriate. Faculty development and support is key to the delivery of high quality DDS curriculum.</p>
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Item No. 6

	<p>The DDS program will <i>sustain</i> our students, faculty and staff addressing <i>Objective 19</i> by prioritizing an integrated health and wellness strategy, through the enhancement of a humanistic approach to dental education. <i>Objective 21</i> encourages continuous improvement through enabling our students to work toward the shared goals. The curriculum renewal process has utilized a communication plan to engage student, faculty, staff, and external stakeholders as we developed the new DDS program. A communication plan is also key moving forward.</p> <p>The DDS Curriculum Renewal utilized the Institutional Strategic Plan as we developed the renewed program, ensuring a humanistic approach to dental education.</p>
<p>Alignment with Institutional Risk Indicator</p>	<p>Risk: Student Success Risk statement: If its students do not have the opportunity to develop to their full academic and personal potential, the university will fail to achieve its mission and academic goals.</p>
<p>Legislative Compliance and jurisdiction</p>	<p>PSLA UAPPOL Academic Standing Policy GFC ASC Terms of Reference GFC APC Terms of Reference</p>

Attachments:

1. DDS Academic Standing Regulations Changes (page(s) 1 - 6)
2. DDS Calendar Change Briefing Note (page(s) 1 - 4)

Prepared by: Jocelyn Plemel, Executive Assistant to the Vice-Dean, Education, jplemel@ualberta.ca

Comparison Table – Dentistry Calendar Changes

CURRENT	PROPOSED
<p data-bbox="224 306 587 338">Admission and Academic Regulations</p> <hr/> <p data-bbox="224 390 662 426">Academic Standing and Graduation</p> <p data-bbox="224 453 375 485">DDS Degree</p> <p data-bbox="224 499 774 583">The program leading to the DDS degree is conducted in four years (1, 2, 3 and 4) under the direction of the Faculty committees (see DDS Degree).</p> <ol data-bbox="215 590 774 1535" style="list-style-type: none"> <li data-bbox="215 590 774 674">1. No credit will be granted for courses completed in preprofessional years and no course exemptions will be allowed. <li data-bbox="215 688 774 940">2. The Dean, or Supervisor acting on behalf of the Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of practicum/clinical placement if the Dean or Supervisor has reasonable grounds to believe that this is necessary in order to protect the Public Interest. (See Practicum Intervention Policy). <li data-bbox="215 955 774 1165">3. The Council of the Faculty of Medicine and Dentistry approves the principle that the means of assessing a student's progress and determining a student's grades may vary from one course to another in accordance with the nature of the course. Factors other than examination results may be used to a variable extent by instructors in determining grades. <li data-bbox="215 1180 774 1432">4. Students are advised at the beginning of each course and year of the procedures to be used in their evaluation, the determination and reporting of their grades, and the standards required by the Faculty. Students are also advised of the procedures for appeal established with the Faculty and the University. Students must satisfactorily complete all components of all courses. <li data-bbox="215 1446 774 1535">5. On their official transcripts students are not ranked or assigned a numeric grade, but are designated as having passed (received credit) or failed a course. 	<p data-bbox="820 306 1183 338">Admission and Academic Regulations</p> <hr/> <p data-bbox="797 390 1235 426">Academic Standing and Graduation</p> <p data-bbox="820 453 971 485">DDS Degree</p> <p data-bbox="820 499 1386 583">The program leading to the DDS degree is conducted in four years (1, 2, 3 and 4) under the direction of the Faculty committees (see DDS Degree).</p> <ol data-bbox="820 590 1386 1493" style="list-style-type: none"> <li data-bbox="820 590 1386 674">1. No credit will be granted for courses completed in preprofessional years and no course exemptions will be allowed. <li data-bbox="820 688 1386 940">2. The Dean, or Supervisor acting on behalf of the Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of practicum/clinical placement if the Dean or Supervisor has reasonable grounds to believe that this is necessary in order to protect the Public Interest. (See Practicum Intervention Policy). <li data-bbox="820 955 1386 1165">3. The Council of the Faculty of Medicine and Dentistry approves the principle that the means of assessing a student's progress and determining a student's grades may vary from one course to another in accordance with the nature of the course. Factors other than examination results may be used to a variable extent by instructors in determining grades. <li data-bbox="820 1180 1386 1390">4. Students are advised at the beginning of each course and year of the procedures to be used in their evaluation, the determination and reporting of their grades, and the standards required by the Faculty. Students are also advised of the procedures for appeal established with the Faculty and the University. <li data-bbox="820 1404 1386 1493">5. On their official transcripts students are not ranked or assigned a numeric grade, but are designated as having passed (received credit) or failed a course.

<p>6. Reexaminations</p> <p>a. Students are allowed reexamination privileges only in courses that are failed.</p> <p>b. The Associate Chair, Academic must approve reexaminations for students who fail two or fewer courses or components of DDS 509, DDS 529, DDS 545, or DDS 565. Students with more than two (2) failed courses or components of DDS 509, DDS 529, DDS 545, or DDS 565 in any academic year will not be allowed reexamination privileges.</p> <p>c. The Associate Chair, Academic may allow reexamination of a didactic component of a course if a student fails the didactic component of a clinical or laboratory course but passes the clinical or laboratory portion. Reexamination is not permitted in courses that are entirely clinical or laboratory or in clinical or laboratory components of courses that include both didactic and clinical or laboratory components.</p> <p>d. If a reexamination is approved, satisfactory completion of a remedial program may be required by the Associate Chair, Academic before the student is permitted to take the reexamination.</p> <p>e. Students may be granted rewrites at the end of each term for failed courses within that term that meet the above requirements, but not exceeding more than two overall in an academic year. The Academic Standing Committee would be notified of all reexaminations granted.</p> <p>f. A student who does not take a reexamination within the period of time prescribed by the Faculty will not be allowed to continue in the program.</p> <p>g. The reexamination mark (as in the case of a deferred mark) will replace the original final exam mark.</p> <p>h. Over the program, reexamination privileges will not exceed five reexaminations. In DDS 509, DDS 529, DDS 545, or DDS 565 all components must be successfully completed and each reexamination in a component of these courses will compose one of the five reexamination privileges.</p> <p>i. See Reexaminations for further information regarding when reexaminations are not permitted.</p>	<p>6. Reexaminations and Reassessment</p> <p>a. Reexaminations</p> <p>i. Students are allowed reexamination only in courses or didactic components of courses that are failed.</p> <p>ii. For any failed course or didactic component of a course, the following reexamination policies apply:</p> <ul style="list-style-type: none"> • The Associate Chair, Academic may allow reexamination of a course or didactic component of a course only where the Final Examination is a 40% or greater component of the course grade. • The Associate Chair, Academic may allow reexamination of a didactic component of a course if a student fails the didactic component of a clinical or laboratory course but passes the clinical or laboratory portion. Reexamination is not permitted in courses that are entirely clinical or laboratory or in clinical or laboratory components of courses that include both didactic and clinical or laboratory components. • If a reexamination is approved, satisfactory completion of a remedial program may be required by the Associate Chair, Academic before the student is permitted to take the reexamination. • The reexamination mark will replace the original final exam mark. For the course to be passed, the new grade with the new reexamination final exam mark, must equal or surpass the required passing grade for the course. • Students may be granted rewrites at the end of each term for failed courses within that term that meet the above requirements, but not exceeding more than two overall in an academic year. The Academic Standing Committee would be notified of all reexaminations granted. • Students with more than two failed courses in the academic year will not be allowed further reexamination privileges and may be assigned Conditional Standing and placed on probation. (see Conditional Standing and Probation) • A student who does not take a reexamination within the period of time prescribed by the Faculty will remain with a failed course, and a failed year and will not be eligible for promotion or graduation. (See Conditional Standing and Probation) <p>b. Reassessment</p> <p>i. Students are allowed reassessment only in courses or course components that are failed.</p> <p>ii. For any failed course or course component, the following reassessment policies apply: YEAR 1 and YEAR 2</p>
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	<ul style="list-style-type: none"> • The Associate Chair, Academic may allow reassessment of any failed course or component of a course as follows: didactic components where the final examination is less than 40% course weight, laboratory, and/or clinical components. • If a reassessment is approved, satisfactory completion of a remedial program may be required by the Associate Chair, Academic before the student is permitted to take the reassessment. • If reassessment is approved for a failed course or course component, the student will be informed of the required reassessment activities, the expected level of achievement to successfully complete them and the timelines for completion. • Students with more than two failed courses in the academic year will not be allowed further reassessment privileges and may be assigned Conditional Standing and placed on probation. (See Conditional Standing and Probation) • If reassessment is successfully completed, the grade attained for the course will be the established pass score for the course. <p>YEAR 3 and YEAR 4</p> <ul style="list-style-type: none"> • No reassessment is permitted for the year-long clinical courses DDS 530 (3rd yr) and DDS 540 (4th yr). • The Associate Chair, Academic may allow reassessment of DDS 531 (3rd yr clinical skills) and DDS 542 (4th yr electives) courses or their course components if this is the only failed course or course component in that academic year. • If a reassessment is approved, satisfactory completion of a remedial program may be required by the Associate Chair, Academic before the student is permitted to take the reassessment. • If reassessment is approved for a failed course or course component, the student will be informed of the required reassessment activities, the expected level of achievement to successfully complete them and the timelines for completion. • If reassessment is successfully completed, the grade attained for the course will be the established pass score for the course. • A student who does not complete required reassessment within the period of time prescribed by the Faculty will remain with a failed course, and a failed year and will not be eligible for promotion or graduation. (see Conditional Standing and Probation) <p>7. Conditional Standing and Probation</p> <ol style="list-style-type: none"> a. Conditional Standing is assigned to a student who at the end of the year, fails to achieve a pass in all courses. b. A student assigned Conditional Standing will be
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<p>7. Academic Standing: Final decisions regarding academic standing and promotion to the next year or graduation are made by the Faculty of Medicine and Dentistry Academic Standing and Promotion Committee.</p> <ol style="list-style-type: none"> No student may proceed to any subsequent year of the DDS program and will be required to withdraw unless they have passed all courses for that academic year. A student who fails more than two courses in any year of the program will be required to withdraw from the program. For promotion and graduation, students need to adhere to and meet the requirements as stated in the department's Attendance Policy. 	<p>placed on academic probation and will have academic progress regularly reviewed and reported upon at the end of each term.</p> <ol style="list-style-type: none"> YEAR 1 and YEAR 2 <ul style="list-style-type: none"> A student who fails more than two courses within a year, or unsuccessfully completes a failed course through reexamination or reassessment, will be assigned Conditional Standing and will be placed on probation and given the opportunity to enroll in a repeat of the year. To clear Conditional Standing and probation and to qualify for promotion, the student must achieve Satisfactory Standing in all courses in the probationary year. Students who fail to do so will be Required to Withdraw. Any student in a probationary year who fails a course will be required to withdraw immediately and subsequent registration will be cancelled. YEAR 3 and YEAR 4 <ul style="list-style-type: none"> A student who fails to achieve a pass in a year-long clinical course (DDS 530, DDS 540) or to successfully complete reassessment of a failed course (DDS 531, DDS 542) during either third or fourth year will be assigned Conditional Standing. A student who has been assigned Conditional Standing will be reviewed by Academic Standing Committee and either Required to Withdraw from the program or placed on Probation. A student placed on Probation will be offered the opportunity to enroll in a repeat of the year. To clear Conditional Standing and Probation and to qualify for promotion or graduation, the student must achieve Satisfactory Standing in the probationary (repeat) year at assessment checkpoints at the end of each term during that year. Students who fail to perform satisfactorily at any of those assessment points will be Required to Withdraw immediately and subsequent registration will be cancelled. Only one year of probation is allowed while registered in the DDS program. <p>8. Academic Standing: Decisions regarding academic standing and promotion to the next year or graduation are made by the Faculty of Medicine and Dentistry Academic Standing and Promotion Committee.</p> <ol style="list-style-type: none"> Each student's academic standing will normally be assessed at the end of the regular academic year. Students with Conditional Standing who are on probation will be assessed at the end of each term. No student may proceed to any subsequent year of the DDS program or graduate unless they have passed all courses for that academic year. For promotion and graduation, students need to adhere to and meet the requirements as stated in the department's
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<p>d. Awards distribution will be based on a full course load only and utilizing original not remedial grades in calculation of the GPA.</p> <p>8. Regulations Concerning Repetition of a Year because of Academic Failure</p> <p>a. No student will be allowed to repeat any year of the DDS program with the exception of fourth year students who may be granted the status of "Special Category Repeating Student". See below for details.</p> <p>b. Special Category Repeating Student: a student who fails to meet some requirements in the final-year of the program may be designated a Special Category repeating student. In order to be considered as a Special Category repeating student in fourth-year Dentistry, the student must</p> <p>i. have clinical deficiencies in no more than two clinical disciplines and have been advised that the deficiency could be corrected within one term of instruction; and</p> <p>ii. have successfully completed all written examinations in the DDS program. Further information regarding the Special Category repeating student may be obtained from the Department Office. Students repeating the final year are not eligible for awards.</p> <p>9. Voluntary Withdrawal: A student wanting to temporarily withdraw registration from the DDS program is required to make written application to the Associate Dean of the Faculty of Medicine and Dentistry, stating the reasons for withdrawal and the intended period of withdrawal. Readmission to the DDS program following voluntary withdrawal is based on the following:</p> <p>a. a review, by the Faculty, of the reasons for withdrawal and of the student's academic record.</p> <p>b. availability of a place, within quota, in the class to which the student seeks readmission. Priority is assigned in the following order:</p> <p>i. students who have met normal promotion</p>	<p>current Attendance Policy.</p> <p>e. Awards distribution will be based on a full course load only and utilizing original not reexamination or reassessment grades in calculation of the GPA.</p> <p>f. Students are advised of Faculty and University appeals processes at the beginning of each academic year.</p> <p>9. Regulations Concerning Continuation of Fourth Year</p> <p>a. Special Category Continuing Fourth Year Student: a student who fails to meet all clinical competency requirements or attendance policy requirements in the final-year of the program may be designated a Special Category Continuing student. In order to be considered as a Special Category Continuing student in fourth-year Dentistry, the student must</p> <p>i. have clinical deficiencies in no more than two clinical disciplines and have been advised that the deficiencies could be corrected within one term of instruction; and</p> <p>ii. have successfully completed all other assessments in the DDS program.</p> <p>10. Time Limit For Completion of Degree</p> <p>a. Students must complete their degree requirements within six academic years from the time of their initial admission. This time limit includes all time during which a student is not in attendance, either for personal reasons (see Voluntary Withdrawal) or as a result of suspension or academic probation. Any failure or inability to complete the program within six years is cause for Requirement to Withdraw from the program.</p> <p>11. Course Load:</p> <p>a. Students in the DDS program are required to participate in a full course load due to the sequential and integrated learning expectations of the professional degree program. As necessary prerequisite material is covered in previous courses, all preceding courses are considered as prerequisite courses for the next course(s) in sequence.</p> <p>12. Voluntary Temporary Withdrawal: A student wishing to temporarily withdraw registration from the DDS program is required to make written application to the Associate Chair, Academic (Dentistry), stating the reasons for withdrawal and the intended period of withdrawal. Readmission to the DDS program following voluntary temporary withdrawal is based on the following:</p> <p>a. a review, by the Associate Chair, Academic, of the reasons for withdrawal and of the student's academic record.</p> <p>b. availability of a place, within quota, in the class to which the student seeks readmission. Priority is assigned in the following order:</p>
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<p>requirements</p> <p>ii. Faculty-approved repeating students and students returning after voluntary withdrawal, in order of academic standing</p> <p>c. The length of time the student interrupts studies leading to the DDS degree must not exceed two years in total.</p> <p>10. Faculty Advisor: At the discretion of the Faculty, an advisor may be assigned to students having difficulty meeting promotion requirements. The method of assignment and role of the advisor is determined by the Faculty and/or Department.</p> <p>11. All students registered in the Dentistry program are required by provincial legislation to be registered in the Educational Register of the Alberta Dental Association and College. This registration permits the practice of dentistry within the confines of the formal dental curriculum. Students in the DDS program are required to adhere to the professional code of ethics of the Alberta Dental Association and College. (Amendments to the Code of Student Behaviour occur throughout the year. The official version of the Code of Student Behaviour, as amended from time to time is housed on the University Governance website at www.governance.ualberta.ca.)</p> <p>12. Medical Testing and Immunization Requirements: See University Infectious Diseases Regulation.</p> <p>13. Certification in CPR (Cardiopulmonary Resuscitation) at the Basic Rescuer Level is required.</p>	<p>i. students who have met normal promotion requirements</p> <p>ii. Associate Chair, Academic-approved repeating students and students returning after voluntary withdrawal, in order of academic standing</p> <p>c. The length of time the student interrupts studies leading to the DDS degree must not exceed two years, either at one time or cumulatively.</p> <p>13. Withdrawal from Program: A student wishing to withdraw permanently from the DDS program with no intention to return to the program is encouraged to make written application to the Associate Chair, (Dentistry), stating the reason for withdrawal from program.</p> <p>14. Faculty Advisor: At the discretion of the Faculty, an advisor may be assigned to students having difficulty meeting promotion requirements. The method of assignment and role of the advisor is determined by the Faculty and/or Department.</p> <p>15. All students registered in the Dentistry program are permitted in the practice of dentistry within the confines of the formal dental curriculum under the Province of Alberta Health Professions Act: Dentists Profession Regulation. As noted in the Code of Student Behaviour, students in the DDS program are required to adhere to the professional code of ethics of the Alberta Dental Association and College. (Amendments to the Code of Student Behaviour occur throughout the year. The official version of the Code of Student Behaviour, as amended from time to time is housed on the University Governance website at www.governance.ualberta.ca.)</p> <p>16. Medical Testing and Immunization Requirements: See University Infectious Diseases Regulation.</p> <p>17. Certification in CPR (Cardiopulmonary Resuscitation) at the Basic Rescuer Level is required to be current during each year of the program. Opportunities for this certification and annual maintenance of that standing may be provided during each year of the program.</p> <p>18. Technical Standards Policy defines the necessary knowledge, skills, professional behaviours, and attitudes required of students. Students must be able to meet the technical standards throughout their program.</p>
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Doctor of Dental Surgery (DDS) 2019/20 Calendar Change Briefing Note

