

The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, November 17, 2016 meeting:

Items Deemed Minor/Editorial

The Following Proposal(s) are Deemed Minor/Editorial (GFC ASC's Terms of Reference (Mandate)(3.A.i and iii) by the Vice-Provost (Programs) and Chair, GFC ASC, and are APPROVED UNDER DELEGATED AUTHORITY FROM GFC IN A SINGLE OMNIBUS MOTION.

Agenda Title: **Proposed Approval of Transfer Credit for November 2016, Office of the Registrar**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed transfer credit for November 2016, as submitted by the Office of the Registrar, to take effect upon final approval.

Final Item: 4A

Agenda Title: **Proposed Changes to Existing Admission/Readmission Deadlines, Faculty of Nursing**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed changes to existing admission/readmission deadlines, as submitted by the Faculty of Nursing, to take effect in 2017/2018.

Final Item: 4B

Agenda Title: **Proposed Changes to Admission Requirements, Special Students, Faculty of Engineering**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed changes to admission requirements, special students, as submitted by the Faculty of Engineering, to take effect in 2017/2018.

Final Item: 4C

Agenda Title: **Proposed Changes to Admission Requirements, Planning, Faculty of Science**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed changes to admission requirements, as submitted by the Faculty of Science, to take effect in 2017/2018.

Final Item: 4D

Agenda Title: **Proposed Changes to Admission Academic Requirements Dental Hygiene Post-Diploma Degree Completion Program for diploma students graduating 2017 and 2018, Faculty of Medicine and Dentistry**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed changes to admission academic requirements dental hygiene post-diploma degree completion program for diploma students graduating 2017 and 2018, as submitted by the Faculty of Medicine and Dentistry, to take effect upon approval.

Final Item: 4E

Agenda Title: **Proposed Changes to the Existing Physical Testing (Immunization) Requirements, Faculties of Agricultural, Life and Environmental Sciences; Graduate Studies & Research; Medicine & Dentistry; Nursing; Pharmacy & Pharmaceutical Sciences; Physical Education and Recreation; and Rehabilitation Medicine**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council and the Board of Governors, and pending approval of the University Infectious Diseases Regulation by the Board of Governors, the proposed revisions to existing Physical Testing (Immunization) Requirements for the Faculties of Agricultural, Life and Environmental Sciences; Graduate Studies & Research; Medicine & Dentistry; Nursing; Pharmacy & Pharmaceutical Sciences; Physical Education and Recreation; and Rehabilitation Medicine, as set forth in Appendices 1-10, to take effect in 2017/2018.

Final Item: 5

Agenda Title: **Proposal to Suspend Admission to Master of Arts and Doctor of Philosophy programs in Comparative Literature, Faculty of Graduate Studies and Research**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the suspension of admission to the Master of Arts and Doctor of Philosophy programs in Comparative Literature as submitted by the Faculty of Graduate Studies and Research to be effective upon approval.

Final Item: 6

Agenda Title: **Proposed Changes to Admission Requirements, Paleontology, Faculty of Science**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to the admission requirements, as submitted by the Faculty of Science, and as set forth in Attachment 1, to take effect for Fall 2017

Final Item: 7

Agenda Title: **Proposed Changes to Existing Admission Requirements, Doctor of Medicine (MD) Program, Faculty of Medicine and Dentistry**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the changes to the admission requirements for the Doctor of Medicine (MD) Program, Faculty of Medicine and Dentistry, as set forth in Attachment 1 as amended, to take effect Fall 2018.

Final Item: 8

Agenda Title: **Proposed Changes to the Calculation of Graduation Average and Graduation “With Distinction”, Faculty of Engineering**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority, proposed changes to the calculation of graduation average and graduation “with distinction”, Faculty of Engineering, as set forth in Attachment 1, to take effect Fall 2017

Final Item: 9

Agenda Title: **Proposed Changes to Admission Requirements to BSc in Nursing Collaborative and After Degree Programs, Readmission Requirements, and Academic Standing Requirements, Faculty of Nursing**

CARRIED MOTION: THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed changes to admission requirements to BSc in Nursing Collaborative and After Degree Programs, Readmission Requirements, and Academic Standing Requirements, Faculty of Nursing, as set forth in Attachment 1 as amended and Attachment 2, to take effect Fall 2017.

Final Item: 10

Agenda Title: **Proposed Changes to Existing Academic Standing with respect to awards distribution, DDS Degree Program and DDS Advanced Placement Program, Faculty of Medicine and Dentistry**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority, changes to the existing Academic Standing and Graduation, DDS Degree and DDS Advanced Placement Programs, as proposed by the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect for Fall 2017.

Final Item: 11

Agenda Title: **Proposed Changes to Existing Admission Requirements, Dental Hygiene Post Diploma Degree Completion Program, Faculty of Medicine and Dentistry**

WITHDRAWN MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, proposed changes to the admission requirements, BSc (Dental Hygiene Specialization) Post Diploma Degree Completion Program, as proposed by the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect for Fall 2017.

Withdrawn Item: 12

Agenda Title: **Proposed Changes to Admission, Faculty of Pharmacy and Pharmaceutical Sciences**

CARRIED MOTION: THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed changes to admission requirements for the Doctor of Pharmacy (PharmD), Faculty of Pharmacy and Pharmaceutical Sciences, as set forth in Attachment 1, to take effect Fall 2017.

Final Item: 13

Agenda Title: **Proposal for a New Program in Honors in Operations Management, Faculty of Business**

CARRIED MOTION: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee, under delegated authority from the General Faculties Council, the proposed Admission, Transfer and Academic Standing requirements Honors in Operations Management program as submitted by the Faculty of Business and as set forth in Attachment 1, for early implementation in January 2017.

Final Item: 14

Agenda Title: **Proposal for a (new) Freestanding for-credit University Certificate in Teaching Students with Complex Communication Needs, Faculty of Education**

CARRIED MOTION: THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, recommend to the GFC Academic Planning Committee the approval of a (new) Freestanding For-Credit University Certificate in Teaching Students with Complex Communication Needs, as submitted by the Faculty of Education, and as set forth in Attachments 1, for implementation in September 2017.

Final Item: 15

Agenda Title: **Proposed Changes to Existing Admission and Academic Regulations (professional standards for students in the FoMD), Faculty of Medicine and Dentistry**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority, changes to existing admission and academic regulations, as proposed by the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect Fall 2017.

Final Amended Item: 16

OUTLINE OF ISSUE
Action Item

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

4A. Proposed Approval of Transfer Credit for November 2016, Office of the Registrar

4B. Proposed Changes to Existing Admission/Readmission Deadlines, Faculty of Nursing

4C. Proposed Changes to Admission Requirements, Special Students, Faculty of Engineering

4D. Proposed Changes to Admission Requirements, Planning, Faculty of Science

4E. Proposed Changes to Admission Academic Requirements Dental Hygiene Post-Diploma Degree Completion Program for diploma students graduating 2017 and 2018, Faculty of Medicine and Dentistry

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Lisa Collins, Vice-Provost and Registrar; Sandra Davidson, Associate Dean (Undergraduate Programs), Faculty of Nursing; Jason Carey, Associate Dean (Programs and Planning), Faculty of Engineering; Gerda de Vries, Associate Dean (Undergraduate) Faculty of Science, Fraser Brenneis, Vice-Dean Education, Faculty of Medicine and Dentistry
Presenter	Nat Kav, Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	See individual items for detail on proposed changes submitted by Faculties and the Office of the Registrar.
The Impact of the Proposal is	See individual items for detail on proposed changes submitted by Faculties and the Office of the Registrar.
Replaces/Revises (eg, policies, resolutions)	Various sections of the University Calendar; see individual items for specific affected Calendar sections. Updates the Alberta Transfer Guide.
Timeline/Implementation Date	Item 4A: To take effect upon approval Item 4B: To take effect 2017/18 Item 4C: To take effect 2017/18 Item 4D: To take effect 2017/18 Item 4E: To take effect upon approval
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	N/A
Supplementary Notes and context	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 new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine

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	changes include any and all changes to the wording of an admissions or academic standing policy” (3.A.i).
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Engagement and Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Vice-Provost (Programs) and Chair, GFC Academic Standards Committee; Faculty Councils; Representatives of the Office of the Registrar and the Office of the Provost and Vice-President (Academic)
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee – November 17, 2016
Final Approver	GFC Academic Standards Committee – November 17, 2016

Alignment/Compliance

Alignment with Guiding Documents	<p><i>For the Public Good</i></p> <p>GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</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>
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 <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment of students to take courses. The Board has delegated its authority over these areas to GFC. GFC has thus established, and delegated certain powers to, an Academic Standards Committee.</p> <p>2. PSLA “29(1) A faculty council may: [...] (c) provide for the admission of students to the faculty, (d) determine the conditions under which a student must withdraw from or may continue the student’s program of studies in the faculty [...] subject to any conditions or restrictions that are imposed by the general faculties council.</p> <p>3. GFC ASC Terms of Reference (Mandate of the Committee) “D. Alberta Transfer Guide i. ASC approves, for inclusion in the Alberta Transfer Guide, courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. Approval will be based upon an assessment of course content and level of instructor qualifications. ii. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. iii. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta. iv. ASC rescinds, if necessary, the entries in the Alberta Transfer</p>

Guide relevant to the University of Alberta.”

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

5. GFC Academic Standards Committee Terms of Reference (Mandate of the Committee)

“A. Definitions

i. “Routine and/or Editorial

[...]

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 which 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.

[...]

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

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

ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations”

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

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

programs, where they exist, will also be published in the current edition of the *University Calendar*.

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

4. UAPPOL Admissions Procedure:

“PROCEDURE

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

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

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

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

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

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

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

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

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

1. Attachment A: Office of the Registrar: Proposed Approval of Transfer Credit for November 2016
2. Attachment B: Faculty of Nursing: Changes to Admission and Readmission Deadlines
3. Attachment C: Faculty of Engineering: Proposed Changes to Existing Admission Requirements
4. Attachment D: Faculty of Science: Proposed Changes to Existing Admission Requirements
5. Attachment E: Faculty of Medicine and Dentistry: Proposed Changes to Admission Requirements

Prepared by: Meg Brolley, GFC Secretary, meg.brolley@ualberta.ca

November 3, 2016

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
Proposals Recommended for APPROVAL of Transfer Credit at the
Academic Standards Committee Meeting on November 17, 2016

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
GRANDE PRAIRIE REGIONAL COLLEGE				
TBD	PALE 200 (3)	PALEO 201 (3) OR AUBIO 2XX (3)		
KEYANO COLLEGE				
140586	CLASS 110 (3)	CLASS 110 (3)		
TBD	SOCY 212 (3)	SOC 212 (3)		
MACEWAN UNIVERSITY				
TBD	BIOL 205 (3)	BIOL 2XX (3)		
RED DEER COLLEGE				
140645	EDPY 305 (3)	EDPY 302 (3)		
140653	EDPY 307 (3)	EDPY 304 (3) OR AUEPS2XX (3)		

**Faculty of Nursing
Calendar Change Request Form
For Implementation in 2017-18**

**Undergraduate Application Deadlines for Admission and Readmission/
Admission and Readmission Deadlines/ Nursing**

Admission and Readmission Deadlines / Nursing

CURRENT						PROPOSED					
Admission		Readmission		Other Requirements		Admission		Readmission		Other Requirements	
Application	Documents	Application	Documents			Application	Documents	Application	Documents		
BScN (Honors)						BScN (Honors)					
Fall Term	March 1	June 30		No admission		Fall Term	March 1	June 15		No admission	
Winter Term	No admission			No admission		Winter Term	No admission			No admission	
Spring/Summer	No admission			March 15	March 15	Spring/Summer	No admission			March 15	March 15
BScN (Collaborative) and BScN Bilingual Program						BScN (Collaborative) and BScN Bilingual Program					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)		Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	
		High School applicant - March 15 (See Note 1) August 1 (See Note 2)						High School applicant - March 15 (See Note 1) August 1 (See Note 2)			
Winter Term	No admission			No admission		Winter Term	No admission			No admission	
Spring/Summer	No admission			No admission		Spring/Summer	No admission			No admission	
Notes						Notes					
<ol style="list-style-type: none"> All previously completed course work and course registration of current year. Final results of current year. 						<ol style="list-style-type: none"> All previously completed course work and course registration of current year. Final results of current year. 					
RPN to BScN						RPN to BScN					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)		Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	
Winter Term	No admission			No admission		Winter Term	No admission			No admission	
Spring/Summer	No admission			No admission		Spring/Summer	No admission			No admission	
Notes						Notes					

1. All previously completed course work and course registration of current year.
2. Final results of current year.

BScN After Degree

Fall Term	March 1	June 30	March 1	June 30	
Winter Term	No admission		No admission		
Spring/Summer	No admission		No admission		

Special Students

Fall Term	July 1	July 15	July 1	July 15	See Special Students
Winter Term	No admission		November 15	November 15	
Spring/Summer	March 1	March 31	March 1	March 31	

Visiting Students

Contact the Faculty prior to applying.

3. All previously completed course work and course registration of current year.
4. Final results of current year.

BScN After Degree

Fall Term	March 1	June 15	March 1	June 30	
Winter Term	No admission		No admission		
Spring/Summer	No admission		No admission		

Special Students

Fall Term	July 1	July 15	July 1	July 15	See Special Students
Winter Term	No admission		November 15	November 15	
Spring/Summer	March 1	March 31	March 1	March 31	

Visiting Students

Contact the Faculty prior to applying.

FACULTY OF ENGINEERING CALENDAR CHANGES 2017-18

SEPT-28-2016

Current	Proposed
<p>Admission Requirements by Faculty Faculty of Engineering [...] V. Special Students Students holding a BSc in Engineering or a Science specialization, e.g., Mathematics, Physics, Chemistry, Computing Science, Geology, may register as special students in the Faculty of Engineering. For further information regarding admissibility, see Special Students.</p> <p>http://calendar.ualberta.ca/content.php?catoid=6&navoid=941</p>	<p>Admission Requirements by Faculty Faculty of Engineering [...] V. Special Students Students holding a BSc in Engineering or a Science specialization, e.g., Mathematics, Physics, Chemistry, Computing Science, Geology, may register as part-time special students in the Faculty of Engineering, taking no more than two courses per term. For further information regarding admissibility, see Special Students</p> <p>http://calendar.ualberta.ca/content.php?catoid=6&navoid=941</p>

Faculty of Science Program Changes 2017-2018

Current

Proposed

<p>Admission Chart 7 http://calendar.ualberta.ca/content.php?catoid=6&navoid=934#Admission Chart 7</p> <p>Planning</p> <p>Admission Requirements</p> <p>A written statement outlining an interest in Planning, including any relevant volunteer or work experience. Submit the statement to the Planning advisor in the Department of Earth and Atmospheric Sciences by May 1</p>	
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Submitted on: _____ GFC Circulated on: _____ 1
Department Contact: _____

**FACULTY OF MEDICINE AND DENTISTRY
CALENDAR ENTRY
Effective Fall Session 2017-2018**

Dated: September 26, 2016

CURRENT	PROPOSED
<p>Faculty of Medicine and Dentistry</p> <hr/>	<p>Faculty of Medicine and Dentistry</p> <hr/> <p><u>Bachelor of Science (Dental Hygiene Specialization)</u> <u>I. Academic Admission Requirements— Fourth Year</u> <u>For Diploma students graduating in 2017 & 2018</u></p> <p><u>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:</u></p> <p><u>(1) Successful completion of the diploma program.</u> <u>(2) A minimum GPA of 2.0 in the above program.</u></p> <p><u>Provisions</u> <u>(1)None of the courses used toward the Bachelor of Science (Dental Hygiene Specialization) requirements have been used for credit toward another degree.</u></p> <p><u>Students in the final year of the Dental Hygiene Diploma program in 2017 & 2018 will be required to submit an Undergraduate Application for Admission, Readmission or Internal Transfer by November 1.</u></p> <p><i>Rationale: This section was inadvertently deleted last year. Diploma students graduating in 2017 and 2018 may still apply to the fourth year degree program.</i></p>

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposed Changes to the Existing Physical Testing (Immunization) Requirements, Faculties of Agricultural, Life and Environmental Sciences; Graduate Studies & Research; Medicine & Dentistry; Nursing; Pharmacy & Pharmaceutical Sciences; Physical Education and Recreation; and Rehabilitation Medicine**

Motion: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council and the Board of Governors, and pending approval of the University Infectious Diseases Regulation by the Board of Governors, the proposed revisions to existing Physical Testing (Immunization) Requirements for the Faculties of Agricultural, Life and Environmental Sciences; Graduate Studies & Research; Medicine & Dentistry; Nursing; Pharmacy & Pharmaceutical Sciences; Physical Education and Recreation; and Rehabilitation Medicine, as set forth in Appendices 1-9, to take effect in 2017/2018.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Provost and Vice-President (Academic)
Presenter	Dean Zaragoza, Executive Director, Health Sciences Council

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To replace current entries in the University Calendar outlining Bloodborne pathogens policy and medical testing / immunization requirements from each of the specific faculty sections with a reference to the new University Infectious Diseases Regulation.
The Impact of the Proposal is	The proposal will align specific faculty regulations with the University Infectious Disease Regulation (pending Board approval) which has been written to align with Alberta Health Services immunization standards and to limit the possibility of transmission of infectious diseases within the educational setting. Linking faculty requirements to a this regulation will ensure consistent and up to date information is available to students and staff.
Replaces/Revises (eg, policies, resolutions)	Replaces current calendar sections
Timeline/Implementation Date	2017-2018 pending Board of Governors approval of the University Infectious Diseases Regulation
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	
Supplementary Notes and context	The University Infectious Diseases Regulation was recommended by General Faculties Council on September 26, 2016 to the Board of Governors for approval (December 16, 2016).

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)	<u>Those who have been informed:</u> <ul style="list-style-type: none"> • Claire Burke, Office of the Registrar (August, 2015) • School of Public Health (Dean, June 11, 2015) • Campus Saint-Jean (Dean, June 11, 2015)
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<p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<ul style="list-style-type: none"> • Augustana (Dean, June 11, 2015) • Faculty of Graduate Studies and Research Faculty Council (October 19, 2016) <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Office of the Provost and Vice-President (Academic) - Kate Peters, Sarah Forgie, Nat Kav (September 2015) • Lihong Yang, Office of the Registrar (August 13, 2015) • Health Sciences Council Deans (September 18, 2014; October 15, 2015) • Faculty of Agricultural Life and Environmental Studies (Academic Coordinating Committee, Jan 28, 2016, October 3, 2016) • Faculty of Medicine and Dentistry (Faculty Learning Committee, Faculty Council process, May 15, 2015, October 25, 2016) • Faculty of Nursing (Faculty Council & Executive Committee; January 16, 2016, October 11, 2016) • Faculty of Physical Education & Recreation (Faculty Council; January 21, 2016, Dean Kerry Mummery, AD Undergraduate program September 30, 2016) • Faculty of Pharmacy and Pharmaceutical Sciences (Faculty Council; January 15, 2016, September 20, 2016) • Faculty of Rehabilitation Medicine (Executive Committee, in lieu of Faculty Council; January 21, 2016; Faculty Council, October 17, 2016) • GFC Academic Standards Committee – Sub-Committee on Standards (June 2, 2016) • GFC Academic Standards Committee – Sub-Committee on Standards (June 16, 2016) • GFC Executive Committee (September 12, 2016) • GFC (September 26, 2016) <p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Faculty of Medicine and Dentistry (Dean Richard Fedorak, July 12, 2015; Dr. Fraser Brenneis, July 12, 2015, October 3, 2015) • Faculty of Medicine and Dentistry, School of Dentistry (Chair, Dr. Paul Major, July 14, 2015; Ronna Lozano; September 30, 2015) • Faculty of Pharmacy and Pharmaceutical Sciences (Dean James Kehrer, July 13, 2015, September 29, 2015; Ann Thompson, October 2, 2015) • Faculty of Nursing (Dean Anita Molzahn; September 29, 2015) • Faculty of Physical Education & Recreation (Dean Kerry Mummery, July 9, 2015) • University Health Centre (Kevin Freise, Jennifer Walker, Beth Woytas, August 18, 2014; May 4, 2015; June 10, 2015; July 22, 2015; October 20, 2015) • Alberta Health Services (Cindy Dribnenki, Donna Joy; May 2015) • Environment, Health, Safety (Adam Conway; June 26, 2015) • Bloodborne Pathogens Working Group (December 2015, May 2016)
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Academic Standards Committee – November 17, 2016</p>
<p>Final Approver</p>	<p>GFC Academic Standards Committee</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p><i>For the Public Good</i></p> <p>GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.</p> <p>OBJECTIVE 19: Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives.</p> <p>Strategy iii: Endorse a strong culture of safety awareness, knowledge, planning, and practice to ensure</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. The <i>Post-Secondary Learning Act (PSLA)</i></p> <p>“17 In addition to the other powers of a board under this Part and Part 4, a board may</p> <p style="padding-left: 40px;">a. Make bylaws respecting the physical examination of the students of the university”</p> <p>“ 26(1) Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university”</p> <p>2. Academic Standards Committee – Terms of Reference</p> <p>“E. Physical Testing and Immunization of Students ASC approves on GFC's and the Board's behalf, all individual Faculty policies concerning physical testing and immunization of students, and files a report with the GFC Executive Committee for information.”</p>

Attachments

1. Attachment 1 (7 pages) Faculty of Medicine and Dentistry Proposed Calendar Changes for Admission
2. Attachment 2 (11 pages) Faculty of Medicine and Dentistry Proposed Calendar Changes
3. Attachment 3 (3 pages) Faculty of Agricultural, Life, and Environmental Sciences Proposed Calendar Changes
4. Attachment 4 (3 pages) Faculty of Nursing Proposed Calendar Changes
5. Attachment 5 (5 pages) Faculty of Pharmacy and Pharmaceutical Sciences Proposed Calendar Changes
6. Attachment 6 (1 pages) Faculty of Physical Education & Recreation Proposed Calendar Changes
7. Attachment 7 (4 pages) Faculty of Rehabilitation Medicine Proposed Calendar Changes
8. Attachment 8 (8 pages) Faculty of Graduate Studies and Research - Graduate Program Nursing Proposed Calendar Changes
9. Attachment 9 (7 pages) Faculty of Graduate Studies and Research - Graduate Program Rehabilitation Medicine Proposed Calendar Changes

Prepared by: Dean Zaragoza, Executive Director, HSC (dzaragoz@ualberta.ca)

Undergraduate Admissions/Admission Requirements by Faculty/FOMD Calendar Changes:

Current	Proposed
<h2>Faculty of Medicine and Dentistry</h2>	<h2>Faculty of Medicine and Dentistry</h2>
<p>Return to: Admission Requirements by Faculty</p>	<p>Return to: Admission Requirements by Faculty</p>
<ul style="list-style-type: none"> • Bloodborne Pathogens Policy • BSc in Medical Laboratory Science • Post-Professional Certificate BSc in Medical Laboratory Science • Dental Hygiene Diploma • Bachelor of Science (Dental Hygiene Specialization) • Bachelor of Science (Dental Hygiene Specialization) Post Diploma Degree Completion Program • Doctor of Dental Surgery (DDS) • DDS Advanced Placement Program • Doctor of Medicine (MD) • Bachelor of Science in Radiation Therapy • MD/PhD Program • MD/MBA Program 	<ul style="list-style-type: none"> • University Infectious Diseases Regulation • BSc in Medical Laboratory Science • Post-Professional Certificate BSc in Medical Laboratory Science • Dental Hygiene Diploma • Bachelor of Science (Dental Hygiene Specialization) • Bachelor of Science (Dental Hygiene Specialization) Post Diploma Degree Completion Program • Doctor of Dental Surgery (DDS) • DDS Advanced Placement Program • Doctor of Medicine (MD) • Bachelor of Science in Radiation Therapy • MD/PhD Program • MD/MBA Program
<h2>Bloodborne Pathogens Policy</h2>	<h2>University Infectious Diseases Regulation</h2>
<p>The University of Alberta recognizes its duty to minimize the risk of transmission of bloodborne pathogens to/by individuals studying or working at this University.</p>	<p>See University Infectious Diseases Regulation.</p>
<p>The Bloodborne Pathogens policy limits the possibility of transmission of bloodborne pathogens within the educational setting. The University recognizes, however, that it is not possible to completely eliminate the risk of infection.</p>	
<p>Because there is a greater potential for</p>	

transmission of bloodborne pathogens to/by students during clinical experiences in practice settings, students in the Faculty of Medicine and Dentistry are required to undergo testing for bloodborne pathogens.

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

BSc in Medical Laboratory Science

The current quota for Phase I students is 29.

[...]

III. Other Requirements

[...]

6. **Medical Testing and Immunization**

Requirements: Please see [University Bloodborne Pathogens Policy](#).

7. **Deposit:** Upon notification of acceptance, applicants will be required to confirm their admission and intention to register by submitting a nonrefundable tuition deposit within the time specified in the letter of acceptance. The deposit will be credited toward payment of tuition upon completion of registration. (See [Program-specific Deposits on Confirmation of Admission](#)).

[...]

Dental Hygiene Diploma

BSc in Medical Laboratory Science

The current quota for Phase I students is 29.

[...]

III. Other Requirements

[...]

8. **Medical Testing and Immunization**

Requirements: Please see [University Infectious Diseases Regulation](#).

9. **Deposit:** Upon notification of acceptance, applicants will be required to confirm their admission and intention to register by submitting a nonrefundable tuition deposit within the time specified in the letter of acceptance. The deposit will be credited toward payment of tuition upon completion of registration. (See [Program-specific Deposits on Confirmation of Admission](#)).

[...]

**Application for Admission and
Application for Readmission**
[...]

II. **Other Requirements**

1. **Language Proficiency Requirements:** All applicants must meet the English Language Proficiency and Spoken English requirements (see [Language Proficiency Requirements](#)).
2. **Medical Testing and Immunization Requirements:** Prior to orientation students admitted to the Dental Hygiene program require immunization against, and/or proof of immunity to, poliomyelitis, diphtheria, tetanus, measles, mumps, rubella, and hepatitis B. As well, a varicella titre test and a tuberculin skin test are required in the first year of the program. See [Medical Testing and Immunization Requirements](#) for regulations concerning medical testing and immunization. **Note:** For updates on changes to medical testing and immunization refer to the Faculty Office.

[...]

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

**Application for Admission and
Application for Readmission**

Dental Hygiene Diploma

**Application for Admission and
Application for Readmission**
[...]

II. **Other Requirements**

1. **Language Proficiency Requirements:** All applicants must meet the English Language Proficiency and Spoken English requirements (see [Language Proficiency Requirements](#)).
2. **Medical Testing and Immunization Requirements:** Please see [University Infectious Diseases Regulation](#).

[...]

**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.

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

[...]

II. **Other Requirements**

1. **Language Proficiency Requirements:** All applicants must meet the English Language Proficiency and Spoken English requirements (see [Language Proficiency Requirements](#)).
2. **Medical Testing and Immunization Requirements:** Prior to orientation students admitted to the Dental Hygiene program are required to undergo medical testing for Hepatitis B and meet all immunization requirements. As well, a varicella titre test and a tuberculin skin test are required in the first year of the program. See [Medical Testing and Immunization Requirements](#) for regulations concerning medical testing

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.

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

[...]

II. **Other Requirements**

1. **Language Proficiency Requirements:** All applicants must meet the English Language Proficiency and Spoken English requirements (see [Language Proficiency Requirements](#)).
2. **Medical Testing and Immunization Requirements:** Please see [University Infectious Diseases Regulation](#).

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

[...]

Doctor of Dental Surgery (DDS) 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.admissions.ualberta.ca. For detailed application and program information please visit www.dentistry.ualberta.ca.

Note: Applicants who have been Required to Withdraw, or equivalent, from any postsecondary program will not be considered for admission.

Enrolment: Enrolment is limited to an annual quota of 31 students. Of the 31 positions available 85% are reserved for Alberta residents, 10% for Non-Alberta residents and 5% for International students (see [Residence Requirements](#)).

Because the number of candidates who meet the minimum requirements for admission far exceeds the quota, it should be understood that eligibility does not guarantee admission. Admission is determined on a competitive basis.

[...]

II. Other Requirements

- 1. Language Proficiency Requirements:** All applicants must meet the English Language Proficiency and Spoken

[...]

Doctor of Dental Surgery (DDS) 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.admissions.ualberta.ca. For detailed application and program information please visit www.dentistry.ualberta.ca.

Note: Applicants who have been Required to Withdraw, or equivalent, from any postsecondary program will not be considered for admission.

Enrolment: Enrolment is limited to an annual quota of 31 students. Of the 31 positions available 85% are reserved for Alberta residents, 10% for Non-Alberta residents and 5% for International students (see [Residence Requirements](#)).

Because the number of candidates who meet the minimum requirements for admission far exceeds the quota, it should be understood that eligibility does not guarantee admission. Admission is determined on a competitive basis.

[...]

II. Other Requirements

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

English requirements (see [Language Proficiency Requirements](#)).

2. Medical Testing and Immunization

Requirements: Prior to orientation students admitted to the DDS program require immunization against, and/or proof of immunity to, poliomyelitis, diphtheria, tetanus, measles, mumps, rubella, and hepatitis B. As well, a varicella titre test and a tuberculin skin test are required in the first year of the program. See [Medical Testing and Immunization Requirements](#) for regulations concerning medical testing and immunization.

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

[...]

DDS Advanced Placement Program

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

Limitation of Enrolment: Enrolment is limited.

Because the number of candidates who meet the minimum requirements for admission far exceeds the quota, it should be understood that eligibility does not guarantee admission. Admission is determined on a competitive basis.

I. Admission Requirements

In order to be eligible to apply to the DDS Advanced Placement program applicants

[Requirements](#)).

2. Medical Testing and Immunization Requirements: Please see [University Infectious Diseases Regulation](#).

[...]

DDS Advanced Placement Program

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

Limitation of Enrolment: Enrolment is limited.

Because the number of candidates who meet the minimum requirements for admission far exceeds the quota, it should be understood that eligibility does not guarantee admission. Admission is determined on a competitive basis.

I. Admission Requirements

In order to be eligible to apply to the DDS Advanced Placement program applicants must:

<p>must:</p> <p>[...]</p> <p>8. Medical Testing and Immunization Requirements: Prior to the beginning of the Introduction to Advanced Placement course (<u>DDS 829</u>) applicants require immunization against, and/or proof of immunity to, poliomyelitis, diphtheria, tetanus, measles, mumps, rubella, and hepatitis B. As well, a varicella titre test and a tuberculin skin test are required in the first year of the program. See <u>Medical Testing and Immunization Requirements</u> for regulations concerning medical testing and immunization. Note: For updates on changes to medical testing and immunization refer to the Faculty Office.</p> <p>[...]</p>	<p>[...]</p> <p>8. Medical Testing and Immunization Requirements: Please see <u>University Infectious Diseases Regulation</u>.</p> <p>[...]</p>
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This change was first approved on May 15, 2015. Since then, changes to consolidate the **University Bloodborne Pathogens Policy** to replace the individual faculty sections were proposed. These changes went through the first stage of full board approval (ASC SOS) on June 2, 2016 and the second stage (ASC) on June 16, 2016. The remaining approvals (GFC, GFC Executive, and BOG) are scheduled in September and October. At the September meeting of the GFC Executive Committee, the University policy was renamed to University Infectious Diseases Regulation.

Faculty specific changes are required for the November 2016 ASC SOS and ASC meetings.

Notes: For the 2017-18 Calendar

<p>Faculty Approval (Faculty Learning Committee):</p>	<p>Faculty Council Date: May 15, 2015 and October 25, 2016</p>
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Faculty of Medicine and Dentistry Proposed Calendar Changes:

Current	Proposed
<p data-bbox="188 352 521 489">General Information</p> <hr/> <p data-bbox="188 533 639 762">Return to: Faculty of Medicine and Dentistry Department of Dentistry Objectives Affiliated Hospitals and Institutions Registration and Licensing Finance Medical and Dental Society Memberships</p> <hr/> <p data-bbox="188 814 753 989">The Faculty of Medicine of the University of Alberta was established in 1913 and until 1922 conducted a three-year undergraduate medical program in the basic medical sciences.</p> <p data-bbox="188 1016 716 1157">In 1923, a full program of clinical instruction began, and the first Doctor of Medicine (MD) degrees were awarded in 1925.</p> <p data-bbox="188 1184 756 1577">Dental education was instituted at the University of Alberta in 1917 in the School of Dentistry under the Faculty of Medicine. The first full degree program was offered in 1923, and the first class graduated in 1927. The School became the Faculty of Dentistry in 1944. Dental Auxiliary training was instituted in 1961. In 1962, the School of Dental Hygiene came into being. A program of graduate studies was formally approved in 1962.</p> <p data-bbox="188 1604 699 1745">In 1996, the Faculty of Dentistry was merged with the Faculty of Medicine to become the Faculty of Medicine and Dentistry.</p> <p data-bbox="188 1787 553 1829"><u>Universal Precautions</u></p> <p data-bbox="188 1850 740 1917"><u>All students attending the University of Alberta shall use Universal Precautions for</u></p>	<p data-bbox="789 352 1122 489">General Information</p> <hr/> <p data-bbox="789 533 1240 762">Return to: Faculty of Medicine and Dentistry Department of Dentistry Objectives Affiliated Hospitals and Institutions Registration and Licensing Finance Medical and Dental Society Memberships</p> <hr/> <p data-bbox="789 814 1354 989">The Faculty of Medicine of the University of Alberta was established in 1913 and until 1922 conducted a three-year undergraduate medical program in the basic medical sciences.</p> <p data-bbox="789 1016 1317 1157">In 1923, a full program of clinical instruction began, and the first Doctor of Medicine (MD) degrees were awarded in 1925.</p> <p data-bbox="789 1184 1357 1577">Dental education was instituted at the University of Alberta in 1917 in the School of Dentistry under the Faculty of Medicine. The first full degree program was offered in 1923, and the first class graduated in 1927. The School became the Faculty of Dentistry in 1944. Dental Auxiliary training was instituted in 1961. In 1962, the School of Dental Hygiene came into being. A program of graduate studies was formally approved in 1962.</p> <p data-bbox="789 1604 1300 1745">In 1996, the Faculty of Dentistry was merged with the Faculty of Medicine to become the Faculty of Medicine and Dentistry.</p> <p data-bbox="789 1787 1292 1871"><u>University Infectious Diseases Regulation:</u></p>

<p>blood, body fluids, and tissues at all times within the educational setting to lessen their risk of acquiring or transmitting bloodborne infection from/to another person. These precautions entail the avoidance of direct contact with the blood, blood products, tissues and other body fluids of another person.</p>	<p>See University Infectious Diseases Regulation</p>
<h2>Admission and Academic Regulations</h2> <hr/> <p>Return to: Faculty of Medicine and Dentistry Admission Academic Standing and Graduation Appeals and Grievances Professional Standards for Students in the Faculty of M</p> <p>[...]</p> <h2>Academic Standing and Graduation</h2> <h3>DDS Degree</h3> <p>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> <p>[...]</p> <p>12. Medical Testing and Immunization Requirements: To ensure, insofar as possible, both student and patient safety, before orientation, or the Preclinical Assessment for Advanced Placement</p>	<h2>Admission and Academic Regulations</h2> <hr/> <p>Return to: Faculty of Medicine and Dentistry Admission Academic Standing and Graduation Appeals and Grievances Professional Standards for Students in the Faculty of M</p> <p>[...]</p> <h2>Academic Standing and Graduation</h2> <h3>DDS Degree</h3> <p>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> <p>[...]</p> <p>12. Medical Testing and Immunization Requirements: See University Infectious Diseases Regulation.</p>

students, the Faculty requires immunization against, or proof of immunity to, poliomyelitis, diphtheria, tetanus, measles, mumps, rubella, and hepatitis B.