Rationale:

These proposed calendar changes for a new dental undergraduate program structure and courses and the accompanying academic regulations better suited to these program changes, are a result of a curriculum renewal process undertaken by the School of Dentistry (SoD) initiated in spring of 2015 with intent to begin implementation in the fall of 2019 for the 2019-2020 academic year.

Background:

The School of Dentistry dental program (DDS), completed an accreditation review with the Canadian Dental Accreditation Commission (CDAC) in 2014. This review was a great success and there were zero recommendations required of the School related to the accreditation standards. Even with this significant result, faculty, students and alumni still noted that the curriculum and particularly the learning experience of students could still be better. Through activities such as town hall meetings, dialogue with faculty and staff, internal surveys, course and program feedback from students, alumni surveys, and the accreditation self-survey, a growing support for taking on a full review and renewal of the DDS curriculum was noted. Additionally, the broader University's focus on "the public good" and the Faculty of Medicine & Dentistry's (FoMD) strategic plans spoke for social accountability, leadership and scholarship in our programs.

In response to this direction and ongoing input from students, faculty and alumni with respect to the current DDS program, and under the direction of the SoD Executive Committee, a curriculum renewal process was initiated and budget support was set aside to complete this task. A curriculum renewal committee (CRC) was established, curriculum development experts from the Faculty of Education were engaged to assist in this work and a four-phase, six-year plan was designed. The vision of the curriculum renewal has been "Transforming the Future." The mission statement of the CRC is "to lead the design and implementation of a leading-edge curriculum in an engaged and collaborative manner, that is responsive to the needs of students, the profession, and society."

Over this time period, the ten Canadian dental schools, (Association of Canadian Faculties of Dentistry- ACFD) completed a national educational framework competency document (see attached document) outlining the expectations of all dental programs. This document also was a contributor to the need for curriculum change as it newly outlined all competency areas expected in beginning dental practitioners graduating from accredited dental programs.

Impetus for Change:

Phase 1 of the curriculum design involved a needs assessment (see attached document) regarding the current, fully accredited curriculum, which was carried out during the latter part of 2015 with student, faculty, alumni surveys and focus groups, literature reviews and interviews with representatives from the other dental schools in Canada. This scholarly work clearly delineated the issues in need of consideration for change.

Key findings identified challenges to student learning due to a primarily siloed curriculum with little integration between medical foundational content, dental clinical content and even between dental disciplines. Additionally, the requirements of having "service" courses provided by Undergraduate Medical Education (UME) placed significant stressors on students due to sequencing challenges resulting in highly compressed clinical and dental courses in the final 2 years of the program and students reporting difficulty identifying as dental students. Little to no self-directed time and no elective experiences were other challenges faced in the current curriculum. All of the information gathered in this phase supported the need to enhance student learning through curricular change.

Key to the curriculum renewal was the establishment of guiding principles (see attached document) in five areas; learning pathway (sequence), student experience, content, delivery, assessment. These guiding principles were developed from the needs assessment and faculty/staff/student/alumni engagement to address the key challenges to learning that existed in the current curriculum. These guiding principles have served to keep the curriculum renewal on track and focused on change designed to improve students' learning and create a more humanistic experience in the program.

Phase 2 was a significant body of work that occurred over the year 2016 and involved creating and validating all the program learning objectives as outlined in the national competency document and additionally supported and validated by the Alberta Dental Association and College's (ADA&C) competency document describing the competencies of a practicing dentist in Alberta. This phase also saw initial sequencing of content, significant literature reviews, working groups and completion of white papers on instructional strategies, integration of medical content, and assessment modalities. The result of Phase 2 was the program design model (see attached graphic) depicting a spiral structure comprised of three vertical streams, which would be integrated over each of the four years of the program. This model is the foundation of each course that is proposed in the new curriculum. Phase three has been ongoing since spring of 2017 and focuses on course design. This has involved year-to-year planning in unique discipline areas, term planning, and course structure design. Over the 2018 year, specific course design has been occurring to plan the detailed sequencing, lesson planning, resource development of each course.

Proposed Changes:

In the current curriculum students were responsible to successfully complete 78 course or course components to complete the program. In a new multidisciplinary block course plan, that allows for achieving the above mentioned competency outcomes, the total courses needing to be completed successfully in the program is 14: five in the first year, five in the second year, two in the third year, and two in the fourth year. All courses will be taken sequentially with only one block course being taken at a time (see attached course overview graphic).

Solutions for concerns noted in the needs assessment were achieved in the program design through the following examples: increased clinic time, earlier simulation and clinic learning, enhanced interaction with dental hygiene and other professional students, vertical scaffolding of foundational sciences integrated with clinical learning and provision of patient care, more humanistic learning sequence with increased unscheduled time for student learning, closer temporal alignment of didactic learning and hands-on implementation of those learning outcomes, and enhanced integration and relevance of medical foundational material.

As opposed to the previous curriculum where students were simultaneously enrolled in DMED courses which has created a significant disconnect of learning foundational material, dentistry students will now only be enrolled in the newly proposed dental courses, with the medical content that was previously taught, now interwoven and linked to the dental content of each course. The content previously delivered in separate, siloed, discipline-based dental courses in a given year has been amalgamated and will now be addressed in an integrated, coordinated fashion within the sequential courses through the first two years, and the year-long clinical and integration courses of year three and four of the program. In the fourth year, we have also added an electives course to address previously indicated needs for students to direct some of their learning as based on student and faculty feedback. Inclusion of time to be involved with other programs within FoMD in participating in the Indigenous Health curricular elements has also been planned. The proposed course changes will provide enhanced sequencing, earlier clinical experiences, and flow of the overall learning process within the DDS program, through a more integrated, coordinated, and multidisciplinary approach. This new course structure will also allow for a more comprehensive, timely, and appropriate assessment of

student achievement of the expected learning outcomes and national competencies required of the graduate as a beginning dental practitioner in Canada.

The proposed curriculum is designed to enhance student learning. A greater emphasis on active learning, use of technology to support learning, and integration of content has been utilized. Another way enhanced learning is accomplished is to address sequencing of material. The proposed curriculum is designed to improve the interconnections and integration of material across the four years of the DDS program. Another important feature of the redesigned curriculum is the inclusion of reassessment and remediation time in each course, unscheduled time for student self-directed learning, and purposeful linkages through integration and relevance sessions. As a professional program, the curriculum structure builds on knowledge, skills and attitudes. These proposed changes will enable students to benefit from interconnected and aligned learning materials, earlier clinical experiences, more clinical time, and better integration and sequence of content.

The dental student body has been involved, since the outset, in determining the needs for these changes, giving input throughout development of the guiding principles, and giving direction to these changes. Students have been, and continue to be consulted and included in the development of the proposed curriculum. The students are supportive of the changes to provide enhanced sequencing and overall flow of the learning process.

What is not changing:

Students accepted into the DDS program in 2019-2020 academic year will be admitted into the new curricular structure. The proposed new curriculum is comprised of the same credits, same duration (number of weeks per year, number of semesters), no change to existing published tuition costs, no major changes to curricular content across each of the four years. Primarily the curricular material is rearranged to better align the didactic learning with clinical scenarios, to resequence and integrate the foundational and clinical material across the four years of the program and provide for enhanced learning experiences.

Students who are currently in the DDS program and will be in years two, three, and four of the current program of study at the beginning of the 2019-2020 academic year will complete their existing program as outlined at the time of their admission. They will still be able to receive benefit from many of the curricular changes that impact upon their practicum/clinical experiences as protocols and procedures for clinic operations will be improving during the time they complete the program.

This curriculum redesign is based on the use of existing classroom, laboratory and clinical facilities and can be delivered with the current faculty and staffing complement.

Academic Regulations:

This review process also gave opportunity to address many long-standing academic regulations and consider how these could be improved and ensure that they support the changes to the curriculum. A full review of academic regulations included consideration of academic regulations from other similar U of A health professional programs, creating clearer and more responsive academic expectations and policies that support students' progression throughout the program.

The proposed changes to **academic regulations** will allow timely review of academic process and the inclusion of clear guidelines and expectations of reexamination and reassessment processes. These now align closely to other health professional programs and are designed to better favour the students' progression through the program. These academic regulation changes will move in the following directions:

- Allowing reassessment of failed components that are currently not eligible for re-examination (e.g. laboratory components, didactic components that do not fit U of A criteria for re-examination)

- Maintaining opportunity for re-examination and/or reassessment in up to two failed courses per year, even though the total number of courses/course components to be passed has dropped significantly
- Allowing opportunity for conditional standing and probationary repeat years for a failed year, whereas the current regulations require students to withdraw
- Allowing for a continuation of the final year for a period of time for students who have not quite completed all clinical experiences

FoMD Approval:

Faculty Learning Committee – July 4, 2018

Faculty Council Committee (for review only) – July 19, 2018

Supporting Documentation:

- 1) DDS Admission and Academic Regulations Change Document
- 2) DDS Program Change Document
- 3) ACFD Educational Framework for the Development of Competencies
- 4) Needs Assessment Findings Report
- 5) Guiding Principles document
- 6) Program Design Model graphic
- 7) Course Overview graphic

**Governance Executive Summary
Action Item**

Agenda Title: **Proposed Changes to the Bachelor of Science in Dental Hygiene Program Admission Requirements and Academic Standing Regulations, Faculty of Medicine and Dentistry**

Motion: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to the Admission and Academic Regulations for the Bachelor of Science Dental Hygiene Program, as proposed by the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, as amended, to take effect for Fall 2019.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Dennis Kunimoto, Acting Dean, Faculty of Medicine and Dentistry (FoMD)
Presenter(s)	Shirley Schipper, Vice-Dean Education, FoMD Sharon Compton, Director, Dental Hygiene Program, FoMD

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee because after suspending the Dental Hygiene Diploma Program in 2016, a modification to the post-diploma degree completion program was required going forward, to continue only admitting U of A diploma graduates. The modifications in the academic regulations section were necessary for the new BSc program but the essence of the meaning of each regulation remains the same as for the previous diploma program.
Executive Summary <i>(outline the specific item– and remember your audience)</i>	The Dental Hygiene Program suspended enrolment to the Dental Hygiene Diploma Program effective 2016, and many of the included changes will remove the remaining mentions of the Diploma Program in order to avoid confusion for current students and prospective applicants to the BSc Program. All students that were enrolled have now completed the Diploma Program as of 2018, so many of these deletions are to ensure information is as up to date as possible. The Admissions and Academic Regulations sections of the calendar for Dental Hygiene have been rearranged to increase readability and flow of content. Some sections have been re-ordered with either no change or minimal edits to increase clarity. Sections that have moved but are unchanged are indicated by grey highlighting, while changes are indicated in yellow highlighting and underlining/strikethrough as per the typical procedure. A full-page view of the proposed changes is shown on pages 10-14 of the attached document.
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Item No. 7

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Toolkit section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Dr. Sharon Compton, Director, Dental Hygiene Program
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Dental Hygiene Program Advisory Committee – June 22, 2018 • Faculty Learning Committee – July 4, 2018 • Faculty Council Committee – review/consultation – July 19, 2018 • Office of the Registrar, Calendar Production – consulted/informed – August 7, 2018
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Department of Dentistry
<p>Approval Route (Governance) (including meeting dates)</p>	<p>FoMD Learning Committee – July 4, 2018 FoMD Council Committee (for review only) – July 19, 2018 ASC SOS October 4, 2018 ASC October 18, 2018</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>
<p>Alignment with Institutional Risk Indicator</p>	<p>Please note the specific institutional risk this proposal is addressing</p>
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference</p>

Attachments (each to be numbered 1 - 1)

1. Calendar Change for DH program for 2019-20 Calendar - ASC (page(s) 1 - 14)

Prepared by: Jocelyn Plemel, Executive Assistant to the Vice-Dean, Education, jplemel@ualberta.ca

**FACULTY OF MEDICINE AND DENTISTRY
CALENDAR ENTRY
Effective Fall Session 2019-20**

Dated: June 22, 2018

Submitted: June 22, 2018

CURRENT	PROPOSED
<i>Found on page 396 of 2018-19 FoMD calendar</i>	<i>Found on page 396 of 2018-19 FoMD calendar</i>
<p>Dental and Dental Hygiene Programs</p> <ol style="list-style-type: none"> 1. An accredited four-year program leading to the degree of Doctor of Dental Surgery (DDS). At least two pre-dental years at university are required before admission to this program. 2. A Bachelor of Medical Science degree that students registered in the DDS program may apply for after successfully completing the first two years of the DDS program. 3. A two-year Advanced Placement program leading to a degree of Doctor of Dental Surgery (DDS). Applicants must possess a dental degree from a dental program recognized by the World Health Organization. 4. An accredited three-year program leading to the BSc (Dental Hygiene Specialization). One pre-dental hygiene year at the postsecondary level is required before admission to the program. 5. A BSc (Dental Hygiene Specialization) degree which is direct entry upon successful completion of the University of Alberta Dental Hygiene Diploma Program. 6. A BSc (Dental Hygiene Specialization) post-diploma degree completion program. Primary requirements are completion of ★30 postsecondary courses and successful completion of an accredited Canadian or international dental hygiene diploma program. 7. MSc and PhD degrees in Medical Sciences (Oral Biology, Dentistry and Dental Hygiene). <p>Rationale for #5 – We no longer offer the Diploma program, all students as of 2017-18 are now admitted into the BSc (Dental Hygiene).</p> <p>Rationale for #7 – DDS is submitting changes expanding on this point. We just need clarified there is no PhD in Dental Hygiene.</p>	<p>Dental and Dental Hygiene Programs</p> <ol style="list-style-type: none"> 1. An accredited four-year program leading to the degree of Doctor of Dental Surgery (DDS). At least two pre-dental years at university are required before admission to this program. 2. A Bachelor of Medical Science degree that students registered in the DDS program may apply for after successfully completing the first two years of the DDS program. 3. A two-year Advanced Placement program leading to a degree of Doctor of Dental Surgery (DDS). Applicants must possess a dental degree from a dental program recognized by the World Health Organization. 4. An accredited three-year program leading to the BSc (Dental Hygiene). One pre-dental hygiene year at the postsecondary level is required before admission to the program. 5. A BSc (Dental Hygiene) post-diploma degree completion program. Primary requirements are completion of ★30 postsecondary courses and completion of a University of Alberta Dental Hygiene Diploma Program. 6. MSc degree in Medical Sciences (Oral Biology, Dentistry, Dental Hygiene, Periodontology, Oral Medicine, and Orthodontics).

Rationale: to increase readability and flow of the content in the sections below, the statements have been reordered and, in some instances, clarifications have been made. The overall meaning of the statements has not changed.

~~Dental Hygiene Diploma~~/Bachelor of Science (Dental Hygiene)

The following applies to students in ~~all~~ Dental Hygiene programs:

1. Certification in CPR (Cardiopulmonary Resuscitation) at the Health Care Provider Level is required and provided by the Program.
2. Students entering the Dental Hygiene program may be granted credit for courses completed that are deemed by the Program Director, in consultation with the course coordinator ~~and the Chair of the Department Academic Standing Committee~~, to be demonstrably equivalent to courses for which credit is being sought. Students carrying an academic load reduced by ★6 or more from the full course load of their academic year will not be eligible for awards.
3. The Associate Dean/Department Chair, or Supervisor acting on behalf of the Associate Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of practicum/clinical placement if the Associate Dean or Supervisor has reasonable grounds to believe that this is necessary in order to protect the Public Interest. (See **Practicum Intervention Policy**).
4. The Council of the Faculty of Medicine and Dentistry approves the principle that the means of assessing a student's progress and determining a student's grades may vary from one course to another in accordance with the nature of the course. Students are advised at the beginning of each course and year of the procedures to be used in their evaluation, the determination and reporting of their grades, and the standards required by the Faculty. Students are also advised of the procedures for appeal established within the Faculty and the University. Students must satisfactorily complete all components of all courses.

Bachelor of Science (Dental Hygiene)

The following applies to students in ~~the BSc~~ (Dental Hygiene) program ~~overall~~:

1. Students entering the Dental Hygiene program may be granted credit for courses completed that are deemed by the Program Director, in consultation with the course coordinator to be demonstrably equivalent to courses for which credit is being sought. Students carrying an academic load reduced by ★6 or more from the full course load of their academic year will not be eligible for awards.
2. **Medical Testing and Immunization Requirements: (See University Infectious Diseases Regulation).**
3. Certification in CPR (Cardiopulmonary Resuscitation) at the Health Care Provider Level is required and provided by the Program.
4. The Associate Dean/Department Chair, or Supervisor acting on behalf of the Associate Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of practicum/clinical placement if the Associate Dean or Supervisor has reasonable grounds to believe that this is necessary in order to protect the Public Interest (See **Practicum Intervention Policy**).
5. The Council of the Faculty of Medicine and Dentistry approves the principle that the means of assessing a student's progress and determining a student's grades may vary from one course to another in accordance with the nature of the course. Students are advised at the beginning of each course and year of the procedures to be used in their evaluation, the determination and reporting of their grades, and the standards required by the Faculty. Students are also advised of the procedures for appeal established within the Faculty and the University. Students must satisfactorily complete all components of all courses.

a. Students are held accountable to the Code of Student Behaviour and should be familiar with it. (See Professional Standards for Students in the Faculty of Medicine and Dentistry).

6. Voluntary Temporary Withdrawal: A student wishing to temporarily withdraw registration in the Bachelor of Science (Dental Hygiene) program is required to make written application to the Associate Chair & Director, Dental Hygiene Program, stating the reasons for withdrawal. Re-admission to the Bachelor of Science (Dental Hygiene) program following voluntary temporary withdrawal will be based on the following:

a. Review, by the Associate Chair & Director, Dental Hygiene Program of the reasons for withdrawal and the student's academic record;

b. Availability of a place, within quota, in the class to which the student is seeking readmission. Priority will be assigned in the following order:

i. Students who have met normal promotion requirements.

ii. Faculty approved repeating students, and students returning after voluntary withdrawal, in order of academic standing.

c. The length of time the student interrupts studies leading to the Bachelor of Science (Dental Hygiene) program must not exceed two years, either at one time or cumulatively.