As well, a varicella titre test and a tuberculin skin test are required in the first year of the program and should be performed by the University of Alberta Health Centre or other appropriate medical facility.

Hepatitis B vaccination will be required. An exception will be made for those who are medically contraindicated or for those who have proof of Hepatitis B immunity. After vaccination, students will receive a test to determine if they have developed immunity. If they have not, further Hepatitis B vaccination scheduling will be determined by the University Health Centre or other appropriate medical facility. Those students who then fail to develop immunity will be counselled as to their potential risk status during training and future practice.

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

Human Immunodeficiency Virus (HIV) and Hepatitis C Virus (HCV): The data indicates that transmission of the human immunodeficiency virus (HIV) and Hepatitis C Virus (HCV) from a health care worker (HCW) to a patient in a health care setting is extremely rare, although transmission from patients to a HCW is more common. Therefore, all

students accepted into the Faculty of Medicine and Dentistry are encouraged to undergo HIV and HCV testing upon admission and at any time during their program when concerns about infection have arisen, but testing for HIV and HCV is not mandatory at this time.

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

[...]

DDS Advanced Placement Program

[...]

12. Medical Testing and Immunization

Requirements: See [Medical Testing and Immunization Requirements](#).

13. Certification in CPR (Cardiopulmonary Resuscitation) at the Basic Rescuer Level is required.

[...]

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

The following apply to students in the Dental Hygiene Diploma or Bachelor of Science (Dental Hygiene Specialization) programs:

[...]

14. Medical Testing and Immunization

DDS Advanced Placement Program

[...]

12. Medical Testing and Immunization

Requirements: See [University Infectious Diseases Regulation](#).

13. Certification in CPR (Cardiopulmonary Resuscitation) at the Basic Rescuer Level is required.

[...]

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

The following apply to students in the Dental Hygiene Diploma or Bachelor of Science (Dental Hygiene Specialization) programs:

[...]

14. Medical Testing and Immunization

<p>Requirements: See Medical Testing and Immunization Requirements.</p>	<p>Requirements: See University Infectious Diseases Regulation.</p>
<p>[...]</p>	<p>[...]</p>
<p>MD Program</p>	<p>MD Program</p>
<p>The program leading to the MD degree is conducted in four Years (1, 2, 3 and 4), under the direction of the Faculty committees. (See MD Degree.)</p>	<p>The program leading to the MD degree is conducted in four Years (1, 2, 3 and 4), under the direction of the Faculty committees. (See MD Degree.)</p>
<p>[...]</p>	<p>[...]</p>
<p>13. Medical Testing and Immunization Requirements: To ensure, insofar as possible, both student and patient safety, the Faculty requires immunization against, or proof of immunity to, poliomyelitis, diphtheria, tetanus, pertussis, measles, mumps, rubella, and hepatitis B. As well, varicella titre and a two-step tuberculin skin test is required in the first year of the program and should be performed by the University of Alberta Health Centre.</p> <p>For students in Medicine, where there is a greater potential for transmission of bloodborne pathogens from students to patients as a result of activities involved in their clinical experience in practice settings, the following procedures will apply:</p> <p>Hepatitis B: Hepatitis B surface antigen testing will be performed by the University Health Centre on all students after acceptance into the program. For those students who test negative for Hepatitis B surface antigen (HbsAg), Hepatitis B vaccination will be required. An</p>	<p>13. Medical Testing and Immunization Requirements: See University Infectious Diseases Regulation.</p>

exception will be made for those for whom it is medically contraindicated or for those individuals who have proof of prior vaccination and test positive for antibody to Hepatitis B surface antigen (anti HBs). After vaccination, students will receive a second test to determine if they have converted to produce the appropriate antibody titre. If they have not converted they will receive a second vaccination and again be tested. Those students who then fail to convert will be counselled as to their potential risk status during training and future practice. All students who test negative for Hepatitis B surface antigen after vaccination will be tested again for surface antigen and Hepatitis B viral DNA at the end of second year, prior to starting clinical placements.

For students who test positive for Hepatitis B surface antigen their "e" antigen (HbeAg) status and the presence of Hepatitis B viral DNA will be determined. If they are found to be positive for the "e" antigen or the viral DNA they will be counselled as to their risk of infecting patients and they will be required to follow a modified clinical training program.

The decision of the Faculty as to the modifications to the training program may be appealed to the Practice Review Board ([Practicum Intervention Policy](#)).

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

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

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

[...]

BSc Program in Radiation Therapy

The following apply to students in the Bachelor of Science in Radiation Therapy.

[...]

8. Clinical Placement Policies and Requirements: All students must comply with all Clinical Placement Policies and Requirements.

- a. Clinical Placements will be facilitated at various cancer centres in Alberta that provide radiation therapy services. Current sites are Cross Cancer Institute in Edmonton, and Tom Baker

[...]

BSc Program in Radiation Therapy

The following apply to students in the Bachelor of Science in Radiation Therapy.

[...]

8. Clinical Placement Policies and Requirements: All students must comply with all Clinical Placement Policies and Requirements.

- a. Clinical Placements will be facilitated at various cancer centres in Alberta that provide radiation therapy services. Current sites are Cross Cancer Institute in Edmonton, and Tom Baker

<p>Cancer Centre in Calgary. Future sites may include Lethbridge, Red Deer and Grande Prairie. Students are responsible for their transportation to clinical placements and for the costs of travel, living and accommodations</p> <p>b. Students must purchase two lab coats and may wish to purchase uniforms for the clinical courses during the program.</p> <p>c. Valid certification of CPR (Cardiopulmonary Resuscitation) at the Healthcare Provider Level required and must be maintained throughout the program. A CPR-Healthcare Provider certificate is valid for one year from the date of the course. Evidence of recertification in each subsequent year is required.</p> <p>d. Technical Standard: Students whose skills and abilities change during their studies must declare this change to the program designate for clinical placements immediately. The program will attempt to provide reasonable accommodation, however the student may be required to withdraw from the program if this is not possible.</p> <p>e. Medical Testing and Immunization: To ensure, insofar as possible, both student and patient safety, the Faculty requires</p>	<p>Cancer Centre in Calgary. Future sites may include Lethbridge, Red Deer and Grande Prairie. Students are responsible for their transportation to clinical placements and for the costs of travel, living and accommodations</p> <p>b. Students must purchase two lab coats and may wish to purchase uniforms for the clinical courses during the program.</p> <p>c. Valid certification of CPR (Cardiopulmonary Resuscitation) at the Healthcare Provider Level required and must be maintained throughout the program. A CPR-Healthcare Provider certificate is valid for one year from the date of the course. Evidence of recertification in each subsequent year is required.</p> <p>d. Technical Standard: Students whose skills and abilities change during their studies must declare this change to the program designate for clinical placements immediately. The program will attempt to provide reasonable accommodation, however the student may be required to withdraw from the program if this is not possible.</p> <p>e. Medical Testing and Immunization: See University Infectious Diseases Regulation.</p> <p>f. N-95 Respirator Fit Testing:</p>
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immunization against, or proof of immunity to, poliomyelitis, diphtheria, tetanus, pertussis, measles, mumps, rubella, and hepatitis B. As well varicella screening and a two-step tuberculin skin test in required in the first year of the program and should be performed by the University Health Centre. Requirements: See [BSc Program in Radiation Therapy](#).

f. Hepatitis B Virus (HBV): Hepatitis B antigen testing will be performed by the University Health Centre on all students after acceptance in to the program. Students who test negative for Hepatitis B surface antigen (HbsAg), Hepatitis B vaccination will be required. An exception will be made for those for whom is medically contraindicated or for those individuals who have proof of prior vaccination and test positive for antibody to Hepatitis B surface antigen (anti-HBs). After vaccination, students will receive a second test to determine if they have converted to produce the appropriate antibody titre. If they have not converted they will receive a second vaccination and again be tested. Those students who then fail to convert will be counselled as their potential risk status during training and future practice.

Students are required to be fit tested for N 95 respirators. Check with the Program office for the procedures to obtain this fit testing. The associated costs are the responsibility of the student.

- g. Police Information Check: Students must clear a Police Information Check requiring a Vulnerable Sector Check. Refer to [Requirement for Police Information Checks](#).
- h. The Program Director, or Designate acting on behalf of the Program Director, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of practicum/clinical placement if the Program Director, or Designate has reasonable grounds to believe that this is necessary in order to protect the Public Interest. (See [Practicum Intervention Policy](#).)

For students who test positive for Hepatitis B surface antigen their "e" antigen (HbeAg) status and the presence of Hepatitis B viral DNA will be determined. If they are found to be positive for the "e" antigen or the viral DNA they will be counselled as to their risk of infecting patients.

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

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

h. N-95 Respirator Fit Testing: Students are required to be fit tested for N 95 respirators. Check with the Program office for the procedures to obtain this fit testing. The associated costs are the

<p>responsibility of the student.</p> <p>i. Police Information Check: Students must clear a Police Information Check requiring a Vulnerable Sector Check. Refer to Requirement for Police Information Checks.</p> <p>j. The Program Director, or Designate acting on behalf of the Program Director, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of practicum/clinical placement if the Program Director, or Designate has reasonable grounds to believe that this is necessary in order to protect the Public Interest. (See Practicum Intervention Policy.)</p>	
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This change was first approved on May 15, 2015. Since then, changes to consolidate the **University Bloodborne Pathogens Policy** to replace the individual faculty sections were proposed. These changes went through the first stage of full board approval (ASC SOS) on June 2, 2016 and the second stage (ASC) on June 16, 2016. The remaining approvals (GFC, GFC Executive, and BOG) are scheduled in September and October. At the September meeting of the GFC Executive Committee, the University policy was renamed to University Infectious Diseases Regulation.

Faculty specific changes are required for the November 2016 ASC SOS and ASC meetings.

Notes: For the 2017-18 Calendar

<p>Faculty Approval (Faculty Learning Committee):</p>	<p>Faculty Council Date: May 15, 2015 and October 25, 2016</p>
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Faculty of Agricultural, Life, and Environmental Sciences Proposed Calendar Changes:

Current	Proposed
<p data-bbox="191 302 737 359">Undergraduate Program <u>Bloodborne Pathogens Policy</u></p> <p data-bbox="191 390 781 510">The University of Alberta recognizes its duty to minimize the risk of transmission of bloodborne pathogens to/by individuals studying or working at this University.</p> <p data-bbox="191 541 797 690">The Bloodborne Pathogens policy limits the possibility of transmission of bloodborne pathogens within the educational setting. The University recognizes, however, that it is not possible to completely eliminate the risk of infection (see University Bloodborne Pathogens Policy).</p> <p data-bbox="191 722 797 934">The Faculty of Agricultural, Life and Environmental Sciences in accordance with the University of Alberta policies and other available guidelines, has developed the following policies concerning bloodborne pathogens. These policies are to be reviewed and adapted, as further information on bloodborne pathogens becomes available.</p> <p data-bbox="191 966 797 1299">For students in the BSc Nutrition and Food Science program who are accepted into the Integrated Dietetic Internship, immunization prior to the first internship placement is required. However, for project assistants in the biological sciences areas, Hepatitis B surface antigen testing will be performed by the University Health Centre. For those students who test negative for the Hepatitis B surface antigen (HbsAg), Hepatitis B vaccination will be required. Contact Student Services (231 General Services Building) for details about testing and immunization.</p> <p data-bbox="191 1331 797 1696">Program restrictions will be applied when necessary to minimize the risk of transmission of bloodborne pathogens from students to other students, experimental subjects and service clients. Program restrictions, in keeping with reasonable accommodation guidelines, can be expected in cases where students test positive for any bloodborne pathogen, or refuse to complete the screening questionnaire, or refuse a questionnaire based requirement for Hepatitis B testing. Program restrictions may include prohibition from participating in certain activities and procedures performed as part of research, service testing or teaching function.</p> <p data-bbox="191 1728 797 1906">Since the risk of HIV transmission from students to other students, service clients and experimental subjects is very low for the procedures followed in these settings, HIV risk assessment and testing will not be made a requirement at this time. However, all students accepted into the Faculty of Agricultural, Life and Environmental</p>	<p data-bbox="831 302 1333 359">Undergraduate Program <u>Infectious Diseases Regulation</u></p> <p data-bbox="831 390 1321 417">See University Infectious Diseases Regulation</p>

<p>Sciences are encouraged to undergo HIV testing whenever concerns about infection arise.</p> <p>Note: For updates on changes to medical testing and immunization refer to the Faculty Office.</p>	
<p>BSc Nutrition and Food Science, Dietetics Specialization [ALES] [...]</p> <p>Professional Practice Requirements Note: For updates on changes to health and safety requirements refer to the Faculty of Agricultural, Life and Environmental Sciences website at: www.ales.ualberta.ca</p> <p>a. Immunization: To ensure, insofar as possible, both student and patient safety, the Faculty requires immunization against, or proof of immunity to, poliomyelitis, diphtheria, tetanus, measles, mumps, and rubella. Varicella screening is required in the first year of the program and should be performed by the University Health Centre. In addition, students must have their immunization status reviewed by the University Health Centre upon acceptance to the BSc in Nutrition and Food Science, Dietetics Specialization. Immunizations may require updating based on individual assessment. Any fees associated with immunization updates or boosters are the responsibility of the student.</p> <p>b. Police Information Check: Under the Protection for Persons in Care Act, all students going to any clinical placement in Alberta are required to complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. Clinical agencies/practice sites may require additional background checks, such as a Child Intervention Record Check. Students will be advised if a clinical agency/practice site requires any additional background checks. This includes students in the Dietetic Specialization who are placed in any of these designated agencies.</p> <p>The host agency will determine the criteria for acceptance/denial of an intern placement. Students enrolled in the Dietetic Specialization are responsible for having a Police Information Check completed prior to commencement of their professional practice placements. See Requirement for Police Information Checks for more information on the general requirements</p>	<p>BSc Nutrition and Food Science, Dietetics Specialization [ALES] [...]</p> <p>Professional Practice Requirements Note: For updates on changes to health and safety requirements refer to the Faculty of Agricultural, Life and Environmental Sciences website at: www.ales.ualberta.ca</p> <p>a. Immunization: See University Infectious Diseases Regulation.</p> <p>b. Police Information Check: Under the Protection for Persons in Care Act, all students going to any clinical placement in Alberta are required to complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. Clinical agencies/practice sites may require additional background checks, such as a Child Intervention Record Check. Students will be advised if a clinical agency/practice site requires any additional background checks. This includes students in the Dietetic Specialization who are placed in any of these designated agencies.</p> <p>The host agency will determine the criteria for acceptance/denial of an intern placement. Students enrolled in the Dietetic Specialization are responsible for having a Police Information Check completed prior to commencement of their professional practice placements. See Requirement for Police Information Checks for more information on the general requirements</p>

<p>concerning Police Information Checks and the fees associated with them.</p> <p>Students who have concerns related to their ability to provide a clear Police Information Checks should consult with the Director, Dietetic Internship immediately upon being admitted to the program.</p> <p>The ultimate responsibility for ensuring that the requirements of a placement site are met lies with the student. Students should be aware that in addition to the Police Information Check, other background checks may be required by a placement agency, such as a child intervention record check. Students will be advised if any additional background checks are required by a clinical agency.</p> <p>c. Respiratory Mask Fit Testing: Prior to all clinical practice placements, students must be fitted for N95 Respiratory Masks in accordance with the contractual placement agreements with Alberta Health Services and other placement sites. These masks are worn when caring for patients with highly infectious diseases. The Faculty of Agricultural, Life and Environmental Sciences coordinates mask fit testing and will notify students of fitting dates. A fee may be charged for mask fit testing. This fee is the responsibility of the student.</p> <p>[...]</p>	<p>concerning Police Information Checks and the fees associated with them.</p> <p>Students who have concerns related to their ability to provide a clear Police Information Checks should consult with the Director, Dietetic Internship immediately upon being admitted to the program.</p> <p>The ultimate responsibility for ensuring that the requirements of a placement site are met lies with the student. Students should be aware that in addition to the Police Information Check, other background checks may be required by a placement agency, such as a child intervention record check. Students will be advised if any additional background checks are required by a clinical agency.</p> <p>c. Respiratory Mask Fit Testing: Prior to all clinical practice placements, students must be fitted for N95 Respiratory Masks in accordance with the contractual placement agreements with Alberta Health Services and other placement sites. These masks are worn when caring for patients with highly infectious diseases. The Faculty of Agricultural, Life and Environmental Sciences coordinates mask fit testing and will notify students of fitting dates. A fee may be charged for mask fit testing. This fee is the responsibility of the student.</p> <p>[...]</p>
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This change was first approved on January 28, 2016. Since then, changes to consolidate the **University Bloodborne Pathogens Policy** to replace the individual faculty sections were proposed. These changes went through the first stage of full board approval (ASC SOS) on June 2, 2016 and the second stage (ASC) on June 16, 2016. The remaining approvals (GFC, GFC Executive, and BOG) are scheduled in September and October. At the September meeting of the GFC Executive Committee, the University policy was renamed to University Infectious Diseases Regulation.