7. Withdrawal from Program: A student wishing to withdraw permanently from the Dental Hygiene program with no intention to return to the program is encouraged to make written application to the Associate Chair & Director, Dental Hygiene Program, stating the reason for withdrawal from program.

8. Advisor: At the discretion of the Dental Hygiene Program, an advisor may be assigned to students having difficulty meeting promotion requirements. The method of assignment and the role of the advisor is determined by the Dental Hygiene Program.

Academic Standing, Promotion & Graduation

1. Recommendations for promotion and graduation are based on passing grades in each subject and a minimum GPA of 2.0.

5. Recommendations for promotion and graduation are based on a grade of at least D in each subject and a GPA of at least 2.0.

6. The notation of "With Distinction" is awarded to a graduating student in the Dental Hygiene Diploma program who has obtained an average GPA of 3.5 or higher in the second and third years of the program with a minimum GPA of 3.3 in either year and no failing grades over the entire program.

The notation of "With Distinction" is awarded to a graduating student registered in a minimum of ★24 in the BSc Dental Hygiene program who has obtained an average GPA of 3.5 or higher in the third and fourth years of the program with a minimum GPA of 3.3 in either year and no failing grades over the entire program.

7. Reexaminations: See Reexaminations.

- a. Students are allowed reexamination privileges only in courses that are failed.
- b. The Department of Dentistry Academic Standing Committee and the Faculty Academic Standing and Promotion Committee must approve reexaminations for students who fail one or two courses. Students with more than two failed courses in any academic year will not be allowed reexamination privileges.
- c. The Department of Dentistry Academic Standing Committee may allow reexamination of the didactic component of a course if a student fails the didactic component of a clinical course but passes the clinical portion. Reexamination is not permitted in courses that are entirely clinical or in clinical components of course that include both didactic and clinical components.
- d. A student repeating a year is not allowed reexamination privileges in that year of the program.
- e. If a reexamination is approved, satisfactory completion of a remedial program may be required by the Faculty of Medicine and Dentistry Academic Standing and Promotion

2. The notation of "With Distinction" is awarded to a graduating student registered in a minimum of ★24 in the BSc (Dental Hygiene) program who has obtained an average GPA of 3.5 or higher in the last two years of the program with a minimum GPA of 3.3 in both years, and no failing grades over the entire program.

3. Students in the Dental Hygiene program are not permitted to repeat any year, except for exceptional cases as determined by the Department of Dentistry Academic Standing Committee. Repeating students are considered for awards, if taking a full course load.

4. A failed student who repeats the failed year may retain credit for passed courses, other than laboratory and clinical courses, only at the discretion of the Faculty of Medicine and Dentistry Academic Standing and Promotion Committee acting on the advice of the Dental Hygiene Program. During the repeated year, a grade of at least C+ is required for Dental Hygiene courses.

5. A Special Category repeating dental hygiene student;

- a. has achieved a minimum GPA of 2.7 in the year requiring repetition;
- b. has clinical/practicum deficiencies in no more than one clinical course and is advised that the deficiency could be corrected within a four-month period of instruction; and
- c. has successfully completed all written examinations in the Dental Hygiene program.

6. Reexaminations:

- a. Students are allowed reexamination privileges only in courses that are failed.
- b. The Department of Dentistry Academic Standing Committee and the Faculty Academic Standing and Promotion Committee must approve reexaminations for students who fail one or two courses. Students with more than two failed courses in any academic year will not be allowed reexamination privileges.
- c. Students must achieve a GPA of 2.0 in the academic year, inclusive of the failed course, in order to be considered for reexamination.
- d. Students are advised that it may not be possible to make a ruling regarding remediation or reexamination until all grades for the year are received and recorded.

Committee before the student is permitted to take the reexamination.

- f. Students are advised that it is not possible to make a ruling regarding remediation or reexamination until all grades for a year are received and recorded.
- g. The weight of reexamination is at least that of the final examination, but may be more (at the discretion of the Program Director in consultation with the course coordinators).
- h. The reexamination mark (as in the case of a deferred mark) will replace the original final exam mark.
- i. Any student who, after reexamination and/or evaluation fails to meet promotion/graduation requirements, is deemed to have failed the year.
- j. A student who does not take a reexamination within the time period prescribed by the Faculty will not be allowed to continue in the program.
- k. ~~During the Dental Hygiene Diploma program, reexamination privileges will not exceed four reexaminations or a maximum of ★18 in total over all two years of the program.~~
- l. For students registered in a BSc Dental Hygiene program, the total reexamination privileges will not exceed five reexaminations ~~or a maximum of ★20 in total~~ over all three years of the program.

Point #8 **Reexamination Procedure** amalgamated into point #6 **Reexaminations** under **Academic Standing, Promotion & Graduation** header.

~~8. **Reexamination Procedure:** Students in any Dental Hygiene program are permitted to repeat any year, only in exceptional cases as determined by the Faculty Academic Standing and Promotion Committee. Repeating students are considered for awards, if taking a full course load.~~

- a. ~~The Faculty of Medicine and Dentistry Academic Standing and Promotion Committee will specify by course the reexaminations~~

- e. If reexamination is approved, satisfactory completion of a remedial program may be required before the student is permitted to take the reexamination.

f. For fall term courses, reexamination must be completed by the end of February Reading Week. For two-term courses and winter term courses, reexamination must be completed by June 30. Students in the Post Diploma Degree Completion Programs write reexaminations after the applicable term. Students are advised to consult the Dental Hygiene Program Director.

- g. The weight of reexamination is at least that of the final examination but may be more (at the discretion of the Program Director in consultation with the course coordinators).
- h. The reexamination mark (as in the case of the deferred mark) will replace the original final exam mark.
- i. Any student who, after reexamination and/or evaluation fails to meet promotion/graduation requirements, is deemed to have failed the year.
- j. A student who does not take a reexamination within the time period prescribed by the Faculty will not be allowed to continue in the program.

k. For students registered in the BSc (Dental Hygiene) program, the total reexamination privileges will not exceed five reexaminations over all three years of the program.

l. The Department of Dentistry Academic Standing Committee may allow reexamination of the didactic component of a course if a student fails the didactic component of a clinical course but passes the clinical portion. Reexamination is not permitted in courses that are entirely clinical or in clinical components of courses that include both didactic and clinical components.

required of a failed student for the purposes of meeting promotion/graduation requirements.

b. Students registered in the final year of all Dental Hygiene programs will write reexaminations at the end of the first term for first term courses, and by May 30 for second term and two-term courses.

c. All other students in Dental Hygiene programs will take reexaminations as scheduled by June 30.

9. A failed student who repeats the failed year may retain credit for passed courses, other than laboratory and clinical courses, only at the discretion of the Faculty of Medicine and Dentistry Academic Standing and Promotion Committee acting on the advice of the Department concerned. A grade of at least C+ is required for Dental Hygiene courses. Students carrying an academic load reduced by ≥ 6 or more from the full course load of their academic year will not be eligible for awards.

10. A Special Category repeating third-year Dental Hygiene Diploma student or Special Category repeating Dental Hygiene BSc student

a. has achieved a minimum GPA of 2.7 in the year requiring repetition;

b. has clinical/practicum deficiencies in no more than two clinical courses and is advised that the deficiency could be corrected within a four-month period of instruction; and

c. has successfully completed all written examinations in the Dental Hygiene program.

Point #11 **Voluntary Withdrawal** now point #6 under Bachelor of Science (Dental Hygiene) header.

11.—**Voluntary Withdrawal:** A student wishing to temporarily withdraw registration in the Dental Hygiene Programs is required to make written application to the Dental Hygiene Program Director, stating the reasons for withdrawal. Readmission to the Dental Hygiene programs following voluntary withdrawal will be based on the following:

a. review, by the Faculty of the reasons for withdrawal and the student's academic record;

m. A student repeating a year is not allowed reexamination privileges in that year of the program.

- b. availability of a place, within quota, in the class to which the student is seeking readmission. Priority will be assigned in the following order:
 - i. students who have met normal promotion requirements.
 - ii. Faculty approved repeating students and students returning after voluntary withdrawal, in order of academic standing.
- c. The length of time the student interrupts studies leading to the ~~Dental Hygiene Diploma or Bachelor of Science (Dental Hygiene Specialization) program~~ must not exceed two years in total.

Point #12 **Faculty Advisor** now point #7 under Bachelor of Science (Dental Hygiene) header.

~~12. Faculty Advisor: At the discretion of the Faculty, a Faculty advisor may be assigned to students having difficulty meeting promotion requirements. The method of assignment and the role of the Faculty advisor is determined by the Faculty.~~

**Bachelor of Science (Dental Hygiene ~~Specialization~~)
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.

For detailed application and program information please visit www.dentistry.ualberta.ca.

[...]

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

**Bachelor of Science (Dental Hygiene)
Application for Admission and Application for Readmission**

Only electronic applications will be accepted. To access the online application for the University of Alberta please visit www.admissions.ualberta.ca.

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. Academic Admission Requirements—Fourth Year For Diploma students graduating in 2017 and 2018

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 in 2017 and 2018 will be required to submit an Undergraduate Application for Admission, Readmission or Internal Transfer by November 1.

Rationale: The Dental Hygiene Diploma program was suspended in 2016; therefore, there are no longer any diploma graduates who would apply through this route. All students having entered through the diploma stream have graduated as of 2018, and have the option to complete the BSc through the Post Diploma Degree Completion Program streams.

III. Other Requirements

1. **Language Proficiency Requirements:** All applicants must meet the English Language Proficiency and Spoken English requirements (see [Language Proficiency Requirements](#)).

[...]

IV. 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

For detailed application and program information please visit www.dentistry.ualberta.ca.

[...]

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 [Language Proficiency Requirements](#)).

[...]

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.

[...]

V. 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 identity, 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 [Admission of Aboriginal Applicants](#).

Bachelor of Science (Dental Hygiene Specialization) Post Diploma Degree Completion Program

Application for Admission and Application for Readmission

Only electronic applications will be accepted. To access the online application for the University of Alberta go to www.registraroffice.ualberta.ca

I. Academic Admission Requirements

This program is for graduates of University of Alberta, Dental Hygiene Program ~~or dental hygiene graduates of other accredited Canadian or international dental hygiene programs.~~ Students will be placed in program A, B, or C depending on the year and place of graduation (refer to [Bachelor of Science \(Dental Hygiene\)](#)). The main criterion for admission is academic standing.

Programs A or C Admission Requirements

1. Graduation from University of Alberta Dental Hygiene Diploma program.
2. Minimum GPA of 2.0 in the above program.
3. Letter/s of good standing from current and previous licensing bodies.

Program B Admission Requirements

1. Graduation from University of Alberta Dental Hygiene Diploma program prior to 1998 and 2008

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.

[...]

IV. Aboriginal Applicants

Besides the regular quota positions, additional position(s) per year are available in the Dental Hygiene program for qualified applicants of Aboriginal identity, 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 [Admission of Aboriginal Applicants](#).

Bachelor of Science (Dental Hygiene) Post Diploma Degree Completion Program

Application for Admission and Application for Readmission

Only electronic applications will be accepted. To access the online application for the University of Alberta go to www.registraroffice.ualberta.ca

I. Academic Admission Requirements

This program is for graduates of University of Alberta, Dental Hygiene Diploma Program. Students will be placed in program A, B, or C depending on the year of graduation (refer to [Bachelor of Science \(Dental Hygiene\)](#)). The main criterion for admission is academic standing.

Programs A or C Admission Requirements

1. Graduation from University of Alberta Dental Hygiene Diploma program.
2. Minimum GPA of 2.0 in the above program.
3. Letter/s of good standing from current and previous licensing bodies.