Faculty specific changes are required for the November 2016 ASC SOS and ASC meetings.

Notes: For the 2017-18 Calendar

<p>Faculty Approval</p>	<p>Faculty Council Date: January 28, 2016 and October 3, 2016</p>
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Faculty of Nursing Proposed Calendar Changes:

Current	Proposed
<p>Academic Standing and Graduation</p> <p>The following regulations apply for all undergraduate degree programs in the Faculty of Nursing with the exception of Academic Performance, With Distinction and Graduation Requirements which are not applicable for students in the BScN-Honors Program. The promotion and graduation regulations for the BScN-Honors can be found in the program description in Course Sequence.</p> <p>[...]</p> <p>2. Health and Safety Requirements Note: For updates on changes to medical testing and immunization refer to the Faculty of Nursing website at www.nursing.ualberta.ca.</p> <p>a. Health Status: All students admitted to undergraduate nursing programs must be capable of completing responsibilities and activities required in clinical practice. In order to successfully pass clinical practice courses students must consistently demonstrate the essential skills and abilities required to safely provide nursing care to their assigned patient/client. The requirements for Registered Nurses are applicable to students in the Faculty of Nursing. To review a summary of these requirements see the Faculty of Nursing website at www.nursing.ualberta.ca.</p> <p>b. The University of Alberta recognizes its duty to minimize the risk of transmission of bloodborne pathogens to/by individuals studying or working at this University. The Bloodborne Pathogens policy limits the possibility of transmission of bloodborne pathogens within the educational setting. The University recognizes, however, that it is not possible to completely eliminate the risk of infection (see University Bloodborne Pathogens Policy).</p> <p>i. Hepatitis B: For students who test negative for the Hepatitis B surface antigen (HbsAg), Hepatitis B vaccination will be required. An exception will be made for whom it is medically contraindicated or for those individuals who have proof of prior vaccination and test positive for</p>	<p>Academic Standing and Graduation</p> <p>The following regulations apply for all undergraduate degree programs in the Faculty of Nursing with the exception of Academic Performance, With Distinction and Graduation Requirements which are not applicable for students in the BScN-Honors Program. The promotion and graduation regulations for the BScN-Honors can be found in the program description in Course Sequence.</p> <p>[...]</p> <p>2. Health and Safety Requirements</p> <p>a. Health Status: All students admitted to undergraduate nursing programs must be capable of completing responsibilities and activities required in clinical practice. In order to successfully pass clinical practice courses students must consistently demonstrate the essential skills and abilities required to safely provide nursing care to their assigned patient/client. The requirements for Registered Nurses are applicable to students in the Faculty of Nursing. To review a summary of these requirements see the Faculty of Nursing website at www.nursing.ualberta.ca.</p> <p>b. University Infectious Diseases Regulation: See University Infectious Diseases Regulation</p> <p>[...]</p>

the antibody to Hepatitis B surface antigen (anti-HB). If repeated Hepatitis B vaccination and repeated tests for the antibody to Hepatitis B surface antigen fail to demonstrate an appropriate antibody titre, then these students will be counselled as to their potential risk status for acquiring Hepatitis B infection. Such students will be expected to practice in ways which minimize their risk of infection.

For students who test positive for the Hepatitis B surface antigen, their "e" antigen (HbeAg) status and the presence of Hepatitis B viral DNA will be determined. If students are found to be positive for the "e" antigen or the viral DNA they will be counselled as to their risks of infecting other persons. Program modifications, in keeping with reasonable accommodation guidelines, may be necessary in cases where students test positive for the "e" antigen or the viral DNA. The decisions of the Faculty as to the program modifications can be appealed to the Practice Review Board (see [Practicum Intervention Policy](#)).

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

iii. Repeat testing as necessary: Students are expected to seek testing for Hepatitis B, Hepatitis C, and HIV

<p>immediately after incidences where exposure to blood, blood products, or bodily fluids places the individual at risk of infection by bloodborne pathogens.</p> <p>e. — Immunization: To ensure, insofar as possible, both student and patient safety, the Faculty requires immunization against, or proof of immunity to, poliomyelitis, diphtheria, tetanus, measles, mumps, rubella, and hepatitis B. As well, varicella screening and a two-step tuberculin skin test is required in the first year of the program and should be performed by the University Health Centre. The Alberta Public Health Act – Communicable Disease Regulation (1985) states: "All staff of day care facilities and persons with face to face contact with patients in a health care facility shall ensure they are immunized against Rubella." Students in the BScN Collaborative Program, the BScN After Degree Program, and the Registered Psychiatric Nurse (RPN) to BScN Program must have their immunization status reviewed by the University Health Centre upon acceptance to the nursing program. Students in the BScN Bilingual Program must have their immunization status reviewed by the University Health Centre during Spring Session of Year 1.</p> <p>[...]</p>	
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This change was first approved on January 16, 2016. Since then, changes to consolidate the **University Bloodborne Pathogens Policy** to replace the individual faculty sections were proposed. These changes went through the first stage of full board approval (ASC SOS) on June 2, 2016 and the second stage (ASC) on June 16, 2016. The remaining approvals (GFC, GFC Executive, and BOG) are scheduled in September and October. At the September meeting of the GFC Executive Committee, the University policy was renamed to University Infectious Diseases Regulation.

Faculty specific changes are required for the November 2016 ASC SOS and ASC meetings.

Notes: For the 2017-18 Calendar

<p>Faculty Approval</p>	<p>Faculty Council Date: January 16, 2016 and October 11, 2016</p>
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Calendar Change

Implementation Type: Normal Early Implementation Calendar Year: 2017 - 2018

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

Current	Proposed
<p>Practicum Intervention Policy</p> <p>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 a practicum/clinical placement if the Dean or Supervisor has reasonable grounds to believe that this is necessary in order to protect the Public Interest. Refer to Practicum Intervention Policy for additional information.</p> <p>Practicum Policies and Requirements</p> <ol style="list-style-type: none"> Registration with Alberta College of Pharmacists The <i>Health Professions Act</i> requires that pharmacy students be registered as students (restricted practitioners) or if holding an undergraduate degree in pharmacy to be on the College's clinical register in order to practice in the exclusive scope areas of pharmacy to which they are exposed in a clinical placement. All fees and other costs associated with this registration are the responsibility of the student. Police Information Check: Under The <i>Protection for Persons in Care Act</i>, all students going to any placement site in Alberta are required to complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. The Faculty requires this check prior to the start of the first experiential learning course. The placement site will determine the criteria for acceptance/denial of a placement. Police Information Checks will be collected at a designated time by the Experiential Education Office of the Faculty. Typically, one Police Information Check will be required for the duration of the program if continuously enrolled. However, students will be required to confirm annually that their Police Information Check remains clear. If there is a change in status, a new Police Information Check is required. The Police Information Check must be dated no earlier than 90 	<p>Practicum Intervention Policy</p> <p>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 a practicum/clinical placement if the Dean or Supervisor has reasonable grounds to believe that this is necessary in order to protect the Public Interest. Refer to Practicum Intervention Policy for additional information.</p> <p>Practicum Policies and Requirements</p> <ol style="list-style-type: none"> Registration with Alberta College of Pharmacists The <i>Health Professions Act</i> requires that pharmacy students be registered as students (restricted practitioners) or if holding an undergraduate degree in pharmacy to be on the College's clinical register in order to practice in the exclusive scope areas of pharmacy to which they are exposed in a clinical placement. All fees and other costs associated with this registration are the responsibility of the student. Police Information Check: Under The <i>Protection for Persons in Care Act</i>, all students going to any placement site in Alberta are required to complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. The Faculty requires this check prior to the start of the first experiential learning course. The placement site will determine the criteria for acceptance/denial of a placement. Police Information Checks will be collected at a designated time by the Experiential Education Office of the Faculty. Typically, one Police Information Check will be required for the duration of the program if continuously enrolled. However, students will be required to confirm annually that their Police Information Check remains clear. If there is a change in status, a new Police Information Check is required. The Police Information Check must be dated no earlier than 90

days prior to the date of collection as determined by the Faculty's Office of Experiential Education. Students who have an unclear Police Information Check may be unable to complete required experiential activities and may be required to withdraw from the program.

Students who have concerns related to their ability to provide a clear Police Information Check should consult with the Faculty. The ultimate responsibility for ensuring that students meet the requirements of placement sites lies with the students. Other background checks may be required by a placement site, such as a child intervention record check. Students will be advised if any additional background checks are required by a placement site. See [Requirement for Police Information Checks](#) for more information on the general requirements concerning Police Information Checks and the fees associated with them.

3. **CPR and First Aid Certification:** Students in the Faculty must obtain certification in cardiopulmonary resuscitation (CPR) Level C and a certificate in First Aid (Standard or Emergency First Aid) by the end of March (last business day) of first year for the BScPharm program or prior to clinical placements for the PharmD program. Please note that CPR Level C with First Aid meets the requirements for providing injections. All fees and other costs for CPR/First Aid certification are the responsibility of the student. Students must maintain valid certification for both CPR Level C and First Aid until they graduate.

4. **Immunization and Bloodborne Pathogens Policy:**

Immunizations

To ensure, insofar as possible, both student and patient health and safety, the Faculty requires vaccination against, or proof of immunity to, poliomyelitis, diphtheria, tetanus, measles, mumps, rubella, varicella (chicken pox), and hepatitis B. As well, a one-step tuberculin skin test is required in the first year of the program. After completion of their training, students from health science faculties may be required to have tuberculin testing as part of their employment in a health care facility. It is recommended that all testing and vaccination be performed or confirmed by University Health Centre.

Bloodborne Pathogens

days prior to the date of collection as determined by the Faculty's Office of Experiential Education. Students who have an unclear Police Information Check may be unable to complete required experiential activities and may be required to withdraw from the program.

Students who have concerns related to their ability to provide a clear Police Information Check should consult with the Faculty. The ultimate responsibility for ensuring that students meet the requirements of placement sites lies with the students. Other background checks may be required by a placement site, such as a child intervention record check. Students will be advised if any additional background checks are required by a placement site. See [Requirement for Police Information Checks](#) for more information on the general requirements concerning Police Information Checks and the fees associated with them.

3. **CPR and First Aid Certification:** Students in the Faculty must obtain certification in cardiopulmonary resuscitation (CPR) Level C and a certificate in First Aid (Standard or Emergency First Aid) by the end of March (last business day) of first year for the BScPharm program or prior to clinical placements for the PharmD program. Please note that CPR Level C with First Aid meets the requirements for providing injections. All fees and other costs for CPR/First Aid certification are the responsibility of the student. Students must maintain valid certification for both CPR Level C and First Aid until they graduate.

4. **University Infectious Diseases Regulation :**

[See University Infectious Diseases Regulation](#)

The University of Alberta recognizes its duty to minimize the risk of transmission of bloodborne pathogens to/by individuals studying/working at the University. The GFC Bloodborne Pathogens Policy §108.12 limits the possibility of transmission of bloodborne pathogens within the educational setting. The University recognizes, however, that it is not possible to completely eliminate the risk of infection. The Faculty, in accordance with University policies and other current guidelines, has developed the following recommendations concerning bloodborne pathogens. These recommendations will be reviewed and adapted as further information on bloodborne pathogens becomes available.

Any exposure to human blood/body fluids shall be reported immediately according to the University of Alberta protocols. Refer to the Faculty Office for guidance.

Hepatitis B Virus (HBV): Current information indicates that there is a potential risk of transmission of hepatitis B from practitioner to patients in the clinical experience in practice settings. Therefore, applicants will be required to be tested for hepatitis B surface antigen by a personal physician or a physician at University Health Centre. Applicants who test positive for hepatitis B surface antigen will be further tested to help determine infectivity risk. Applicants who test positive for the antibody to hepatitis B surface antigen shall not require hepatitis B surface antigen testing.

For those applicants who test negative to hepatitis B surface antigen and are registered in the Pharmacy program, hepatitis B vaccination will be required. An exception will be made for those who have medical contraindications or for those who already have proof of hepatitis B immunity. After vaccination, students will be tested to determine if they have developed immunity. If they have not, further hepatitis B vaccination and counselling will be determined by the University Health Centre. At all times students will follow Universal Precautions when there is a potential of exposure to human blood or body fluids. Immunization requirements must be fulfilled by September 30 in the first year of the program. Students must sign a waiver if they are unable to meet immunization requirements due to medical contraindications.

Human Immunodeficiency Virus (HIV) and hepatitis C Virus (HCV): Current evidence based

research data indicates that transmission of HIV and HCV from a health care worker (HCW) to a patient in a health care setting is extremely rare, although transmission from patients to a HCW is more common. Mandatory testing for HIV and HCV is not recommended at this time.

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

N 95 Respirator Fit Testing

Students with potential exposure to airborne infectious agents during clinical placement are required to be fit tested for N 95 respirators, as required by the clinical placement facility. Check with the Faculty office for the procedure to schedule this fit testing.

5. **Procedures:** The procedures governing practicums and placement are binding and will be provided in a procedures manual.
6. **Placement:** All required practicums are undertaken at Faculty-approved sites within Alberta. The Faculty of Pharmacy and Pharmaceutical Sciences is committed to a regional placement program in which students are normally required to undertake practicums in centres other than Edmonton. Access to transportation and accommodation is not considered in making practicum placements. Such access, and the associated costs, are the responsibility of the student.
7. **Site protocols:** Students on volunteer or practicum placements are required to follow the administrative procedures and regulations (including dress requirements) of the placement site.
8. Although special services are provided on campus to assist disabled students, these same services may not be available for off-campus placements.

- See more at:
<http://calendar.ualberta.ca/content.php?catoid=6&navoid=902#practicum-intervention-policy>

N 95 Respirator Fit Testing

Students with potential exposure to airborne infectious agents during clinical placement are required to be fit tested for N 95 respirators, as required by the clinical placement facility. Check with the Faculty office for the procedure to schedule this fit testing.

5. **Procedures:** The procedures governing practicums and placement are binding and will be provided in a procedures manual.
6. **Placement:** All required practicums are undertaken at Faculty-approved sites within Alberta. The Faculty of Pharmacy and Pharmaceutical Sciences is committed to a regional placement program in which students are normally required to undertake practicums in centres other than Edmonton. Access to transportation and accommodation is not considered in making practicum placements. Such access, and the associated costs, are the responsibility of the student.
7. **Site protocols:** Students on volunteer or practicum placements are required to follow the administrative procedures and regulations (including dress requirements) of the placement site.
8. Although special services are provided on campus to assist disabled students, these same services may not be available for off-campus placements.

- See more at:
<http://calendar.ualberta.ca/content.php?catoid=6&navoid=902#practicum-intervention-policy>

Rationale:

This change was first approved on January 15, 2016. Since then, changes to consolidate the **University Bloodborne Pathogens Policy** to replace the individual faculty sections were proposed. These changes went through the first stage of full board approval (ASC SOS) on June 2, 2016 and the second stage (ASC) on June 16,

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2016. The remaining approvals (GFC, GFC Executive, and BOG) are scheduled in September and October. At the September meeting of the GFC Executive Committee, the University policy was renamed to University Infectious Diseases Regulation.

Faculty specific changes are required for the October 6, 2016 ASC SOS and October 20 ASC meetings.

NOTE: The changes to the original Calendar Change, approved on January 15, 2016, indicate the policy name **University Infectious Diseases Regulation** (attached).