Program B Admission Requirements

<p>onward or dental hygiene graduates of other accredited Canadian or international dental hygiene programs.</p> <ol style="list-style-type: none"> 2. Minimum GPA of 2.0 in the above program. 3. For University of Alberta Dental Hygiene Diploma graduates whose program was 2 years in length and all non graduates of the University of Alberta program, applicants must have completed an additional ★30 of which the following are required: <ol style="list-style-type: none"> a. English (★6) b. Psychology (★3) c. Sociology or Humanities (★3) d. Statistics (★3) 4. For non graduates of the University of Alberta program, proof of licensure to practice dental hygiene within Canada. <p>II. Other Requirements All applicants must meet the English Language Proficiency and Spoken English requirements (see Language Proficiency Requirements).</p>	<ol style="list-style-type: none"> 1. Graduation from University of Alberta Dental Hygiene Diploma program prior to 1998 and 2008 onward. 2. Minimum GPA of 2.0 in the above program. 3. For University of Alberta Dental Hygiene Diploma graduates whose program was 2 years in length, applicants must have completed an additional ★30 of which the following are required: <ol style="list-style-type: none"> a. English (★6) b. Psychology (★3) c. Sociology or Humanities (★3) d. Statistics (★3) <p>II. Other Requirements All applicants must meet the English Language Proficiency and Spoken English requirements (see Language Proficiency Requirements).</p>
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FoMD Approval:

Faculty Learning Committee – July 4, 2018

Faculty Council Committee (for review only) – July 19, 2018

PROPOSED
<p><i>Found on page 396 of 2018-19 FoMD calendar</i></p>
<p>Dental and Dental Hygiene Programs</p> <ol style="list-style-type: none"> 1. An accredited four-year program leading to the degree of Doctor of Dental Surgery (DDS). At least two pre-dental years at university are required before admission to this program. 2. A Bachelor of Medical Science degree that students registered in the DDS program may apply for after successfully completing the first two years of the DDS program. 3. A two-year Advanced Placement program leading to a degree of Doctor of Dental Surgery (DDS). Applicants must possess a dental degree from a dental program recognized by the World Health Organization.

4. An accredited three-year program leading to the BSc (Dental Hygiene). One pre-dental hygiene year at the postsecondary level is required before admission to the program.
5. A BSc (Dental Hygiene) post-diploma degree completion program. Primary requirements are completion of ★30 postsecondary courses and completion of a University of Alberta Dental Hygiene Diploma Program.
6. MSc degree in Medical Sciences (Oral Biology, Dentistry, Dental Hygiene, Periodontology, Oral Medicine, and Orthodontics).

Found on Pages 400 & 401 of the 2018-19 FoMD calendar

Bachelor of Science (Dental Hygiene)

The following applies to students in the BSc (Dental Hygiene) program overall:

1. Students entering the Dental Hygiene program may be granted credit for courses completed that are deemed by the Program Director, in consultation with the course coordinator to be demonstrably equivalent to courses for which credit is being sought. Students carrying an academic load reduced by ★6 or more from the full course load of their academic year will not be eligible for awards.
2. Medical Testing and Immunization Requirements: (See University Infectious Diseases Regulation).
3. Certification in CPR (Cardiopulmonary Resuscitation) at the Health Care Provider Level is required and provided by the Program.
4. The Associate Dean/Department Chair, or Supervisor acting on behalf of the Associate Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of practicum/clinical placement if the Associate Dean or Supervisor has reasonable grounds to believe that this is necessary in order to protect the Public Interest (See **Practicum Intervention Policy**).
5. The Council of the Faculty of Medicine and Dentistry approves the principle that the means of assessing a student's progress and determining a student's grades may vary from one course to another in accordance with the nature of the course. Students are advised at the beginning of each course and year of the procedures to be used in their evaluation, the determination and reporting of their grades, and the standards required by the Faculty. Students are also advised of the procedures for appeal established within the Faculty and the University. Students must satisfactorily complete all components of all courses.
 - a. Students are held accountable to the Code of Student Behaviour and should be familiar with it. (See Professional Standards for Students in the Faculty of Medicine and Dentistry).
6. Voluntary Temporary Withdrawal: A student wishing to temporarily withdraw registration in the Bachelor of Science (Dental Hygiene) program is required to make written application to the Associate Chair & Director, Dental Hygiene Program, stating the reasons for withdrawal. Re-admission to the Bachelor of Science (Dental Hygiene) program following voluntary temporary withdrawal will be based on the following:
 - a. Review, by the Associate Chair & Director, Dental Hygiene Program of the reasons for withdrawal and the student's academic record;
 - b. Availability of a place, within quota, in the class to which the student is seeking readmission. Priority will be assigned in the following order:
 - i. Students who have met normal promotion requirements.
 - ii. Faculty approved repeating students, and students returning after voluntary withdrawal, in order of academic standing.
 - c. The length of time the student interrupts studies leading to the Bachelor of Science (Dental Hygiene) program must not exceed two years, either at one time or cumulatively.

7. Withdrawal from Program: A student wishing to withdraw permanently from the Dental Hygiene program with no intention to return to the program is required to make written application to the Associate Chair & Director, Dental Hygiene Program, stating the reason for withdrawal from program.

8. Advisor: At the discretion of the Dental Hygiene Program, an advisor may be assigned to students having difficulty meeting promotion requirements. The method of assignment and the role of the advisor is determined by the Dental Hygiene Program.

Academic Standing, Promotion & Graduation

1. Recommendations for promotion and graduation are based on passing grades in each subject and a minimum GPA of 2.0.

2. The notation of "With Distinction" is awarded to a graduating student registered in a minimum of ★24 in the BSc (Dental Hygiene) program who has obtained an average GPA of 3.5 or higher in the last two years of the program with a minimum GPA of 3.3 in both years, and no failing grades over the entire program.

3. Students in the Dental Hygiene program are not permitted to repeat any year, except for exceptional cases as determined by the Department of Dentistry Academic Standing Committee. Repeating students are considered for awards, if taking a full course load.

4. A failed student who repeats the failed year may retain credit for passed courses, other than laboratory and clinical courses, only at the discretion of the Faculty of Medicine and Dentistry Academic Standing and Promotion Committee acting on the advice of the Dental Hygiene Program. During the repeated year a grade of at least C+ is required for Dental Hygiene courses.

5. A Special Category repeating dental hygiene student;

- a. has achieved a minimum GPA of 2.7 in the year requiring repetition;
- b. has clinical/practicum deficiencies in no more than one clinical course and is advised that the deficiency could be corrected within a four-month period of instruction; and
- c. has successfully completed all written examinations in the Dental Hygiene program.

6. Reexaminations:

- a. Students are allowed reexamination privileges only in courses that are failed.
- b. The Department of Dentistry Academic Standing Committee and the Faculty Academic Standing and Promotion Committee must approve reexaminations for students who fail one or two courses. Students with more than two failed courses in any academic year will not be allowed reexamination privileges.
- c. Students must achieve a GPA of 2.0 inclusive of the failed course in order to be considered for reexamination.
- d. Students are advised that it may not be possible to make a ruling regarding remediation or reexamination until all grades for the year are received and recorded.
- e. If reexamination is approved, satisfactory completion of a remedial program may be required before the student is permitted to take the reexamination.
- f. For fall term courses, reexamination must be completed by the end of February Reading Week. For two-term courses and winter term courses, reexamination must be completed by June 30. Students in the Post Diploma Degree Completion Programs write reexaminations after the applicable term. Students are advised to consult the Dental Hygiene Program Director.
- g. The weight of reexamination is at least that of the final examination but may be more (at the discretion of the Program Director in consultation with the course coordinators).
- h. The reexamination mark (as in the case of the deferred mark) will replace the original final exam mark.
- i. Any student who, after reexamination and/or evaluation fails to meet promotion/graduation requirements, is deemed to have failed the year.

- j. A student who does not take a reexamination within the time period prescribed by the Faculty will not be allowed to continue in the program.
- k. For students registered in **the** BSc (Dental Hygiene) program, the total reexamination privileges will not exceed five reexaminations over all three years of the program.
- l. The Department of Dentistry Academic Standing Committee may allow reexamination of the didactic component of a course if a student fails the didactic component of a clinical course but passes the clinical portion. Reexamination is not permitted in courses that are entirely clinical or in clinical components of courses that include both didactic and clinical components.
- m. A student repeating a year is not allowed reexamination privileges in that year of the program.

Bachelor of Science (Dental Hygiene)

Application for Admission and Application for Readmission

Only electronic applications will be accepted. To access the online application for the University of Alberta please visit www.admissions.ualberta.ca.

For detailed application and program information please visit www.dentistry.ualberta.ca.

[...]

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

2. **Language Proficiency Requirements:** All applicants must meet the English Language Proficiency and Spoken English requirements (see [Language Proficiency Requirements](#)).

[...]

III. Final Selection

Applicant profiles are made up of the following:

2. 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.

[...]

IV. Aboriginal Applicants

Besides the regular quota positions, additional position(s) per year are available in the Dental Hygiene program for qualified **applicants** of Aboriginal identity, 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 [Admission of Aboriginal Applicants](#).

Bachelor of Science (Dental Hygiene) Post Diploma Degree Completion Program

Application for Admission and Application for Readmission

Only electronic applications will be accepted. To access the online application for the University of Alberta go to www.registrarsoffice.ualberta.ca

I. Academic Admission Requirements

This program is for graduates of University of Alberta, Dental Hygiene Diploma Program. Students will be placed in program A, B, or C depending on the year of graduation (refer to [Bachelor of Science \(Dental Hygiene\)](#)). The main criterion for admission is academic standing.

Programs A or C Admission Requirements

1. Graduation from University of Alberta Dental Hygiene Diploma program.
2. Minimum GPA of 2.0 in the above program.
3. Letter/s of good standing from current and previous licensing bodies.

Program B Admission Requirements

1. Graduation from University of Alberta Dental Hygiene Diploma program prior to 1998 and 2008 onward.
2. Minimum GPA of 2.0 in the above program.
3. For University of Alberta Dental Hygiene Diploma graduates whose program was 2 years in length, applicants must have completed an additional ★30 of which the following are required:
 - a. English (★6)
 - b. Psychology (★3)
 - c. Sociology or Humanities (★3)
 - d. Statistics (★3)

II. Other Requirements

All applicants must meet the English Language Proficiency and Spoken English requirements (see [Language Proficiency Requirements](#)).

Governance Executive Summary
Action Item

Agenda Title: **Proposed Changes to Existing Entrance Requirements for the Bachelor of Education Program, Faculty of Education**

Motion: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to the existing entrance requirements for the Bachelor of Education Program, as proposed by the Faculty of Education, and as set forth in Attachment 1, to take effect for Fall 2019.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Jennifer Tupper, Dean, Faculty of Education
Presenter(s)	Bill Dunn, Assoc Dean (Teacher Education), Faculty of Education

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to amend the existing entrance requirements for the Bachelor of Education (BEd) program in the Faculty of Education so that all areas of study in the Bachelor of Education program will be represented in the entrance requirements.
Executive Summary <i>(outline the specific item– and remember your audience)</i>	Currently, Physical Education 30 and some 30-level Career and Technology Studies (CTS) courses are not among the high school subjects that can be used for admission into the Bachelor of Education (BEd) program; and yet, these subjects are provincially-approved curriculum areas that BEd students can choose as their specialization. The proposed change would ensure that all areas of specialization in the BEd program are included in the high school courses that can be used for admission. The idea for this change originated in discussions that took place between academics and local educators in conjunction with the provincial curriculum development initiative.
Supplementary Notes and context	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.