Notes: For the 2017-18 Calendar

Faculty Approval:	Faculty Council Date: January 15, 2016 and September 20, 2016
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Faculty of Physical Education & Recreation Proposed Calendar Changes:

Current	Proposed
<p data-bbox="186 342 735 520">Undergraduate Program Bloodborne Pathogen Policy</p> <p data-bbox="186 543 792 940">The University of Alberta recognizes its duty to minimize the risk of transmission of bloodborne pathogens to/by individuals studying or working at this University. The Bloodborne Pathogen Policy limits the possibility of transmission of bloodborne pathogens within the educational setting. The University recognizes, however, that it is not possible to completely eliminate the risk of infection (see University Bloodborne Pathogens Policy).</p> <p data-bbox="186 968 792 1255">The Faculty of Physical Education and Recreation, in accordance with University of Alberta policies and other available guidelines, has developed the following policies concerning bloodborne pathogens. These policies are to be reviewed and adapted as further information on bloodborne pathogens becomes available.</p> <p data-bbox="186 1283 792 1923">For applicants who are accepted into the BSc Kinesiology, BKin or combined BKin/BEEd Programs, immunization against Hepatitis B is strongly recommended, though not mandatory at this time. However, for undergraduate students who become involved as research project assistants in the biological sciences areas, Hepatitis B surface antigen testing will be performed by the University Health Centre at the University of Alberta. For students who test negative for the Hepatitis B surface antigen (HbsAg), Hepatitis B vaccination will be required. (Contact the Undergraduate Programs Office Room E466, Van Vliet Centre, for details about testing and immunization.) Program restrictions will be applied when necessary</p>	<p data-bbox="826 342 1359 520">Undergraduate Program Infectious Diseases Regulation</p> <p data-bbox="826 543 1321 615">See University Infectious Diseases Regulation.</p>

to minimize the risk of transmission of bloodborne pathogens from students to other students, experimental subjects and service clients. Program restrictions, in keeping with reasonable accommodation guidelines, can be expected in cases where students test positive for any bloodborne pathogen, or refuse to complete the screening questionnaire, or refuse a questionnaire based requirement for Hepatitis B testing. Program restrictions may include prohibition from participating in certain activities and procedures performed as part of a research, service testing or teaching function.

Since the risk of HIV transmission from students to other students, service clients and experimental subjects is very low for the procedures followed in these settings, HIV risk assessment and testing will not be made a requirement at this time. However, all students accepted into the Faculty of Physical Education and Recreation are encouraged to undergo HIV testing whenever concerns about infection arise.

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

This change was first approved on January 21, 2016. Since then, changes to consolidate the **University Bloodborne Pathogens Policy** to replace the individual faculty sections were proposed. These changes went through the first stage of full board approval (ASC SOS) on June 2, 2016 and the second stage (ASC) on June 16, 2016. The remaining approvals (GFC, GFC Executive, and BOG) are scheduled in September and October. At the September meeting of the GFC Executive Committee, the University policy was renamed to University Infectious Diseases Regulation.

Faculty specific changes are required for the November 2016 ASC SOS and ASC meetings.

Notes: For the 2017-18 Calendar

Faculty Approval:	Faculty Council Date: January 21, 2016 and September 30, 2016 (additional changes deemed editorial by Dean and AD Undergraduate Programs)
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Faculty of Rehabilitation Medicine Proposed Calendar Changes:

Current	Proposed
<p>Practicum Intervention Policy 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. Refer to Practicum Intervention Policy for additional information.</p> <p>Fieldwork/Clinical Practice Requirements</p> <ol style="list-style-type: none"> 1. Procedures: The procedures governing fieldwork/clinical practice are binding and will be provided in a procedures manual. 2. Fieldwork/Clinical Practice at Sites: When students attend required fieldwork/clinical placements at approved institutions, students will also follow the administrative procedures and regulations of that institution. Students must attend fieldwork/clinical placement orientation seminars. 3. CPR Certification: Students in the Faculty of Rehabilitation Medicine must obtain certification in cardiopulmonary resuscitation (CPR) before entering their clinical fieldwork placements. All fees and other costs for CPR certification and recertification are the students' responsibility. Students must maintain their certification by recertifying in each of the subsequent years they are in the program. Occupational therapy students may complete approved CPR certification courses offered elsewhere. 4. Police Information Check: Under the Protection for Persons in Care Act, all students going to any clinical placement in Alberta are required to complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. Clinical agencies/practice sites may require additional background checks, such as a Child Intervention Record Check. Students will be advised if a clinical agency/practice site requires any additional background checks. See Requirement for Police Information Checks for more information on the general requirements concerning Police Information Checks and the fees associated with them. 	<p>Practicum Intervention Policy 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. Refer to Practicum Intervention Policy for additional information.</p> <p>Fieldwork/Clinical Practice Requirements</p> <ol style="list-style-type: none"> 1. Procedures: The procedures governing fieldwork/clinical practice are binding and will be provided in a procedures manual. 2. Fieldwork/Clinical Practice at Sites: When students attend required fieldwork/clinical placements at approved institutions, students will also follow the administrative procedures and regulations of that institution. Students must attend fieldwork/clinical placement orientation seminars. 3. CPR Certification: Students in the Faculty of Rehabilitation Medicine must obtain certification in cardiopulmonary resuscitation (CPR) before entering their clinical fieldwork placements. All fees and other costs for CPR certification and recertification are the students' responsibility. Students must maintain their certification by recertifying in each of the subsequent years they are in the program. Occupational therapy students may complete approved CPR certification courses offered elsewhere. 4. Police Information Check: Under the Protection for Persons in Care Act, all students going to any clinical placement in Alberta are required to complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. Clinical agencies/practice sites may require additional background checks, such as a Child Intervention Record Check. Students will be advised if a clinical agency/practice site requires any additional background checks. See Requirement for Police Information Checks for more information on the general requirements concerning Police Information Checks and the fees associated with them.

Each Department will collect Police Information Checks at a time designated by that Department. Typically, only one Police Information Check will be required for the duration of a student's program. The Police Information Check must be dated no earlier than 90 days prior to the date of collection as designated by each Department.

The ultimate responsibility for ensuring that a student meets the requirements of clinical agencies/practice sites lies with that student. A student for whom a Police Information Check reveals a criminal record may be unable to complete the required clinical placements and may be required to withdraw from their program. The clinical agency/practice site will determine the criteria for acceptance/denial of a placement if the Police Information Check reveals a criminal record. A student who has concerns related to the possibility that a Police Information Check might reveal a criminal record should consult with the Faculty of the Department in which they are enrolled.

5. **Immunization Requirements and Bloodborne Pathogens Policy:** Rehabilitation Medicine students are health care professionals who will be exposed to patients during the course of studies at the University. To ensure, insofar as possible, both student and patient safety, the Faculty requires immunization, or proof of immunity, to poliomyelitis, diphtheria, tetanus, measles, mumps, rubella and hepatitis B. As well, varicella titre and TB testing are required. A two-step tuberculin skin test is required in the first year of the program and should be performed by the University of Alberta Health Centre.

The University of Alberta recognizes its duty to minimize the risk of transmission of bloodborne pathogens to/by individuals studying or working at this University. The Bloodborne Pathogens Policy limits the possibility of bloodborne pathogens within the educational setting. The University recognizes, however, that it is not possible to completely eliminate the risk of infection. Refer to [University Bloodborne Pathogens Policy](#), for additional information.

The Faculty of Rehabilitation Medicine, in accordance with University policies and other available guidelines, has developed the

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5. **University Infectious Diseases Regulation:** See [University Infectious Diseases Regulation](#).
6. **Fit Testing for Respirator Mask**, as required.
7. **Dress requirements:** Students will be advised of dress requirements at the time of registration

following policies concerning bloodborne pathogens. These policies will be reviewed and adapted as further information becomes available.

Hepatitis B: Hepatitis B surface antigen testing will be performed by the University of Alberta Health Centre. For those students who test negative for hepatitis B surface antigen (HBsAG), hepatitis B vaccination will be required. An exception will be made for those individuals who have proof of prior vaccination and test positive for antibody to hepatitis B surface antigen (antiHBs). After vaccination, students will receive a second test to determine if they have converted to produce the appropriate antibody titre. If they have not converted they will receive a second vaccination and again be tested. Those students who then fail to convert will be counselled as to their potential risk status during training and future practice.

For those students who test positive for HbsAG, their "e" antigen (HBeAG) status and the presence of hepatitis B viral DNA will be determined. If they are found to be positive for the "e" antigen or the viral DNA they will be counselled as to their risk of infecting patients.

Human Immunodeficiency Virus (HIV): The data relating to transmission of HIV from a health care worker to a patient in a health care setting are limited. Transmission from patients to a health care worker is more common. All students accepted into the Faculty are encouraged to undergo HIV testing at any time during their program when concerns about infection have arisen. Testing for HIV is not mandatory.

Immunization/bloodborne pathogen requirements must be fulfilled by the date published in the fieldwork/clinical placement procedures manual. Students must sign a waiver if they are unable to meet these requirements due to medical contraindication.

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

6. **Fit Testing for Respirator Mask**, as required.
7. **Dress requirements:** Students will be advised of dress requirements at the time of registration.

This change was first approved on January 21, 2016. Since then, changes to consolidate the **University Bloodborne Pathogens Policy** to replace the individual faculty sections were proposed. These changes went through the first stage of full board approval (ASC SOS) on June 2, 2016 and the second stage (ASC) on June 16, 2016. The remaining approvals (GFC, GFC Executive, and BOG) are scheduled in September and October. At the September meeting of the GFC Executive Committee, the University policy was renamed to University Infectious Diseases Regulation.

Faculty specific changes are required for the November 2016 ASC SOS and ASC meetings.

Notes: For the 2017-18 Calendar

<i>Faculty Approval</i>	<i>Faculty Council</i> <i>Date:</i> <i>January 21, 2016 and October 17, 2016</i>
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Graduate Program Requirements

The Degree of MN

The Degree of MN (Nursing) [Graduate]

The MN program aims to prepare graduates to:

Demonstrate in-depth knowledge in advanced nursing practice

Engage in reflection, to think critically, and to act with scientific integrity in scholarly endeavors

Facilitate the learning process and participate in activities that influence health and healthcare policy

Understand the interaction of the nursing profession with social, political, economic, and historical forces

Students in the MN program can select a thesis or course-based route. Students may choose to complete a specialization in aging. Students who choose a clinical focus may, upon completion of the MN program, apply for Nurse Practitioner (NP) Adult licensure with the College and Association of Registered Nurses of Alberta (CARNA). See the Faculty of Nursing website for further information about available clinical areas of focus.

To read more about the MN program see the Faculty of Nursing website. Additional important information on graduate studies at University of Alberta is available on the Faculty of Graduate Studies and Research website (see also FGSR Scholarships and

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Students in the MN program can select a thesis or course-based route. Students may choose to complete a specialization in aging. Students who choose a clinical focus may, upon completion of the MN program, apply for Nurse Practitioner (NP) Adult licensure or Nurse Practitioner (NP) Family All Ages licensure with the College and Association of Registered Nurses of Alberta (CARNA). See the Faculty of Nursing website for further information about available clinical areas of focus.

To read more about the MN program see the Faculty of Nursing website. Additional important information on graduate studies at University of Alberta is available on the Faculty of Graduate Studies and Research

Awards).

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.

Three letters of reference (criteria described on the application form).

An undergraduate course in each of statistics and research methods, with a minimum grade of B (or equivalent), preferably completed within the past six years.

A minimum of one year of clinical nursing experience in the specialty area to which the student is applying is typically required. Students interested in a clinical focus or Nurse Practitioner (NP) licensure must provide evidence of 4500 hours of RN experience.

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).

Clinical Requirements for Nursing Courses

The Faculty of Nursing is committed to meeting standards of practice in nursing by ensuring that students attain and maintain required certifications and meet recommended immunization standards. Students are responsible for the health and safety requirements for all clinical practice courses in their graduate program. These

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requirements must be met prior to starting the clinical courses. If there is an associated fee, students are responsible for the costs incurred.

Registration with College and Association of Registered Nurses of Alberta (CARNA)

Clinical placements: All students doing clinical placements must be registered in the Province in which they are doing placements. For most students this will mean Alberta (CARNA) but some may be placed in other Provinces and it is mandatory that MN students are registered in the Province in which their clinical placement occurs. Students are responsible for ensuring that they meet the registration requirements of any Province in which they are placed. Proof of registration must be submitted with application documents and on an annual basis.

An RN student in a nurse practitioner program may use the term “student” with the protected “NP” title. As students in the NP program must be registered with CARNA for their practica, they must identify themselves as an RN when providing health services, even in the student role. CARNA suggests the title “RN, Student NP”.

Research data collection: Any student research that involves contact with patients will require the student to be registered with CARNA. Students are responsible for being registered. This rule applies equally to MN and PhD students.

Teaching: Any graduate students involved in teaching students or working as a graduate teaching assistant (e.g., marking papers or exams) must be registered with CARNA. This rule applies equally to MN and PhD

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students.

Questions concerning registration should be directed to the Associate Dean of Graduate Studies Nursing. For questions about the health and safety requirements, contact Karen Peterson at karen.peterson@ualberta.ca or (780) 492-8645.

Cardiopulmonary Resuscitation Certification (CPR)

CPR certification at the Healthcare Provider Level is required. This course is designed for healthcare providers who have a duty to respond to medical emergencies. A CPR-Healthcare Provider certificate is valid for one year from the date of the course. Evidence of annual recertification must be presented each year while in the program. Students who do not have current CPR-Healthcare Provider Level certification cannot participate in clinical courses. Level C CPR certification is not acceptable; students must obtain CPR at the Healthcare Provider Level. If students have EMT certification that they believe may be equivalent to Healthcare Provider Level CPR, contact the Faculty of Nursing.

Students in advanced clinical courses (N580; N581; N585) require Pediatric Advanced Cardiac Life Support course (PALS) or Advanced Cardiac Life Support (ACLS).

Health Status Form

Health Status Declaration: All students admitted to nursing programs must complete a Health Status Declaration (HSD) available on the Faculty of Nursing website at www.nursing.ualberta.ca.

Immunization Requirements

~~Students must have their immunization records reviewed and updated by a~~

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~~See University Infectious Disease Regulation~~

healthcare professional. The Faculty of Nursing highly recommends that this be done at the University Health Centre. Students should bring all childhood and previous immunization records to the appointment. These can be obtained by contacting the student's local public health centre, school, family physician, or wherever the student may have had childhood immunizations completed. Students who cannot obtain their records should consult with the University Health Centre for advice. Immunizations will be updated based on individual assessment. Refer to part B of the *Medical Clearance Form* for a complete list of required immunizations.

It is the responsibility of the student to ensure that all immunizations remain current while in the Nursing program. Clinical experiences may be delayed if requirements are not met. Students who will not be proceeding with immunization or serological testing to prove their immunity, must contact the Faculty of Nursing for completion of waiver documentation.

The Degree of PhD (Nursing) [Graduate]

Program Mission

Within a research-intensive context, the Faculty of Nursing's PhD Program exists to prepare for the 21st century nursing scholars who are able to generate new knowledge and

The Degree of PhD (Nursing) [Graduate]

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Within a research-intensive context, the Faculty of Nursing's PhD Program exists to prepare for the 21st century nursing scholars who are able to generate new knowledge and

facilitate change to advance healthcare outcomes and nursing within a global context.

Program Vision

Students in the PhD Program are engaged in and educated for excellence in the development, organization and evaluation of new knowledge. The Program is characterized by rigour, flexibility and relevance: rigour in the quality of scholarship and flexibility within and relevance to the discipline of nursing and the student's career goals and research interests. See the Faculty of Nursing website for full description of Program and Principles underlying it.

The graduate will exhibit competencies in each of the following core qualities:

- Advancing nursing
- Enhancing scholarship
- Mobilizing knowledge
- Extending inquiry
- Leading change

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.

One graduate course in statistics and one in research methods (or equivalent) with a minimum grade of B (or equivalent) and completed within the previous six years of the application deadline.

Completion of an interview with the prospective supervisor who prior to admission and in writing must indicate agreement to take on the student.

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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.

The Faculty of Nursing also requires:

Three letters of reference from academics and professionals knowledgeable about the applicant's academic and professional capabilities.

Current curriculum vitae.

A sample of written scholarly work, preferably a work in which the applicant is the sole or primary author.

A completed "Background Information on PhD Applicant" form, available on the Faculty of Nursing website, that clearly outlines the applicant's academic, research and professional plans/expectations including: (a) Career Plans; (b) Research; (c) PhD Program Plan / Supervisory Expectations; (d) Name of Potential PhD Program/Dissertation Supervisor; (e) Awards/Financial Assistance applied for, if applicable.

Upon acceptance into the PhD in Nursing program, the following additional requirements may apply:

College and Association of Registered Nurses of Alberta (CARNA) Registration

It is strongly recommended that students enrolled in the PhD program are registered as active members in CARNA. Detailed information is available from the Registrar of CARNA (see www.nurses.ab.ca). Students who wish to work as teaching assistants must have CARNA registration. The process of registration can take several months. Students should begin the application process as soon as they receive their letter of admission.

Immunization

~~Students admitted to the graduate program must be up to date with their immunizations. To determine if your immunizations are up to date, please contact the University of Alberta Health Centre.~~

Cardiopulmonary Resuscitation Certification (CPR)

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Immunization

~~See [University Infectious Diseases Regulation](#).~~

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Students may be asked to provide evidence of cardiopulmonary resuscitation (CPR) certification at the Basic Rescuer Level.	cardiopulmonary resuscitation (CPR) certification at the Basic Rescuer Level.
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This change was first approved on January 16, 2016. Since then, changes to consolidate the **University Bloodborne Pathogens Policy** to replace the individual faculty sections were proposed. These changes went through the first stage of full board approval (ASC SOS) on June 2, 2016 and the second stage (ASC) on June 16, 2016. The remaining approvals (GFC, GFC Executive, and BOG) are scheduled in September and October. At the September meeting of the GFC Executive Committee, the University policy was renamed to University Infectious Diseases Regulation.

Faculty specific changes are required for the November 2016 ASC SOS and ASC meetings.

Notes: For the 2017-18 Calendar

Faculty Approval	Faculty Council Date: January 16, 2016 and October 11, 2016
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Graduate Programs –Faculty of Rehabilitation Medicine Proposed Calendar Changes:

Current	Proposed
<p>Communication Sciences and Disorders [Graduate] Return to: Graduate Programs</p> <p>Department of Communication Sciences and Disorders 2-70 Corbett Hall University of Alberta Edmonton, Alberta T6G 2G4 E-mail: csd@rehabmed.ualberta.ca www.csd.ualberta.ca</p> <p>General Information</p> <p>[...]</p> <p>Practicum Intervention Policy 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. Refer to Practicum Intervention Policy Practicum Intervention Policy for additional information.</p> <p>Professional Ethics/Code of Student Behaviour Students in the Department of Communication Sciences and Disorders are required to adhere to the professional code of ethics of their professional/licensing bodies. Refer to the Code of Student Behaviour. 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>Criminal Records Check Students should be aware that under the Protection for Persons in Care Act, they may be required to satisfy a criminal-records check before being allowed to serve a period of internship, practicum placement or work experience. Refer to Requirement for Police Information Checks.</p> <p>Immunization Requirements and Bloodborne Pathogens Policy Communication Sciences and Disorders students are health care professionals who are exposed to patients during the course of studies at the University. To</p>	<p>Communication Sciences and Disorders [Graduate] Return to: Graduate Programs</p> <p>Department of Communication Sciences and Disorders 2-70 Corbett Hall University of Alberta Edmonton, Alberta T6G 2G4 E-mail: csd@rehabmed.ualberta.ca www.csd.ualberta.ca</p> <p>General Information</p> <p>[...]</p> <p>Practicum Intervention Policy 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. Refer to Practicum Intervention Policy Practicum Intervention Policy for additional information.</p> <p>Professional Ethics/Code of Student Behaviour Students in the Department of Communication Sciences and Disorders are required to adhere to the professional code of ethics of their professional/licensing bodies. Refer to the Code of Student Behaviour. 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>Criminal Records Check Students should be aware that under the Protection for Persons in Care Act, they may be required to satisfy a criminal-records check before being allowed to serve a period of internship, practicum placement or work experience. Refer to Requirement for Police Information Checks.</p> <p>University Infectious Diseases Regulation See University Infectious Diseases Regulation.</p>

ensure, insofar as possible, both student and patient safety, the Faculty requires immunization, or proof of immunity, to poliomyelitis, diphtheria, tetanus, measles, mumps, rubella and hepatitis B. As well, varicella titre, hepatitis C and TB testing are required. A two-step tuberculin skin test is required in the first year of the program and should be performed by the University of Alberta Health Centre.

The University of Alberta recognizes its duty to minimize the risk of transmission of bloodborne pathogens to/by individuals studying or working at this University. The Bloodborne Pathogens Policy limits the possibility of bloodborne pathogens within the educational setting. The University recognizes, however, that it is not possible to completely eliminate the risk of infection. Refer to [University Bloodborne Pathogens Policy](#) for additional information.

The Faculty of Rehabilitation Medicine, in accordance with University policies and other available guidelines, has developed the following policies concerning bloodborne pathogens. These policies will be reviewed and adapted as new information becomes available.

Hepatitis B:

Hepatitis B surface antigen testing is performed by the University of Alberta Health Centre. For those students who test negative for hepatitis B surface antigen (HBsAG), hepatitis B vaccination is required. An exception is made for those individuals who have proof of prior vaccination and test positive for anti body to hepatitis B surface antigen (anti HBs). After vaccination, students receive a second test to determine if they have converted to produce the appropriate antibody titre. If they have not converted, they receive a second vaccination and again are tested. Those students who then fail to convert are counselled as to their potential risk status during training and future practice.

For those students who test positive for HBsAG, their "e" antigen (HBeAG) status and the presence of hepatitis B viral DNA is determined. If they are found to be positive for the "e" antigen or the viral DNA they are counselled as to their risk of infecting patients.

Hepatitis C:

Hepatitis C antibody testing is performed by the University of Alberta Health Centre. Those found to be positive are counselled as to how to minimize their risk of transmission to patients and how to

<p>manage their own health.</p> <p>Human Immunodeficiency Virus (HIV): The data relating to transmission of HIV from a health care worker to a patient in a health care setting are limited. Transmission from patients to a health care worker is more common. All students accepted into the Faculty are encouraged to undergo HIV testing at any time during their program when concerns about infection have arisen. Testing for HIV is not mandatory.</p> <p>Immunization/bloodborne pathogen requirements must be fulfilled by November 30 of the current academic year. Students must sign a waiver if they are unable to meet these requirements due to medical contra indication.</p>	
<p>Occupational Therapy [Graduate] Return to: Graduate Programs</p> <p>Department of Occupational Therapy 2-64 Corbett Hall University of Alberta Edmonton, Alberta T6G 2G4 mscot.info@rehabmed.ualberta.ca</p> <p>[...]</p> <p>Graduate Program Requirements The Degree of MSc</p> <p>The Degree of MSc (Occupational Therapy) [Graduate]</p> <p>[...]</p> <p>Course requirements:</p> <p>[...]</p> <p>Fieldwork Courses: Fieldwork courses are practical placements at approved facilities.</p> <p>Policies and Procedures: The procedures governing fieldwork placements are binding and will be provided in a procedures manual.</p> <p>Fieldwork Placement Sites: Students will attend required fieldwork placements at approved institutions and will follow the administrative procedures and regulations of the institutions. Placements may be located regionally</p>	<p>Occupational Therapy [Graduate] Return to: Graduate Programs</p> <p>Department of Occupational Therapy 2-64 Corbett Hall University of Alberta Edmonton, Alberta T6G 2G4 mscot.info@rehabmed.ualberta.ca</p> <p>[...]</p> <p>Graduate Program Requirements The Degree of MSc</p> <p>The Degree of MSc (Occupational Therapy) [Graduate]</p> <p>[...]</p> <p>Course requirements:</p> <p>[...]</p> <p>Fieldwork Courses: Fieldwork courses are practical placements at approved facilities.</p> <p>Policies and Procedures: The procedures governing fieldwork placements are binding and will be provided in a procedures manual.</p> <p>Fieldwork Placement Sites: Students will attend required fieldwork placements at approved institutions and will follow the administrative procedures and regulations of the institutions. Placements may be located regionally</p>

<p>and/or nationally. Opportunities for international placements will be determined on an individual basis. Students must travel in order to meet the fieldwork education component of the program. Students are responsible for the costs associated with fieldwork placements.</p> <p>To be eligible for admission to fieldwork placements the students must meet the following requirements:</p> <ol style="list-style-type: none"> 1. CPR Certification 2. Security Clearance Check 3. Medical Examination and Immunization Requirements 4. Fit testing for Respirator Mask, as required. <p>Details on these fieldwork requirements are available in the fieldwork procedures manual. Please refer to the manual for details. Note that all fees and costs for these fieldwork requirements are the student's responsibility.</p> <p>A student who fails a fieldwork placement may appeal that decision. Information regarding appeal procedures is available in the fieldwork placement procedures manual.</p> <p>Practicum Intervention Policy: The Dean of the Faculty of Rehabilitation Medicine, 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 fieldwork practicum if the Dean or supervisor has reasonable grounds to believe that this is necessary in order to protect the public interest. Refer to the University Calendar, Practicum Intervention Policy, for additional information.</p> <p>Length of Program Normally a minimum of 26 months is required to complete the MSc programs. Students have a maximum of four calendar years to complete either route within this MSc program.</p> <p>[...]</p>	<p>and/or nationally. Opportunities for international placements will be determined on an individual basis. Students must travel in order to meet the fieldwork education component of the program. Students are responsible for the costs associated with fieldwork placements.</p> <p>To be eligible for admission to fieldwork placements the students must meet the following requirements:</p> <ol style="list-style-type: none"> 1. CPR Certification 2. Security Clearance Check 3. Medical Examination and Immunization Requirements (See University Infectious Diseases Regulation) 4. Fit testing for Respirator Mask, as required. <p>Details on these fieldwork requirements are available in the fieldwork procedures manual. Please refer to the manual for details. Note that all fees and costs for these fieldwork requirements are the student's responsibility.</p> <p>A student who fails a fieldwork placement may appeal that decision. Information regarding appeal procedures is available in the fieldwork placement procedures manual.</p> <p>Practicum Intervention Policy: The Dean of the Faculty of Rehabilitation Medicine, 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 fieldwork practicum if the Dean or supervisor has reasonable grounds to believe that this is necessary in order to protect the public interest. Refer to the University Calendar, Practicum Intervention Policy, for additional information.</p> <p>Length of Program Normally a minimum of 26 months is required to complete the MSc programs. Students have a maximum of four calendar years to complete either route within this MSc program.</p> <p>[...]</p>
<p>Physical Therapy [Graduate] Return to: Graduate Programs</p> <p>Department of Physical Therapy 2-50 Corbett Hall University of Alberta Edmonton, Alberta T6G 2G4</p>	<p>Physical Therapy [Graduate] Return to: Graduate Programs</p> <p>Department of Physical Therapy 2-50 Corbett Hall University of Alberta Edmonton, Alberta T6G 2G4</p>

<p>E-mail: fgsrpt.info@rehabmed.ualberta.ca</p> <p>[...]</p> <p>Graduate Program Requirements The Degree of MSc in Physical Therapy (course-based)</p> <p>The Degree of MSc in Physical Therapy (course-based) [Graduate]</p> <p>[...]</p> <p>Program Requirements Requirements for the course-based MScPT degree include successful completion of all graduate PTher and INT D courses as listed including clinical placements (31 weeks) and a major project, consisting of:</p> <ol style="list-style-type: none"> 1. A practical examination of clinical skills within an Objective, Structured Competency Examination (OSCE), and 2. A group written case study analysis with individual oral examination. <p>Students must successfully complete both components to pass the major project.</p> <p>Course-based MScPT courses are organized in blocks, with time periods different from the usual university terms. The start and finish dates for the blocks will vary from year to year. Normally, block classes will begin one week before the usual term. The last day of Block classes may extend past the last day of classes for a term. These block dates are available annually from the Department Office.</p> <p>Each Block will include lecture, lab, and seminar time. Students are advised that self-directed learning is an expectation of graduate students and will maximize their learning.</p> <p>Academic Standing: Refer to section Academic Standing for policies on Academic Standing in the Faculty of Graduate Studies and Research. The Department of Physical Therapy has established procedures governing academic standing which are available on admission in the MScPT Student Manual. The Department of Physical Therapy has established appeal procedures so that students who encounter special problems relating to academic standing, grade or course concerns and program requirements are reviewed in an equitable manner. Regulations regarding appeals are included in the MScPT Student Manual provided on admission.</p>	<p>E-mail: fgsrpt.info@rehabmed.ualberta.ca</p> <p>[...]</p> <p>Graduate Program Requirements The Degree of MSc in Physical Therapy (course-based)</p> <p>The Degree of MSc in Physical Therapy (course-based) [Graduate]</p> <p>[...]</p> <p>Program Requirements Requirements for the course-based MScPT degree include successful completion of all graduate PTher and INT D courses as listed including clinical placements (31 weeks) and a major project, consisting of:</p> <ol style="list-style-type: none"> 1. A practical examination of clinical skills within an Objective, Structured Competency Examination (OSCE), and 2. A group written case study analysis with individual oral examination. <p>Students must successfully complete both components to pass the major project.</p> <p>Course-based MScPT courses are organized in blocks, with time periods different from the usual university terms. The start and finish dates for the blocks will vary from year to year. Normally, block classes will begin one week before the usual term. The last day of Block classes may extend past the last day of classes for a term. These block dates are available annually from the Department Office.</p> <p>Each Block will include lecture, lab, and seminar time. Students are advised that self-directed learning is an expectation of graduate students and will maximize their learning.</p> <p>Academic Standing: Refer to section Academic Standing for policies on Academic Standing in the Faculty of Graduate Studies and Research. The Department of Physical Therapy has established procedures governing academic standing which are available on admission in the MScPT Student Manual. The Department of Physical Therapy has established appeal procedures so that students who encounter special problems relating to academic standing, grade or course concerns and program requirements are reviewed in an equitable manner. Regulations regarding appeals are included in the MScPT Student Manual provided on admission.</p>
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Deadlines exist for submission of appeals. Contact the Department for details.

Clinical Placement Courses: Clinical placement courses are practical placements at approved facilities and are integrated through the program. The first clinical placement is a one-week full-time placement. The remaining five courses are full-time and six weeks in length for a total of 31 clinical weeks. The Academic Coordinator of Clinical Education (ACCE) is the course instructor for each clinical placement. The ACCE will assign each student's final placement grade in each course based on a recommendation by the student's clinical supervisor and assignments completed on placement.

Clinical Policies and Procedures: The procedures governing clinical placements are binding and will be provided in the MScPT Student Manual.

To be eligible for clinical placements the students must meet the following requirements:

1. CPR Certification
2. Security Clearance Check (see [Fieldwork/Clinical Practice Requirements](#)).
3. Immunization Requirements
4. Fit Testing for Respirator Mask, as required
5. For students requesting Student Accessibility Services (SAS) accommodation and for students returning to the program after a prolonged period of absence due to illness, a medical examination and relevant documentation may be required prior to clinical practice.

Details on these clinical requirements are available in the MScPT Student Manual. Note that all fees and costs for these clinical requirements are the student's responsibility (e.g., travel, visa, accommodation, health and travel insurance, course registration). Students must be prepared to travel throughout the province in order to obtain the placement experiences that are required for graduation. Students may choose to apply for a national or international placement at designated times.

Students must have completed an acceptable level of clinical performance over the course of the MScPT program in order to graduate. A student

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1. CPR Certification
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Students must have completed an acceptable level of clinical performance over the course of the MScPT program in order to graduate. A student

<p>could fail a clinical placement and/or be required to do remedial work if there were evidence of:</p> <ol style="list-style-type: none"> 1. Unsafe clinical practice 2. Unsatisfactory professional conduct 3. Clinical/professional skills are not at a suitable level of performance for graduation <p>As per regulations, the student would have the right to appeal any conditions put on this remedial work (see the Faculty of Rehabilitation Medicine’s Practicum Intervention Appeal Procedures). A student who fails a clinical placement may appeal that decision. Information regarding appeal procedures is available in the MScPT Student Manual.</p> <p>Practicum Intervention Policy: 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. Refer to Practicum Intervention Policy for additional information.</p> <p>Assistance/Accommodation: Students who may require assistance/accommodation due to personal circumstances and/or conditions affecting mobility, vision, hearing, learning and physical or mental health, should refer to the Faculty of Rehabilitation Medicine Student Accommodation Procedures document on the Faculty of Rehabilitation Medicine website at http://www.uofaweb.ualberta.ca/rehabmed/ and to University Student Services Student Accessibility Services.</p> <p>[...]</p>	<p>could fail a clinical placement and/or be required to do remedial work if there were evidence of:</p> <ol style="list-style-type: none"> 1. Unsafe clinical practice 2. Unsatisfactory professional conduct 3. Clinical/professional skills are not at a suitable level of performance for graduation <p>As per regulations, the student would have the right to appeal any conditions put on this remedial work (see the Faculty of Rehabilitation Medicine’s Practicum Intervention Appeal Procedures). A student who fails a clinical placement may appeal that decision. Information regarding appeal procedures is available in the MScPT Student Manual.</p> <p>Practicum Intervention Policy: 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. Refer to Practicum Intervention Policy for additional information.</p> <p>Assistance/Accommodation: Students who may require assistance/accommodation due to personal circumstances and/or conditions affecting mobility, vision, hearing, learning and physical or mental health, should refer to the Faculty of Rehabilitation Medicine Student Accommodation Procedures document on the Faculty of Rehabilitation Medicine website at http://www.uofaweb.ualberta.ca/rehabmed/ and to University Student Services Student Accessibility Services.</p> <p>[...]</p>
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This change was first approved on January 21, 2016. Since then, changes to consolidate the **University Bloodborne Pathogens Policy** to replace the individual faculty sections were proposed. These changes went through the first stage of full board approval (ASC SOS) on June 2, 2016 and the second stage (ASC) on June 16, 2016. The remaining approvals (GFC, GFC Executive, and BOG) are scheduled in September and October. At the September meeting of the GFC Executive Committee, the University policy was renamed to University Infectious Diseases Regulation.

Faculty specific changes are required for the November 2016 ASC SOS and ASC meetings.

Notes: For the 2017-18 Calendar

Faculty Approval	Faculty Council Date: January 21, 2016 and October 17, 2016
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OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal to Suspend Admission to Master of Arts and Doctor of Philosophy programs in Comparative Literature, Faculty of Graduate Studies and Research**

Motion: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the suspension of admission to the Master of Arts and Doctor of Philosophy programs in Comparative Literature as submitted by the Faculty of Graduate Studies and Research to be effective upon approval.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Heather Zwicker, Dean, Faculty of Graduate Studies and Research Laura Beard, Chair, Department Modern Languages and Cultural Studies.
Presenter	Carrie Smith-Prei, Graduate Associate Chair, Department Modern Languages and Cultural Studies. Deborah Burshtyn, Vice-Dean, Faculty of Graduate Studies and Research

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To suspend admission to the Master of Arts and the Doctor of Philosophy degree programs in Comparative Literature.
The Impact of the Proposal is	The impact on students is minimal due to the move of Comparative Literature to a secondary specialization within Modern Languages and Cultural Studies. Existing graduate students in Comparative Literature were carefully advised of their options and supported through regular town halls with the Associate Chair of Graduate Studies for the department. Active students in the program had the option to remain within the "Comparative Literature" program as a primary specialization and be grand-parented out; all others will follow the requirements of the Comparative Literature second-level specialization
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	Effective July 1, 2016 to June 30, 2021 at which time the program will be terminated.
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	The 2016-2017 Calendar has already been updated with the statement that admissions to this program are being suspended. The students have made their decision and some are being grand-parented out. The Modern Languages and Cultural Studies website for their Graduate Programs has been updated, as has the website for Interdisciplinary Studies where the Comparative Literature program was originally administered.
Supplementary Notes and context	Comparative Literature was moved to a secondary specialization within Modern Languages and Cultural Studies effective January 1, 2014. The specialization was renamed Transnational and Comparative Literatures effective September 1, 2015.