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	<u><i>Those who are actively participating:</i></u>
	<ul style="list-style-type: none"> • Tom Dust, Assoc Chair, Dept of Secondary Education
	<u><i>Those who have been consulted:</i></u>
	<ul style="list-style-type: none"> • Undergraduate Student Services, Faculty of Education • Education Students’ Association

Item No. 8

<p><For information on the protocol see the Governance Toolkit section Student Participation Protocol></p>	<ul style="list-style-type: none"> • Alberta Teachers' Association <p><i><u>Those who have been informed:</u></i></p> <ul style="list-style-type: none"> •
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Secondary Education Dept Council, March 16, 2018 Fac of Education, Undergrad Academic Affairs Council, April 16, 2018 GFC ASC-SOS, October 4, 2018 GFC ASC, October 18, 2018</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>OBJECTIVE 1: Build a diverse, inclusive community of exceptional undergraduate and graduate student from Edmonton, Alberta, Canada, and the world.</p>
<p>Alignment with Institutional Risk Indicator</p>	
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy GFC Academic Standards Committee (ASC) Terms of Reference</p>

Attachments (each to be numbered 1 - <>)

1. Calendar Changes Approved by the Faculty of Education
2. List of subject groupings (for reference).

Prepared by: Bill Dunn, Assoc Dean (Teacher Education), Faculty of Education

**FACULTY OF EDUCATION
COURSE AND PROGRAM CHANGES
PROPOSED CALENDAR CHANGE (2019-2020)**

CURRENT	PROPOSED
<p>Admission Requirements by Faculty – Faculty of Education, https://calendar.ualberta.ca/content.php?catoid=28&navoid=7095#bachelor-of-education-elementary-and-secondary-routes</p> <p>No changes until...</p> <p>Bachelor of Education – Elementary and Secondary Routes For admission purposes, new applicants for degree programs only are placed into one of four categories:</p> <p>High School Applicants: Those students applying directly from high school. Postsecondary Transfer Applicants: Those students who have not yet completed a degree. After Degree Applicants: Those students who have already completed a degree program. Nonmatriculated Applicants: refer to Nonmatriculated Applicants.</p> <p>I. High School Applicants High school applicants will be considered for admission based on their average on five subjects noted below.</p> <p>Subject Requirements</p> <ol style="list-style-type: none"> English Language Arts 30-1 Four subjects from Group A, B and/or C. A Maximum of one Group B may be presented for admission. In order to maximize their future program and subject choices, all students are encouraged to present a broad range of subjects across Group A and C. Mathematics 30-2 may be used for admission to the Faculty of Education although Mathematics 30-1 is a prerequisites for some required courses in Mathematics/Science majors and minors (see Notes below) <p>High school-level courses are based on the Alberta Education curriculum. Prospective students who completed high school education from outside Alberta should review the Admission Course Equivalents for acceptable high school courses in the three categories at www.admissions.ualberta.ca.</p> <p>For general high school admission requirements refer to High School Applicants.</p> <p>No further changes</p>	<p>Admission Requirements by Faculty – Faculty of Education, https://calendar.ualberta.ca/content.php?catoid=28&navoid=7095#bachelor-of-education-elementary-and-secondary-routes</p> <p>No changes until...</p> <p>Bachelor of Education – Elementary and Secondary Routes For admission purposes, new applicants for degree programs only are placed into one of four categories:</p> <p>High School Applicants: Those students applying directly from high school. Postsecondary Transfer Applicants: Those students who have not yet completed a degree. After Degree Applicants: Those students who have already completed a degree program. Nonmatriculated Applicants: refer to Nonmatriculated Applicants.</p> <p>I. High School Applicants High school applicants will be considered for admission based on their average on five subjects noted below.</p> <p>Subject Requirements</p> <ol style="list-style-type: none"> 1. English Language Arts 30-1 Three subjects from Group A and/or C. One additional subject from Group A, B, C, or Physical Education 30 (5 credits), or 30-level CTS course (5 credits). Mathematics 30-2 may be used for admission to the Faculty of Education although Mathematics 30-1 is a prerequisites for some required courses in Mathematics/Science majors and minors (see Notes below) <p>High school-level courses are based on the Alberta Education curriculum. Prospective students who completed high school education from outside Alberta should review the Admission Course Equivalents for acceptable high school courses in the three categories at www.admissions.ualberta.ca.</p> <p>For general high school admission requirements refer to High School Applicants.</p> <p>No further changes</p>

Rationale: To allow students being admitted directly from high school to use Physical Education 30 or 30-level Career and Technology Studies (CTS) course (5-credits) as one of the 5 matriculation courses.

Admissions Chart 2

Classification of high school courses used for admission:

Grade 12 courses listed below are based on the Alberta Education curriculum. Prospective students from other provinces and territories should review the Grade 12 entry-level equivalents on the Office of the Registrar website at www.registrar.ualberta.ca/admissions. The acceptable Alberta academic Grade 12 courses, other than English Language Arts 30-1, have been placed in three groups below.

Group A (Humanities/Social Sciences/Languages other than English)	Group B (Fine Arts)	Group C (Maths/Sciences)
<ol style="list-style-type: none">1. Social Studies 30-12. 30-level Language other than English (see Notes 1, 2, and 3)3. Aboriginal Studies 30	<ol style="list-style-type: none">1. Applied Graphic Arts 352. Art 303. Art 314. Communication Technology Advanced Level-Career and Technology Studies (CTS) (5 credits)5. Dance 356. Drama 307. Music 30 [Choral, Instrumental or General (5 credits)] (see Note 4)8. Music 359. Musical Theatre 3510. Performing Arts 35 A, B, or C <p>Additional Fine Arts courses may be considered. For more information, contact the Admissions Division, Office of the Registrar.</p>	<ol style="list-style-type: none">1. Biology 302. Chemistry 303. Pure Mathematics 30 or Mathematics 30-14. Mathematics 30-2 (see Note 5)5. Mathematics 316. Physics 307. Science 308. Computing Science (CSE) Advanced Level-Career and Technology Studies (CTS) (5 credits)

Governance Executive Summary
Action Item

Agenda Title: **Proposed Changes to Existing Entrance/Transfer Requirements for the Master’s and Doctoral Programs in Educational Policy Studies, Faculty of Education and the Faculty of Graduate Studies and Research**

MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance/Transfer Requirements for the Master’s and Doctoral programs in Educational Policy Studies, as submitted by the Faculty of Education and the Faculty of Graduate Studies & Research, and as set forth in Attachment 1, to take effect upon approval.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research Jennifer Tupper, Dean, Faculty of Education
Presenter(s)	Jorge Sousa, Associate Chair, Educational Policy Studies, Faculty of Education Janice Causgrove Dunn, Associate Dean, Faculty of Graduate Studies and Research

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To revise Entrance/Transfer Requirements and for the Master’s and Doctoral programs in Educational Policy Studies, Faculty of Education.
Executive Summary <i>(outline the specific item– and remember your audience)</i>	<p>In 2017/18, the Faculty of Graduate Studies and Research embarked on a project to ensure that the regulations and requirements of all graduate programs were appropriately reflected in the University Calendar.</p> <p>Historically, this information was contained in annually approved departmental guidelines and, with the increased use of websites, much of this information moved over to that platform. It was recognized that websites provide accessibility for students and flexibility for programs; however, as a means of tracking date sensitive information, websites are not considered to be ideal. As such, all graduate programs are reviewing their documents and will be coming forward with additions and modifications to Calendar entries to ensure compliance with the FGSR guidelines.</p> <p>The revisions to existing Entrance/Transfer Requirements reflect current practice as published on the Educational Policy Studies website: https://www.ualberta.ca/educational-policy-studies/programs/graduate-programs</p> <p>The entire proposal as submitted has received Faculty approval. FGSR delegated authority to teaching Faculty for program changes. In the Faculty of Education, this has been sub delegated to the Graduate Academic Advisory Committee (GAAC).</p>
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Toolkit section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> Jorge Sousa, Associate Chair/Graduate Coordinator, Department of Educational Policy Studies
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> Maria Chia (Graduate Calendar project specialist), Janice Hurlburt Graduate Governance and Policy Coordinator, and Janice Causgrove Dunn, Associate Dean, Faculty of Graduate Studies and Research (FGSR)
	<p><u>Those who have been informed:</u></p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Educational Policy Graduate Affairs Committee—April 4, 2018 Department of Educational Policy Studies Council—April 13, 2018; Faculty of Education Graduate Academic Advisory Committee (GAAC) - May 16, 2018 GFC ASC Subcommittee on Standards—June 7, 2018 GFC Academic Standards Committee—October 18, 2018</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>
<p>Alignment with Institutional Risk Indicator</p>	
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference</p>

Attachments (each to be numbered 1 - <>)

1. Educational Policy Studies Calendar Change 2019-2020

Prepared by: Janice Hurlburt, Graduate Governance and Policy Coordinator, jhurlbur@ualberta.ca

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2019-2020 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Graduate Programs</p> <p>Educational Policy Studies [Graduate]</p> <p>[...]</p> <p>Entrance Requirements</p> <p>Applicants for admission to the MEd program will normally be required to present evidence of a four-year undergraduate degree or equivalent with a grade point average of 3.0 obtained during the last ★60 at the University of Alberta, or an equivalent standing from another recognized institution.</p> <p>The minimum admission requirements for the EdD and PhD are a master's degree with a grade point average of 3.5 obtained during the last ★60 at the University of Alberta, or an equivalent standing from another recognized institution. In special circumstances a student with a GPA between 3.0 and 3.5 may be considered for admission.</p>	<p>Graduate Programs</p> <p>Educational Policy Studies [Graduate]</p> <p>[...]</p> <p>Entrance Requirements</p> <p>For the MEd degree, the Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>For the EdD and PhD degrees, the Department's minimum admission requirements are a master's degree with an admission GPA of at least 3.5 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework. In special circumstances a student with a GPA between 3.0 and 3.5 may be considered for admission.</p> <p>The Educational Administration and Leadership specialization for both the master's and the doctoral programs requires applicants to have a minimum of two years of teaching experience or equivalent.</p> <p>As part of the admissions process, students considered for admission to the Indigenous Peoples Education Doctoral specialization are required to participate in an interview. The interview community will consist of the following: at least two Indigenous Peoples Education specialization faculty members; a graduate student currently studying in the Indigenous Peoples Education specialization; and an Elder.</p> <p>The Social Justice and International Studies specialization</p>

In the case of both master's and doctoral programs, international applicants from non-English speaking institutions must have a minimum TOEFL score of 580 (paper-based) or 93 (Internet-based) with a minimum of 24 on the speaking and writing bands of the test. (FGSR's minimum for the reading and listening bands of the TOEFL test is 20.) Other acceptable examinations include a minimum score of 70 on the CAEL exam, a minimum score of 88 on the MELAB, a minimum of 6.5 on each band on the IELTS with an overall minimum score of 6.5, and a minimum score of 63 on the Pearson Test of English (PTE).

for both the master's and the doctoral programs requires applicants to have advanced skills in independent research, essay writing, logical argumentation, and narrative analysis. Applicants must have a strong background in the social foundations of education and/or one or more of the following humanities and social sciences: philosophy, history, sociology, anthropology, political science, and cultural and communication studies. Applicants must also have substantial work experience in the educational sector (e.g., public or private schooling, adult education, NGOs, social movements, corporate or government communications).

Where applicable, applicants must provide proof of English Language Proficiency (refer to [English Language Requirement](#)). Any one of the following is acceptable:

- a minimum TOEFL score of 93 (Internet-based) with a minimum of 24 on the speaking and writing bands of the test, or equivalent. (FGSR's minimum for the reading and listening bands of the TOEFL test is 20.)
- a minimum score of 70 on the CAEL exam,
- a minimum score of 88 on the MELAB,
- a minimum of 6.5 on each band on the IELTS with an overall minimum score of 6.5,
- a minimum score of 63 on the Pearson Test of English (PTE).

For applicants with international qualifications, where either their country or their international university are recognized as using English as the official language of instruction, proof of English Language Proficiency is still required. No exemptions to this requirement will be granted by the department.

Applicants must submit three letters of reference, a CV/resume, a statement of intent, and (if applicable) a distinguished life experience essay. For doctoral programs, confirmation of a potential research supervisor is required.

Applicants to Adult, Community and Higher Education specializations, Indigenous Peoples Education specializations and Social Justice and International Studies specializations are required to submit a writing sample.

The completion of the Master of Education does not make the degree-holder eligible for teacher certification.