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> •
	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • Department of English and Film Studies—February 2015 • Department of Linguistics. Met with the Chair, Associate Chair, Graduate and two professors—March 9, 2015 • Faculty of Arts Academic Affairs Committee—February and April 22, 2015. Vice-Dean Heather Zwicker • Faculty of Graduate Studies and Research (final review of proposal). Dean, FGSR (Mazi Shirvani) and 2 Associate Deans (Joanna Harrington and Paul Melacon) • Vice-Provost (Programs)—Nat Kav was consulted in reviewing the proposal • Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)—Kate Peters did a final review of the proposal • GFC ASC Subcommittee on Standards – November 3, 2016
	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Department of Modern Languages and Cultural Studies: Victoria Ruetalo, Laura Beard, Carrie Smith-Prei.
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculty of Graduate Studies and Research – approved by Heather Zwicker, Dean, FGSR August 4, 2016</p> <p>Faculty of Graduate Studies and Research Council – for information September 14, 2016</p> <p>GFC Academic Standards Committee – November 17, 2016</p>
<p>Final Approver</p>	<p>GFC Academic Standards Committee</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p><i>For the Public Good</i></p> <p>GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</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>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d))</p> <p>2. PSLA: The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</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. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

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

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

4. UAPPOL Admissions Procedure:

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

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

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

Attachments (each to be numbered 1-3)

1. Proposal to Suspend MA in Comparative Literature (page(s) 1 - 4)
2. Proposal to Suspend PhD in Comparative Literature (page(s) 1 - 4)
3. Calendar Change Request for 2016-2017

Proposal Template: Program Suspension, Reactivation and Termination

This template is for the presentation of proposals for suspension or termination of an existing program or specialization within an existing program; and for reactivation of a suspended program or specialization.

Basic Information

Institution	University of Alberta
Program/specialization title	Comparative Literature
Credential awarded	Master of Arts in Comparative Literature
Proposed date(s) of suspension term, reactivation or termination	July 1, 2016

A: Suspension

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

The rationale for suspending the MA degree program in Comparative Literature is that it has been rendered superfluous as a free standing program by a series of administrative changes that moved the program content under the auspices of the department of Modern Languages and Cultural Studies (MLCS). Students wanting to pursue their studies in Comparative Literature will now do so by obtaining an MA degree in Modern Languages and Cultural Studies with a second-level specialization in Transnational and Comparative Literatures. The move to incorporate the field of Comparative Literature into the MLCS program provides many benefits to students that aligns with the institution's strategic plan objective (5) "Build and strengthen trust, connection, and a sense of belonging among all members of the university community through a focus on shared values".

The merge of Comparative Literature students with existing students in Modern Languages and Cultural Studies has been transformative for the student cohort. All graduate students in Comparative Literature have benefitted from more robust and targeted advising, mentoring, and administrative support provided in Modern Languages and Cultural Studies than they had prior to the move into the department. They have also benefitted from broader course offerings in Modern Languages and Cultural Studies, more interaction with graduate students in other second-level specializations in the department, increased professional development opportunities (grant writing workshops, job market workshops, pedagogy training internal to the department), and a wider range of teaching opportunities.

The proposed suspension and ultimate termination of the free standing MA program in Comparative Literature is now a necessary administrative step. The rationale for the suspension of Comparative Literature is administrative.

The events leading up to the request to suspend Comparative Literature are summarized as follows:

- a. The Comparative Literature MA program was administered by the Office of Interdisciplinary Studies up until 2014 when they were moved by the Faculty of Arts to the Department of Modern Languages and Cultural Studies.
 - b. In light of this administrative move, the relationship between the specialization in Modern Languages and Cultural Studies and the Comparative Literature specialization was assessed and it was decided that Comparative Literature would be made a second-level specialization under the sole primary specialization Modern Languages and Cultural Studies. Further, the department could better integrate programming and students logically into its structures without negatively impacting the already existing second-level specializations or placing undue burden on departmental resources (teaching and administrative). A key benefit to Comparative Literature students of the move to MLCS was the total integration into a departmental structure that could best occur if Comparative Literature would become a second-level specialization on equal footing with existing second-level specializations.
 - c. The changes required to create the second-level specialization were approved through governance processes within the Faculty of Arts and the Faculty of Graduate Studies. The changes were undertaken with approval from then Dean of the Faculty of Graduate Studies and Research Mazi Shirvani and then Vice-Dean of the Faculty of Arts Heather Zwicker. This was effective January 1, 2014.
 - d. In 2015 MLCS examined all of its second level specializations and proposed merging several, in order to create the new second level specialization of Transnational and Comparative Literatures. The name change was approved at departmental and faculty (Arts and the Faculty of Graduate Studies and Research) levels, effective September 2015.
2. Anticipated impacts on students and graduates and plans to ameliorate these impacts. Describe the institution's plan to teach out active students and stop-outs. Include evidence of consultation with students and a communications plan for informing stopped-out students of the change.

The impact on students is minimal due to the move of Comparative Literature to a secondary specialization within Modern Languages and Cultural Studies. Existing graduate students in Comparative Literature were carefully advised of their options and supported through regular town halls with the Associate Chair of Graduate Studies for the department. Active students in the program had the option to remain within the "Comparative Literature" program as a primary specialization and be grandparented out; all others will follow the requirements of the Comparative Literature second-level specialization. Several students have chosen the former, thus we will not be able to terminate the program for another 5 years.

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

There is no anticipated impact on external stakeholders; external stakeholders will continue to recognize the degree as stated on the parchment: Master of Arts in Modern Languages and Cultural Studies with a specialization in Transnational and Comparative Literatures.

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

The move of Comparative Literature to Modern Languages and Cultural Studies as a secondary specialization has a positive impact on institutional operations and resources. The administrative decision to place Comparative Literature within Modern Languages and Cultural Studies allowed for a streamlining of resources allocated toward staff and better oversight of graduate student funding. Any resources freed up were used to effectively deal with cuts to the budget of the Faculty of Arts. The integration of Comparative Literature as a second-level specialization Transnational and Comparative Literatures (and not as a first-level specialization) allowed the Department of Modern Languages and Cultural Studies to better address the increased demands on scarce departmental resources that the move produced (particularly administrative concerns around student office space, TA/RAs, research travel funding).

B: Reactivation

1. Rationale for reactivation (for example, increased employer demand, student demand, new funding sources, etc.). Comment on the alignment of the proposed change with the institution’s strategic direction and priorities.
2. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, and classroom and lab space).
3. Provide a simplified enrolment plan using the following table. Include assumptions and explanatory notes (e.g., attrition, part-time enrolment).

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
Intake (head count)	0	0	0	0	0	0
Total head count	0	0	0	0	0	0
Total FLE	0	0	0	0	0	0
Anticipated No. of Graduates	0	0	0	0	0	0

C: Termination

1. Describe measures taken by the institution to ensure that active students and stop-outs have had ample opportunity to complete their programs of study.

2. Where applicable, summarize the actual re-allocation of resources during the period of suspension, and any additional re-allocation anticipated upon termination, and specify the impacts of re-allocation on institutional operations.

Proposal Template: Program Suspension, Reactivation and Termination

This template is for the presentation of proposals for suspension or termination of an existing program or specialization within an existing program; and for reactivation of a suspended program or specialization.

Basic Information

Institution	University of Alberta
Program/specialization title	Comparative Literature
Credential awarded	Doctor of Philosophy of Comparative Literature
Proposed date(s) of suspension term, reactivation or termination	July 1, 2016

A: Suspension

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

The rationale for suspending the PhD degree program in Comparative Literature is that it has been rendered superfluous as a free standing program by a series of administrative changes that moved the program content under the auspices of the department of Modern Languages and Cultural Studies (MLCS). Students wanting to pursue their studies in Comparative Literature will now do so by obtaining a PhD degree in Modern Languages and Cultural Studies with a second-level specialization in Transnational and Comparative Literatures. The move to incorporate the field of Comparative Literature into the MLCS program provides many benefits to students that aligns with the institution's strategic plan objective (5) "Build and strengthen trust, connection, and a sense of belonging among all members of the university community through a focus on shared values".

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The proposed suspension and ultimate termination of the free standing PhD program in Comparative Literature is now a necessary administrative step. The rationale for the suspension of Comparative Literature is administrative.

The events leading up to the request to suspend Comparative Literature are summarized as follows:

- a. The Comparative Literature PhD program was administered by the Office of Interdisciplinary Studies up until 2014 when they were moved by the Faculty of Arts to the Department of Modern Languages and Cultural Studies.
 - b. In light of this administrative move, the relationship between the specialization in Modern Languages and Cultural Studies and the Comparative Literature specialization was assessed and it was decided that Comparative Literature would be made a second-level specialization under the sole primary specialization Modern Languages and Cultural Studies. Further, the department could better integrate programming and students logically into its structures without negatively impacting the already existing second-level specializations or placing undue burden on departmental resources (teaching and administrative). A key benefit to Comparative Literature students of the move to MLCS was the total integration into a departmental structure that could best occur if Comparative Literature would become a second-level specialization on equal footing with existing second-level specializations.
 - c. The changes required to create the second-level specialization were approved through governance processes within the Faculty of Arts and the Faculty of Graduate Studies. The changes were undertaken with approval from then Dean of the Faculty of Graduate Studies and Research Mazi Shirvani and then Vice-Dean of the Faculty of Arts Heather Zwicker. This was effective January 1, 2014.
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2. Anticipated impacts on students and graduates and plans to ameliorate these impacts. Describe the institution's plan to teach out active students and stop-outs. Include evidence of consultation with students and a communications plan for informing stopped-out students of the change.

The impact on students is minimal due to the move of Comparative Literature to a secondary specialization within Modern Languages and Cultural Studies. Existing graduate students in Comparative Literature were carefully advised of their options and supported through regular town halls with the Associate Chair of Graduate Studies for the department. Active students in the program had the option to remain within the "Comparative Literature" program as a primary specialization and be grandparented out; all others will follow the requirements of the Comparative Literature second-level specialization. Several students have chosen the former, thus we will not be able to terminate the program for another 5 years.

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

There is no anticipated impact on external stakeholders; external stakeholders will continue to recognize the degree as stated on the parchment: Master of Arts in Modern Languages and Cultural Studies with a specialization in Transnational and Comparative Literatures.

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

The move of Comparative Literature to Modern Languages and Cultural Studies as a secondary specialization has a positive impact on institutional operations and resources. The administrative decision to place Comparative Literature within Modern Languages and Cultural Studies allowed for a streamlining of resources allocated toward staff and better oversight of graduate student funding. Any resources freed up were used to effectively deal with cuts to the budget of the Faculty of Arts. The integration of Comparative Literature as a second-level specialization Transnational and Comparative Literatures (and not as a first-level specialization) allowed the Department of Modern Languages and Cultural Studies to better address the increased demands on scarce departmental resources that the move produced (particularly administrative concerns around student office space, TA/RAs, research travel funding).

B: Reactivation

1. Rationale for reactivation (for example, increased employer demand, student demand, new funding sources, etc.). Comment on the alignment of the proposed change with the institution’s strategic direction and priorities.
2. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, and classroom and lab space).
3. Provide a simplified enrolment plan using the following table. Include assumptions and explanatory notes (e.g., attrition, part-time enrolment).

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
Intake (head count)	0	0	0	0	0	0
Total head count	0	0	0	0	0	0
Total FLE	0	0	0	0	0	0
Anticipated No. of Graduates	0	0	0	0	0	0

C: Termination

1. Describe measures taken by the institution to ensure that active students and stop-outs have had ample opportunity to complete their programs of study.
2. Where applicable, summarize the actual re-allocation of resources during the period of suspension, and any additional re-allocation anticipated upon termination, and specify the impacts of re-allocation on institutional operations.

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

November 7, 2016

2017-2018 University of Alberta Calendar Graduate Program Changes: Comparative Literature is now a specialization within Modern Languages and Cultural Studies. The Comparative Literature program is in the process of being suspended.

Current	Proposed
<p>Comparative Literature Program [Graduate] Department of Modern Languages and Cultural Studies 200 Arts Building University of Alberta Edmonton, Alberta T6G 2E5 E-mail: mlcs.grad@ualberta.ca www.mlcs.ualberta.ca</p> <p>(Admissions to this program are being suspended. See Modern Languages and Cultural Studies, specialization of Transnational and Comparative Literatures.)</p> <p>205.17.1 General Information</p> <p>The Comparative Literature Program is an interdisciplinary program in the Department of Modern Languages and Cultural Studies and offers programs leading to the degrees of Master of Arts and Doctor of Philosophy in Comparative Literature. The Comparative Literature Program offers an area of specialization in Spanish and Latin American Studies in conjunction with the Department of Modern Languages and Cultural Studies. Entrance requirements, financial assistance and application procedures are through the Comparative Literature Program, Modern Languages and Cultural Studies.</p> <p>[...]</p>	<p>Comparative Literature Program [Graduate] Department of Modern Languages and Cultural Studies 200 Arts Building University of Alberta Edmonton, Alberta T6G 2E5 E-mail: mlcs.grad@ualberta.ca www.mlcs.ualberta.ca</p> <p>(Admissions to this program have been suspended as of July 1, 2016 subject to government approval. For students interested in the area of Comparative Literature, see Transnational and Comparative Literatures in the Department of Modern Languages and Cultural Studies.)</p> <p>205.17.1 General Information</p> <p>The Comparative Literature Program is an interdisciplinary program in the Department of Modern Languages and Cultural Studies and offers programs leading to the degrees of Master of Arts and Doctor of Philosophy in Comparative Literature. The Comparative Literature Program offers an area of specialization in Spanish and Latin American Studies in conjunction with the Department of Modern Languages and Cultural Studies. Entrance requirements, financial assistance and application procedures are through the Comparative Literature Program, Modern Languages and Cultural Studies.</p> <p>[...]</p>
<p>Justification: Comparative Literature is now a specialization within Modern Languages and Cultural Studies. The Comparative Literature program is in the process of being suspended.</p>	

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposed Changes to Admission Requirements, Bachelor of Science in Paleontology, Faculty of Science**

Motion: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to the admission requirements, as submitted by the Faculty of Science, and as set forth in Attachment 1, to take effect for Fall 2017

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Gerda De Vries, Associate Dean, Undergraduate, Faculty of Science
Presenter	Murray Gingras, Associate Chair, Earth & Atmospheric Sciences Gerda De Vries, Associate Dean, Undergraduate, Faculty of Science

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	Due to increased enrollment pressures in upper level EAS field schools, admission to Paleontology must be managed as these students are required to take the field school course. As a result, similar enrolment management procedures to that of Geology and ENES will be put in place.
The Impact of the Proposal is	No admission from high school. Transfer applications will be ranked and admitted based on spaces available in the field school. In 2016, there were a total of 59 applications to the program; 33 were HS (6 admitted), 26 were PS (7 admitted).
Replaces/Revises (eg, policies, resolutions)	Various sections of the University Calendar; see individual item for specific affected Calendar sections.
Timeline/Implementation Date	To take effect upon final approval.
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	Application choices on will be changed to reflect no high school entry. Any high school students who have applied for Paleo will be notified by science that the program is no longer direct entry from high school. Their applications will be considered for alternative programs. Transfer students who have applied will be notified that program is competitive, and if they are not considered for this program they will be given an option for another.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the Governance Toolkit section	<u>Those who have been informed:</u> <ul style="list-style-type: none"> EAS Department Council
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> EAS Department Council Chair, Biological Sciences Faculty of Science Associate Chairs (Faculty Council delegated body on calendar changes), November 1, 2016

Student Participation Protocol >	<u><i>Those who are actively participating:</i></u> •
Approval Route (Governance) (including meeting dates)	Faculty of Science Associate Chairs (delegated by Faculty Council) – November 1, 2016 GFC Academic Standards Committee – November 17, 2016
Final Approver	GFC Academic Standards Committee

Alignment/Compliance

Alignment with Guiding Documents	<p><i>For the Public Good</i></p> <p>GOAL: EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote 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. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC (Academic Standards Committee). (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. PSLA: The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</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. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”</p> <p>4. UAPPOL Admissions Procedure: “PROCEDURE 1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS Following approval by GFC: a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in</p>

the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar). For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in March 2006. Therefore the GFC Academic Standards Committee For the Meeting of October 18, 2012 FINAL Item No. 4A – 4F statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).” b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”

5. GFC Academic Standards Committee Terms of Reference (3. Mandate):

“A. Definitions

i. Routine and/or Editorial

[...] 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 which do not involve alternation of an existing quota or establishment of a new quota. Editorial or routine changes include any and all change to the wording or an admissions or academic standing policy.”