Application deadlines for all programs in Educational Policy Studies are as follows:

Master of Education programs

[...]	<u>Oct 1 and March 1</u> <u>Doctoral programs</u> <u>January 15</u> [...]
<p>Justification: To ensure that all Academic Regulations (entrance/admission requirements, academic standing requirements, and program requirements) for this program are listed in the Calendar. Since the 2004-2005 Review of Grad Programs and Research, Department of Educational Policy Studies, renaming of second level specializations have been approved by the Dean, FGSR with delegated authority from APC.</p> <p>Approved by: Educational Policy Graduate Affairs Committee on April 4, 2018; Department of Educational Policy Studies Council, April 13, 2018; Faculty of Education GAAC, May 16, 2018</p>	

Governance Executive Summary
Action Item

Agenda Title: **Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in Secondary Education, Faculty of Education and the Faculty of Graduate Studies and Research**

Motion: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in Secondary Education, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Education, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2019-2020 Calendar.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research Jennifer Tupper, Dean, Faculty of Education
Presenter(s)	Bonita Watt, Associate Chair, Graduate Studies, Faculty of Education Janice Causgrove Dunn, Associate Dean, Faculty of Graduate Studies and Research

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to ensure that all Academic Regulations (entrance/admission requirements, academic standing requirements, and program requirements) for this program are listed in the Calendar.
Executive Summary <i>(outline the specific item– and remember your audience)</i>	Revisions to existing regulations in the Calendar: <ul style="list-style-type: none"> • Ensuring all entrance requirements are in the calendar, including required documentation • Adding application deadlines • This Calendar update reflects current practice.
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> • Cathy Adams • Elaine Simmt, Associate Dean, Faculty of Education • Van Dam, Graduate Program Administrator & EA to Associate Dean (Graduate Studies) Faculty of Education
<For information on the protocol see the Governance Toolkit section Student Participation Protocol >	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> • Maria Chia (Graduate Calendar project specialist), Janice Hurlburt, Graduate Governance and Policy Coordinator

	<u><i>Those who have been informed:</i></u> •
Approval Route (Governance) (including meeting dates)	GFC ASC-SOS, October 4, 2018 GFC ASC, October 18, 2018 GFC APC, October 10, 2018

Strategic Alignment

Alignment with <i>For the Public Good</i>	OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.
Alignment with Institutional Risk Indicator [Governance Office]	Please note the specific institutional risk this proposal is addressing
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference

Attachments (each to be numbered 1 - <>)

1. Secondary Education graduate programs, Calendar change request

Prepared by: Janice Hurlburt, Graduate Governance and Policy Coordinator, jhurlbur@ualberta.ca

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2019-2020 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Secondary Education [Graduate]</p> <p>[...]</p> <p>Entrance Requirements The Department's minimum admission requirements for the master's program are an undergraduate degree with an average of 3.0 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution, and two years teaching experience or equivalent.</p> <p>Admission requirements for the doctoral programs are an approved master's degree with an average of at least 3.5 or equivalent.</p> <p>In addition, it is highly recommended that applicants have two years teaching experience or equivalent experience in a formal or informal educational context.</p> <p>In the case of both master's and doctoral programs, international applicants from non-English speaking institutions must have a minimum TOEFL score of 580 (paper-based), 237 (computer-based), or a total score of 93 with a score of at least 24 on speaking and writing and 20 on reading and listening (internet-based). Other acceptable examinations include IELTS with a minimum overall band score of 7.0, with at least 6.5 on each band; MELAB with a minimum score of 90; CAEL with an overall minimum score of 70, with at least 60 on each subtest; or PTE (Academic) with an overall minimum score of 64.</p>	<p>Secondary Education [Graduate]</p> <p>[...]</p> <p>Entrance Requirements For master's programs, the Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>It is recommended that applicants identify an academic advisor at the time of application. Two years teaching experience or equivalent are also required.</p> <p>For doctoral programs, the Department's minimum admission requirements are a master's degree with an admission GPA of at least 3.5 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>Applicants are required to identify a potential supervisor at the time of application. It is highly recommended that applicants have two years teaching experience or equivalent experience in a formal or informal educational context.</p> <p>Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:</p> <ul style="list-style-type: none"> • a minimum TOEFL score of 93 with a score of at least 24 on speaking and writing and 20 on reading and listening (internet-based), or equivalent; • IELTS with a minimum overall band score of 7.0, with at least 6.5 on each band; • MELAB with a minimum score of 90; • CAEL with an overall minimum score of 70, with at least 60 on each subtest;

<p>[...]</p>	<ul style="list-style-type: none"> • PTE (Academic) with an overall minimum score of 64. <p><u>A current curriculum vitae, a statement of intent, and three letters of reference are also required. Further details about applying for programs can be found on the Department of Secondary Education website.</u></p> <p><u>Application Deadlines</u></p> <p><u>For Fall (September) or Summer (July) admissions, the following deadlines apply:</u></p> <p><u>PhD and EdD: November 1 for funding and scholarship consideration</u></p> <p><u>PhD and EdD: February 1 without funding</u></p> <p><u>MEd (course-based): March 1</u></p> <p><u>MEd (thesis-based): March 1</u></p> <p>[...]</p>
<p>Justification:</p> <ul style="list-style-type: none"> • Ensuring all entrance requirements are in the calendar, including required documentation • Adding application deadlines <p>Approved by: GAAC October 1, 2018</p>	

Governance Executive Summary
Action Item

Agenda Title: **Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in Computing Science, Faculty of Science and the Faculty of Graduate Studies and Research**

Motion: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in Computing Science, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Science, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2019-2020 Calendar.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research Frank Marsiglio, Interim Dean, Faculty of Science
Presenter(s)	Janelle Harms, Associate Chair, Computing Science, Faculty of Science Janice Causgrove Dunn, Associate Dean, FGSR

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to ensure that all Academic Regulations (entrance/admission requirements, academic standing requirements, and program requirements) for this program are listed in the Calendar.
Executive Summary <i>(outline the specific item– and remember your audience)</i>	Revisions to existing regulations in the Calendar: <ul style="list-style-type: none"> • Ensuring all entrance requirements are in the calendar, including required documentation • Adding application deadlines • For all programs except Multimedia, raising minimum acceptable IELTS score and clarifying that GRE score is optional • For Multimedia, changing ELP scores to align with FGSR minimum requirement and clarifying the Academic Standing requirement • Adding separate calendar entries for programs with specialization in Statistical Machine Learning. <p>This Calendar update reflects current practice except the change in ELP requirements. This submission also includes an updated listing for a second level specialization of Statistical Machine Learning, approved by the Dean, FGSR, with delegated authority from APC.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Janelle Harms, Associate Chair, Computing Science, Faculty of Science • Daneel Blair, Graduate Program Administrator
<p><For information on the protocol see the Governance Toolkit section Student Participation Protocol></p>	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Maria Chia (Graduate Calendar project specialist), Janice Hurlburt, Graduate Governance and Policy Coordinator <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> •
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC ASC-SOS, October 4, 2018 GFC ASC, October 18, 2018 Course and Program Changes, October 10, 2018</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>
<p>Alignment with Institutional Risk Indicator [Governance Office]</p>	<p>Please note the specific institutional risk this proposal is addressing</p>
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference</p>

Attachments (each to be numbered 1 - <>)

1. Computing Science graduate programs, Calendar change request

Prepared by: Janice Hurlburt, Graduate Governance and Policy Coordinator, jhurlbur@ualberta.ca

Killam Centre for Advanced Studies
 2-29 Triffo Hall Edmonton AB Canada T6G 2E1
 Tel: 780.492.2816 / Fax: 780.492.0692
 www.gradstudies.ualberta.ca

2019-2020 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Graduate Programs</p> <p>Computing Science [Graduate]</p> <p>[...]</p> <p>Entrance Requirements The Department's minimum admission requirements are a University of Alberta undergraduate degree with an average of 3.0 in the last two years of study, or an equivalent qualification from a recognized institution, and a TOEFL score of 600 (paper-based) or a total score of 100 with a score of at least 20 on each section (Internet-based), where applicable (see English Language Requirement). Students entering the graduate program are expected to have adequate background in computing science, similar to a four-year undergraduate degree.</p> <p>[moved from below] Entrance Requirements Candidates for the MSc degree in computing science should have a four-year undergraduate degree or the equivalent from a recognized university, with adequate background in computing science and mathematics. Students who do not meet these requirements must take additional courses to those required in the MSc program, either concurrently with the graduate program or in a year of study prior to admission as MSc candidates. Students can apply for direct admission to the MSc course-based program.</p>	<p>Graduate Programs</p> <p>Computing Science [Graduate]</p> <p>[...]</p> <p>Entrance Requirements</p> <p><u>For all programs EXCEPT the MSc (course-based) with a specialization in Multimedia:</u></p> <p><u>Applicants</u> for the MSc degree in Computing Science should have a four-year undergraduate degree or the equivalent from a recognized university, with adequate background in computing science and mathematics.</p> <p><u>There is no direct admission to the MSc with a specialization in Statistical Machine Learning. Applicants wishing to pursue this program should apply to the thesis-based MSc; they may apply to transfer to the SML program after one or two terms of study provided a supervisor is found.</u></p> <p><u>Applicants for the PhD in Computing Science must have an MSc degree in Computing Science or a related field.</u></p> <p><u>Exceptionally qualified applicants having the equivalent of a First-Class Honors BSc degree may be admitted directly to the PhD program.</u></p> <p><u>MSc candidates who perform especially well in their first session (eight months) of studies, may apply to change program category into the PhD program after two terms of study.</u></p>

A departmental admission requirement for non-Canadians, as well as Canadians with a degree from a non-Canadian university, is that they write the Graduate Record Examinations (verbal, quantitative, and analytical writing components) administered by the Educational Testing Service (Princeton, NJ) and have the results sent directly to the Faculty of Graduate Studies and Research. The GRE is also recommended for students with backgrounds unrelated to Computing Science. The examinations should be written early enough so that scores will be available by the application deadline. MSc and PhD students will be expected to satisfy the requirements currently in force with respect to attendance at departmental colloquia and seminars, and

All applicants must have an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.

Where applicable, applicants must provide proof of English Language Proficiency (refer to [English Language Requirement](#)). Any one of the following is acceptable:

- a minimum TOEFL score of 100 with a minimum score of 20 on each of the individual skill areas (internet-based), or equivalent.
- a minimum score of 90 on the MELAB.
- a minimum of 6.0 on each band on the IELTS with an overall minimum score of 7.0.
- a minimum overall score of 70 on the CAEL with at least 60 on each subtest.
- a minimum overall score of 68 on the PTE.

In addition, the Department of Computing Science reserves the right to require a demonstration of English language proficiency.

Applicants must also submit three letters of reference and a CV.

Applicants to a thesis-based MSc are required to select a research area and name up to three professors as potential supervisors.

Applicants to a PhD are required to submit a statement of purpose, the abstract of their MSc thesis, and the names of up to three professors as potential supervisors. PhD students will only be admitted if a professor agrees to be their supervisor.

A Graduate Record Examination (GRE) is optional but highly recommended for non-Canadian applicants, as well as Canadian applicants with a degree from a non-Canadian university. The GRE is also recommended for students with backgrounds unrelated to Computing Science. The examinations should be written early enough so that scores will be available by the application deadline.

the public presentation of students' research results.

[moved to Entrance Requirements above]

Entrance Requirements

Minimum admission requirements for this program are a four-year undergraduate degree with a grade point average of at least 3.0 on a 4-point scale, or the equivalent, in the last two years of previous relevant studies. Where applicable, a TOEFL score in excess of 600 (paper-based) or 100 (Internet-based) is required (see English Language Requirement). Students must hold a bachelor's degree in Computing Science, Computer Engineering, or in a related field in Science or Engineering with some relevant experience. Industrial experience may be considered as a factor when considering admission of students close to these boundaries. It should be noted that these are minimum requirements only.

[...]

The Degree of MSc in Computing Science with Specialization in Multimedia (Computing Science) [Graduate]

[...]

For the MSc (course-based) with a specialization in Multimedia:

Applicants for the MSc degree with a specialization in Multimedia should have a four-year undergraduate degree in Computing Science, Computer Engineering, or in a related field in Science or Engineering with some coding and implementation experience. Applicants must have an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.

Where applicable, applicants must meet the minimum [English Language Requirement](#).

Applicants are also required to submit a CV, multimedia-related professional certificates/diplomas, and a multimedia project history (if not included in the CV)

Industrial experience may be considered as a factor when considering admission of students close to these boundaries. It should be noted that these are minimum requirements only.

Applications to the MSc in Multimedia program will be assessed by the MSc in Multimedia admission.

For all programs EXCEPT the MSc (course-based) with a specialization in Multimedia, the early application deadline is December 15. Assessment of applications will begin on this date as well as consideration for funding and scholarships. Applications will continue to be accepted until January 15.

For the MSc (course-based) with a specialization in Multimedia the application deadline is April 30.

Canadian students who hold major scholarships may contact the Department at any time, even if it is after the deadline.

[...]

The Degree of MSc in Computing Science with a Specialization in Multimedia (Computing Science) [Graduate]

[...]

Graduation requires a minimum 2.7 GPA on all Multimedia courses credited towards the degree (see Academic Standing).

Students must maintain standards acceptable to the Faculty of Graduate Studies and Research to remain in the program.

[...]

The Degree of PhD (Computing Science) [Graduate]

[...]

A PhD candidate who does not obtain an average of 3.3, with no grade lower than B-, over the best three courses (excluding CMPUT 603) in the first year of studies may be asked to withdraw from the doctoral program, but may be admitted to the MSc program. The major part of the student's program will consist of original research, the result of which will be presented in a doctoral dissertation.

[...]

Academic Standing Requirement

To remain in the program, students are required to maintain a minimum cumulative GPA of at least 3.0 with no grade less than B-.

[...]

The Degree of PhD (Computing Science) [Graduate]

[...]

Academic Standing Requirement

PhD students are required to maintain a minimum GPA of 3.3 in three graduate courses (excluding CMPUT 603) with no grade lower than B-.

[...]

The Degree of PhD in Computing Science with Specialization in Statistical Machine Learning (Computing Science) [Graduate]

[...]

Academic Standing Requirement

PhD students are required to maintain a minimum GPA of 3.3 in three graduate courses (excluding CMPUT 603) with no grade lower than B-.

[...]

Justification:

- Ensuring all entrance requirements are in the calendar, including required documentation
- Adding application deadlines
- For all programs except Multimedia, raising minimum acceptable IELTS score and clarifying that GRE score is optional
- For Multimedia, changing ELP scores to align with FGSR minimum requirement and clarifying the Academic Standing requirement
- Adding separate calendar entries for programs with specialization in Statistical Machine Learning, which is a second level specialization approved by the Dean, FGSR, with delegated authority from APC.

Approved by: Computing Science Department Council April 26, 2018

OUTLINE OF ISSUE
Action Item

Agenda Title: Increase to Required English Language Proficiency (ELP) Scores for Undergraduate Admissions - Alignment Across Tests

Motion: THAT the GFC Academic Standards Committee recommend that GFC Academic Planning Committee approve changes to Undergraduate Admissions, Language Proficiency Requirements, as proposed by the Office of the Registrar, and as set forth in Attachment 1, as amended, to take effect upon approval.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Melissa Padfield, Interim Vice-Provost & University Registrar
Presenter	Melissa Padfield, Interim Vice-Provost & University Registrar

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To make changes to the secondary ELP tests (less commonly used) to align with the 2017 approved proposal for IELTS and TOEFL scores. This alignment will better support undergraduate student success and increase the likelihood of improved academic outcomes. The proposed changes are supported by research undertaken by the Office of the Registrar.
The Impact of the Proposal is	It is anticipated that the proposed changes will have a positive impact on undergraduate student success within the international student body. Research conducted by the Enrolment Management and Reporting unit in the Office of the Registrar shows the correlation between a higher overall ELP score and student success in first year courses, as indicated by final GPA and/or course withdrawals. As a result of the proposed changes, all ELP test scores will align allowing for consistent standards and messaging to applicants. There may also be a positive reputational impact associated with more rigorous ELP.
Replaces/Revises (eg, policies, resolutions)	Calendar section "Language Proficiency Requirements"
Timeline/Implementation Date	upon approval
Estimated Cost and funding source	none
Next Steps (ie.: Communications Plan, Implementation plans)	Publish in calendar. Promote to students through recruitment channels Bear Track messaging on requirements Applications and admissions of International students will continue to be monitored.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> University of Alberta International (John Gregory) (May-June 2018)
<For further information see the link posted on the	

Governance Toolkit section Student Participation Protocol >	<i>Those who are actively participating:</i> Office of the Registrar, Specialists Research and Curriculum University of Alberta International (John Gregory)
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee, October 18, 2018 GFC Academic Planning Committee, November 7, 2018
Final Approver	GFC Academic Planning Committee

Alignment/Compliance

Alignment with Guiding Documents	Alignment with the Institutional Strategic Plan – For the Public Good OBJECTIVE - Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world. Strategy: Optimize our international recruiting strategies to attract well qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the PSLA gives the Board of 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).</p> <p>2. GFC Academic Standards Committee (ASC) Terms of Reference: “B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP) iv. ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or to academic standing regulations. v. ASC provides advice or recommends to APC on general University admission or</p> <p>3. UAPPOL Admissions Policy: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. These 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> <p>4. GFC Executive Committee Terms of Reference “GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda. [...] When recommendations are</p>

Item No. 12

	forwarded to General Faculties Council from APC, the role of the Executive shall be to decide the order in which items should be considered by GFC. The Executive Committee is responsible for providing general advice to the Chair about proposals being forwarded from APC to GFC.”
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Attachments (each to be numbered 1 - <>)

1. Attachment 1; Calendar Change Request Form (page(s) 1 - 7)

Prepared by: <Jennifer Alabiso, Manager, Applicant Services, alabiso@ualberta.ca >

Attachment 2: Calendar - Undergraduate Admissions - Language Proficiency Requirements

CURRENT	PROPOSED
<p>English Language Proficiency</p> <p>English is the primary language of instruction in all Faculties except Faculté Saint-Jean. All undergraduate applicants to any program or course except Faculté Saint-Jean need an adequate level of English language proficiency before admission, regardless of their citizenship status or country of origin.</p> <p>The University of Alberta reserves the right to use discretion in determining adequate levels of language proficiency to ensure success in academic programs. In some cases, additional English language testing, conducted by the Faculty of Extension, may be required to confirm English proficiency.</p> <p>Proficiency in English may be fulfilled in one of the following ways:</p> <ol style="list-style-type: none"> 1. Successful completion of three years of full-time education in English <ol style="list-style-type: none"> a. In Canada (see Notes 1, 2,3 and 8). b. In another country where English is recognized as an official language of instruction (see Notes 1, 2, 3, 5 and 8). c. At a recognized secondary school which uses English as the primary language of 	<p>English Language Proficiency</p> <p>English is the primary language of instruction in all Faculties except Faculté Saint-Jean. All undergraduate applicants to any program or course except Faculté Saint-Jean need an adequate level of English language proficiency before admission, regardless of their citizenship status or country of origin.</p> <p>The University of Alberta reserves the right to use discretion in determining adequate levels of language proficiency to ensure success in academic programs. In some cases, additional English language testing, conducted by the Faculty of Extension, may be required to confirm English proficiency.</p> <p>Proficiency in English may be fulfilled in one of the following ways:</p> <ol style="list-style-type: none"> 1. Successful completion of three years of full-time education in English <ol style="list-style-type: none"> a. In Canada (see Notes 1, 2,3 and 8). b. In another country where English is recognized as an official language of instruction (see Notes 1, 2, 3, 5 and 8). c. At a recognized secondary school which uses English as the primary language of

<p>instruction (see Notes 1, 2, 3, 5 and 8).</p> <p>d. At a recognized postsecondary institution which uses English as the primary language of instruction (see Notes 1, 2, 3, and 5).</p> <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> <p>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,</p> <p>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,</p> <p>c. A final or predicted grade of 5 or better on the International Baccalaureate English A: Literature or English A: Language and Literature</p> <p>d. A grade of 4 or better on the</p>	<p>instruction (see Notes 1, 2, 3, 5 and 8).</p> <p>d. At a recognized postsecondary institution which uses English as the primary language of instruction (see Notes 1, 2, 3, and 5).</p> <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> <p>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,</p> <p>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,</p> <p>c. A final or predicted grade of 5 or better on the International Baccalaureate English A: Literature or English A: Language and Literature</p> <p>d. A grade of 4 or better on the</p>
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<p>Advanced Placement English College Board examination,</p> <p>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,</p> <p>f. A grade of B+ or better in ★6 of university-level English studies completed at a recognized English language institution which must be transferable as ★6 of English at the University of Alberta.</p> <p>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).</p> <p>5. One of the two TOEFL (Test of English as a Foreign Language) test formats with the appropriate score;</p> <p>a. Internet-based TOEFL (iBT) of at least 86, with no less than 21 on each band (see Note 4).</p> <p>b. Paper-based TOEFL of at least 580 with a TWE of 4.0 or better (see Note 4).</p> <p>6. A score of at least 85 on the MELAB (Michigan English Assessment Battery) (see Note 4).</p>	<p>Advanced Placement English College Board examination,</p> <p>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,</p> <p>f. A grade of B+ or better in ★6 of university-level English studies completed at a recognized English language institution which must be transferable as ★6 of English at the University of Alberta.</p> <p>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).</p> <p>5. A score of at least 90 on the internet-based (iBT) Test of English as a Foreign Language (TOEFL), with no less than 21 on each band (see Note 4), or equivalent.</p> <p>6. A score of at least 85 on the MELAB (Michigan English Assessment Battery) with no band less than 80 and a score of at least 3 in the Speaking Test (see Note</p>
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<p>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).</p> <p>8. A score of at least 70 on the CAEL (the Canadian Academic English Language assessment exam) (see Note 4).</p> <p>9. A score of at least 59 on the PTE Academic (Pearson Test of English Academic) (see Note 4).</p> <p>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).</p> <p>11. A score of at least B on the CAE (Certificate in Advanced English) (see Note 4).</p> <p>12. A score of at least C on the CPE (Certificate of Proficiency in English) (see Note 4).</p> <p>13. Successful completion of the University of Alberta's EAP 140/145.</p> <p>Bridging Program Stages 1 and 2</p> <p>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>Stage 1:</p> <p>- 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).</p>	<p>4).</p> <p>7. A score of at least 6.5 on the IELTS Academic (International English Language Testing System) with no band less than 5.5 (see Note 4).</p> <p>8. A score of at least 70 on the Canadian Academic English Language assessment: CAEL (paper) or CAEL CE (computer) with no band less than 60 (see Note 4).</p> <p>9. A score of at least 61 on the PTE Academic (Pearson Test of English Academic) with no less than 60 in each communicative skill (see Note 4).</p> <p>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).</p> <p>11. An overall Cambridge English scale score of at least 180 on the CAE (Certificate in Advanced English) with no less than 165 in each skill (see Note 4).</p> <p>12. An overall Cambridge English scale score of at least 180 on the CPE (Certificate of Proficiency in English) with no less than 165 in each skill (see Note 4).</p> <p>13. Successful completion of the University of Alberta's EAP 140/145.</p> <p>Bridging Program Stages 1 and 2</p> <p>Applicants with superior academic</p>
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- Internet-based TOEFL (iBT) of at least 65, with no score less than 16 on any band (see Note 4).

Stage 2:

- 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).

- Internet-based TOEFL (iBT) of at least 70, with no score less than 17 on any band (see Note 4).

For more information, students should contact the Office of the Registrar.

Notes

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.
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

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:

Stage 1:

- 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).

- Internet-based TOEFL (iBT) of at least 65, with no score less than 16 on any band (see Note 4).

Stage 2:

- 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).

- Internet-based TOEFL (iBT) of at least 70, with no score less than 17 on any band (see Note 4).

For more information, students should contact the Office of the Registrar.

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<p>institutions that are recognized as having met the University of Alberta's English language proficiency requirement, visit our website at:</p> <p>www.studyincanada.ualberta.ca/ELPExemptions.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>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 the University of Alberta's English language proficiency requirement, visit our website at:</p> <p>www.studyincanada.ualberta.ca/ELPExemptions.</p> <p>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.</p> <p>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</p>
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<p>combination of secondary and postsecondary education is used.</p>	<p>direct inquiries to the Assistant Registrar, Admissions, Office of the Registrar.</p> <p>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.</p>
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