“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, [...]”

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

ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations”

Attachments

1. Attachment 1 (1 page)

Prepared by: Julie Naylor, Assistant Dean, Programs and Operations, Faculty of Science;
Julie.naylor@ualberta.ca

Attachment 1

<p>Admission Chart 7 http://calendar.ualberta.ca/content.php?catoid=6&navoid=934#Admission Chart 7</p> <p>Paleontology Honors Required Average High School - minimum 80% Transfer - a minimum 3.0 GPA on ★24 in each preceding Fall/Winter. For admission requirements, see BSc (Honors)</p> <p>Specialization Required Average High School - minimum 75% Transfer - a minimum 2.3 GPA on ★18 in each preceding Fall/Winter. For admission requirements, see Bachelor of Science (Specialization)</p> <p>Admission Requirements New</p>	<p>Paleontology Honors Required Average Admission to this program is subject to enrolment management and is therefore competitive. High School - no Year 1 entry Transfer - a minimum 3.0 GPA on ★24 in each preceding Fall/Winter and completion of the course requirements outlined at right. Specialization Required Average Admission to this program is subject to enrolment management and is therefore competitive. High School - no Year 1 entry Transfer - a minimum cumulative average 2.3 GPA over all courses completed and completion of the course requirements outlined at right.</p> <p>Admission Requirements Course requirements: Of the required first year courses for the program, successful completion of at least: EAS 100 and EAS 105 BIOL 107 and 108 CHEM 101 or 164 MATH 113 or MATH 114 or 125 or MATH 134</p>
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OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposed Changes to Existing Admission Requirements, Doctor of Medicine (MD), Faculty Medicine and Dentistry**

Motion: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the changes to the admission requirements for the Doctor of Medicine (MD) Program, Faculty of Medicine and Dentistry, as set forth in Attachment 1 as amended, to take effect Fall 2018.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Fraser Brenneis, Vice-Dean Education, Faculty of Medicine and Dentistry
Presenter	Fraser Brenneis, Vice-Dean Education, Faculty of Medicine and Dentistry Sita Gourishankar, Assistant Dean Admissions, MD Program, Faculty of Medicine and Dentistry

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To amend the current MD Program Academic Admission Requirements from students being encouraged to obtain a baccalaureate degree prior to admission, to applicants being required to do so.
The Impact of the Proposal is	The impact of this proposal is that the MD Admissions committee will be selecting from applicants who have successfully experienced the rigors of a degree program and will be better prepared for the demands of a professional program.
Replaces/Revises (eg, policies, resolutions)	Revises the existing Doctor of Medicine, Academic Requirements calendar section.
Timeline/Implementation Date	Published in the 2017-18 calendar year.
Estimated Cost and funding source	No additional cost
Next Steps (ie.: Communications Plan, Implementation plans)	
Supplementary Notes and context	Approximately 60% of Canadian medical schools require a baccalaureate degree for admission. Based on entry to the U of A MD Program for the past 4 years, approximately 77% of students accepted had completed a Bachelor degree program prior to entrance. Of note, over 89% of all applicants have 4 years or more post-secondary education experience at the time of matriculation. The MD Program Admissions Committee has discussed this change as a sequential change to removal of prerequisites for the past 2 years. In addition, the MD Admissions Review Working Group process that was initiated by the Dean and took place from January to June 2016, recommended a degree requirement. Based on this, the Admissions committee approved the recommendation to require a Bachelor degree for the class matriculating in the 2018-19 academic year. This will complement the removal of course prerequisites for entrance into the MD Program.

Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <ul style="list-style-type: none"> • Those who have been informed • Those who have been consulted • Those who are actively participating 	<ul style="list-style-type: none"> • MD Program Admissions Committee is actively participating – Approval date of September 29, 2016 • MD Admissions Review Working Group was consulted and actively participated • Faculty Learning Committee – reviewed and approved – October 11, 2016 (FoMD Delegated body) • Office of the Registrar, Calendar Production – consulted/informed • FoMD Faculty Council Committee – consulted/informed – October 18, 2016
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Academic Standards Committee – November 17, 2016</p>
<p>Final Approver</p>	<p>GFC Academic Standards Committee</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p><i>For the Public Good</i></p> <p>GOAL: EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<ol style="list-style-type: none"> 1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 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 (ASC). 2. PSLA: The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)). 3. UAPPOL Admissions Policy: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will

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

2. UAPPOL Admissions Procedure:

“PROCEDURE

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

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

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

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

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

6. GFC Academic Standards Committee Terms of Reference (3. Mandate):

“A. Definitions

i. Routine and/or Editorial

[...] 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 which do not involve alternation of an existing quota or establishment of a new quota. Editorial or routine changes include any and all change to the wording or an admissions or academic standing policy.”

“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, [...]”

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

ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations”

Attachments

1. Attachment 1 (1 page) Proposed Calendar Change, Faculty of Medicine and Dentistry

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

Faculty of Medicine & Dentistry Changes 2017-2018

Current

Proposed

Current	Proposed
<p>Doctor of Medicine (MD)</p> <p>II. Academic Requirements All students considering Medicine must register in a degree program and maintain good standing in that program.</p> <p>Notes</p> <ol style="list-style-type: none"> To be considered for admission, students must normally have achieved a GPA 3.3 for Alberta residents, 3.5 for Non-Alberta residents, on a minimum of ★60. ★30 must be taken during one Fall/Winter. <p>Students are encouraged to obtain a baccalaureate degree before admission but may apply after two or three years in a degree program.</p> <p>To be considered for entry after only two or three years at university or college, a student must have an exceptional GPA (minimum GPA of 3.7) and exceptional personal qualifications.</p>	<p>Doctor of Medicine (MD)</p> <p>II. Academic Requirements Students are required to obtain a baccalaureate degree prior to admission.</p> <p>Notes</p> <p>To be considered for admission, students must normally have achieved a GPA 3.3 for Alberta residents, 3.5 for Non-Alberta residents. As many full terms as required will be included in the calculation of the CGPA to reach the total of at least ★60. ★30 must be taken during one academic year (Sept-April).</p>

Rationale: Degree required for admission.

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposed Changes to the Calculation of Graduation Average and Graduation “With Distinction”, Faculty of Engineering**

Motion: THAT the GFC Academic Standards Committee approve, with delegated authority, proposed changes to the calculation of graduation average and graduation “with distinction”, Faculty of Engineering, as set forth in Attachment 1, to take effect Fall 2017

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Fraser Forbes, Dean Faculty of Engineering, Jason Carey, Associate Dean (Programs and Planning), Faculty of Engineering
Presenter	Jason Carey, Associate Dean (Programs and Planning), Faculty of Engineering

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	With the addition of minors to the list of options for engineering students, the existing calculations for Engineering Graduating Average (EGA) and the definition of Distinction required changes. 1. EGA: with the addition of courses from available minors, the calculation of EGA was changed to exclude courses that were not mandated as part of an engineering program. This is proposed to ensure that additional courses (such as those from minors) did not favorably or unfavorably affect graduating average. This further ensures fairness between students taking minors or not, as well as students taking approved extra to degree courses. This is in line with the traditional definition of EGA and is critical as part of engineering program accreditation. 2. Distinction: The proposed change in the definition of Distinction is in response again to the new proposed minors. However, the new definition is more inclusive than the previous definition. The members Faculty of Engineering’s APC and ECC believe that any student that graduates with an EGA of 3.5 or above is meritorious of the awarding of distinction.
The Impact of the Proposal is	1. Maintain the traditional calculation of EGA in response to the new program options available to engineering students and ensure accreditation. 2. Ensure that all meritorious students, with EGA of 3.5 or above are awarded distinction. There have been cases where students with such EGAs did not receive Distinction because of “lighter loads”; the new calculation of EGA ensures a fairer assessment of students.
Replaces/Revises (eg, policies, resolutions)	Current section of Engineering Regulations in the University Calendar
Timeline/Implementation Date	Fall 2017
Estimated Cost and funding source	N/A

Item No. 9

<p>Next Steps (ie.: Communications Plan, Implementation plans)</p>	<p>Communication plan: Engineering Student Services, Programs and students will be informed of the regulation changes through a number of directed communications (supervisors, chairs, associate chairs, and directors) and mass communications (emails, info boards). As we intend to allow current to undertake minors even if not in their acceptance calendar, students will need to agree to the new EGA calculations and distinction definition. Communication with students, students groups and programs will be critical to this process.</p> <p>Implementation plan: Faculty of engineering is developing a set of program specific procedures and software to automate the new EGA calculation and identification of students awarded distinction.</p>
<p>Supplementary Notes and context</p>	

Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> •
	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • Faculty of Engineering Academic Planning Committee – June 15, 2016 •
	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> •
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculty of Engineering Executive Coordinating Committee – September 20, 2016</p> <p>Faculty of Engineering Council – ECC has the delegated authority of Faculty of Engineering Council in unanimous ECC votes; vote for this proposal was unanimous.</p> <p>GFC Academic Standing Committee – November 17, 2016</p>
<p>Final Approver</p>	<p>GFC Academic Standing Committee</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p>The proposal aligns with “For the Public Good” by</p> <ul style="list-style-type: none"> • Creating new EXPERIENCES through a unique rewarding learning opportunity that will inspire a new breed of engineering students, expand their knowledge and skills, and enable their greater success. • BUILD a community of exceptional students • Allow our students to EXCEL in their chosen profession and become INTERDISCIPLINARY leaders, and strengthen key, non-technical GRADUATE ATTRIBUTES to improve graduate outcomes. • ENGAGING community and world leaders to create mutually beneficial learning experiences
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and</p>	<p>1. Post-secondary Learning Act (PSLA) “26(1) Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university”. [...] (3) A general faculties council may delegate any of its powers,</p>

<p>include identifying section numbers)</p>	<p>duties and function under this Act ... as it sees fit and may prescribe conditions governing the exercise or performance of any delegated power, duty or function, including the power of subdelegation.”</p> <p>2. PSLA: The PSLA gives Faculty Councils the authority to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p> <p>3. GFC Academic Standards Committee (3. Mandate) “A. Definitions i. “Routine and/or Editorial” [...] 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 which 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.” [...] B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP) i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals. ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations”</p> <p>4. UAPPOL Academic Standing Policy: All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar.</p>
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Attachments (each to be numbered 1 - <>)

1. Attachment 1 (3 pages) – Proposed Calendar Changes

Prepared by: Jason Carey, Associate Dean, Faculty of Engineering, jpcarey@ualberta.ca

FACULTY OF ENGINEERING CALENDAR CHANGES 2017-18

SEPT-28-2016

Current	Proposed
<p>Faculty of Engineering Faculty regulations Academic regulations [...]</p> <p>2. Engineering Graduation Average</p> <p>a) The Engineering Graduation Average (EGA) is based on the final four academic terms. If the course load in these terms totals less than 70.0 units, additional terms will be included in the calculation of the EGA as required to reach a total of at least 70.0 units. The 70.0 units include courses designated and approved by the Faculty as extra to degree. Grades for courses taken in Spring/Summer are not included in the EGA unless this is a scheduled term within the student's degree program.</p> <p>b) Requirements to Graduate: To graduate, a student must</p> <ol style="list-style-type: none"> i. pass all courses required by the specific program; ii. have an Engineering Graduation Average of 2.0 or greater; iii. be in satisfactory academic standing, i.e., have a Fall/Winter GPA of 2.0 or greater. <p>A student who is otherwise eligible to graduate but has an EGA of less than 2.0 and/or a Fall/Winter GPA in the range 1.7 to 1.9 is permitted to return for one additional term provided this term falls within the 72 month degree time limit as specified in Time Limit for Completion of Degree. Courses to be taken during this additional term are specified by the Dean. If the student's EGA and Fall/Winter GPA following this term are not both 2.0 or greater, the student will not qualify for a degree and will not be allowed to continue in the Faculty.</p> <p>The preceding paragraph also applies to any student who has completed all course requirements and chooses to return for an</p>	<p>Faculty of Engineering Faculty regulations Academic regulations [...]</p> <p>2. Engineering Graduation Average</p> <p>a) The Engineering Graduation Average (EGA) is based on</p> <ol style="list-style-type: none"> i. mandated, graded program courses including Faculty of Engineering approved electives in an engineering program taken at the University of Alberta. Courses not required to complete the degree will not be considered in EGA calculations. ii. a minimum of the last 70 units of courses in an engineering program as defined in (i). As many full terms as required will be included in the calculation of the EGA to reach the total of at least 70 units. <p>b) Requirements to Graduate: To graduate, a student must</p> <ol style="list-style-type: none"> i. pass all courses required by the specific program; ii. have an Engineering Graduation Average of 2.0 or greater; iii. be in satisfactory academic standing, i.e., have a Fall/Winter GPA of 2.0 or greater. <p>A student who is otherwise eligible to graduate but has an EGA of less than 2.0 and/or a Fall/Winter GPA in the range 1.7 to 1.9 is permitted to return for one additional term provided this term falls within the 72 month degree time limit as specified in Time Limit for Completion of Degree. Courses to be taken during this additional term are specified by the Dean. If the student's EGA and Fall/Winter GPA following this term are not both 2.0 or greater, the student will not qualify for a degree and will not be allowed to continue in the Faculty.</p> <p>The preceding paragraph also applies to any student who has completed all course requirements and chooses to return for an</p>

FACULTY OF ENGINEERING CALENDAR CHANGES 2017-18
SEPT-28-2016

<p>extra term. The courses which the student takes in this subsequent term are to be specified by the Dean.</p> <p>- See more at: http://calendar.ualberta.ca/content.php?catoid=6&navoid=857#sthash.dtVL8bFW.dpuf [...]</p>	<p>extra term. The courses which the student takes in this subsequent term are to be specified by the Dean.</p> <p>- See more at: http://calendar.ualberta.ca/content.php?catoid=6&navoid=857#sthash.dtVL8bFW.dpuf [...]</p>
<p>Faculty of Engineering Faculty regulations Academic regulations [...]</p> <p>14. Academic Awards and Recognition</p> <p>a. Awards and Scholarships Information about awards and scholarships is available in the University of Alberta Awards Publication. A number of scholarship competitions are open to high school students who plan to study Engineering at the University. Students who are continuing in the Faculty may apply for various awards. In addition, a number of awards are made by Faculty or Department nomination. Awards and scholarships are awarded after the second, fourth, sixth, and eighth academic terms and require a student to carry a full course load. For University-wide award competitions, this is the course load calculated from First-Year Program, Required Courses and Suggested Course Sequence for Traditional Programs, or Required Courses and Suggested Course Sequence for Co-op Programs as appropriate. In the case of Faculty and Department awards, a full course load is defined as at least 35.0 units. Because of their course load requirements co-op students are not eligible for awards in the third year of their program.</p> <p>b. First-Class Standing First-class standing is awarded following the second, fourth, sixth, and eighth academic terms based on a GPA of 3.5 or greater, calculated on a course load of not less than 35.0 units in the two preceding academic terms.</p> <p>c. Graduation "With Distinction" To graduate "With Distinction," a student must have</p>	<p>Faculty of Engineering Faculty regulations Academic regulations [...]</p> <p>14. Academic Awards and Recognition</p> <p>a. Awards and Scholarships Information about awards and scholarships is available in the University of Alberta Awards Publication. A number of scholarship competitions are open to high school students who plan to study Engineering at the University. Students who are continuing in the Faculty may apply for various awards. In addition, a number of awards are made by Faculty or Department nomination. Awards and scholarships are awarded after the second, fourth, sixth, and eighth academic terms and require a student to carry a full course load. For University-wide award competitions, this is the course load calculated from First-Year Program, Required Courses and Suggested Course Sequence for Traditional Programs, or Required Courses and Suggested Course Sequence for Co-op Programs as appropriate. In the case of Faculty and Department awards, a full course load is defined as at least 35.0 units. Because of their course load requirements co-op students are not eligible for awards in the third year of their program.</p> <p>b. First-Class Standing First-class standing is awarded following the second, fourth, sixth, and eighth academic terms based on a GPA of 3.5 or greater, calculated on a course load of not less than 35.0 units in the two preceding academic terms.</p> <p>c. Graduation "With Distinction" To graduate "With Distinction," a student must have an Engineering Graduation Average of</p>

FACULTY OF ENGINEERING CALENDAR CHANGES 2017-18
SEPT-28-2016

<p>i. an Engineering Graduation Average of 3.5 or greater, and</p> <p>ii. carried at least 70.0 units in the final four academic terms.</p> <p>- See more at: http://calendar.ualberta.ca/content.php?catoid=6&navoid=857#Time_Limit_for_Completion_of_Degree</p>	<p>3.5 or greater.</p> <p>- See more at: http://calendar.ualberta.ca/content.php?catoid=6&navoid=857#Time_Limit_for_Completion_of_Degree</p>
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OUTLINE OF ISSUE
Advice, Discussion, Information Item

Agenda Title: **Proposed Changes to Admission Requirements to BSc in Nursing Collaborative and After Degree Programs, Readmission Requirements, and Academic Standing Requirements, Faculty of Nursing**

Motion: THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed changes to admission requirements to BSc in Nursing Collaborative and After Degree Programs, Readmission Requirements, and Academic Standing Requirements, Faculty of Nursing, as set forth in Attachment 1 as amended and Attachment 2, to take effect Fall 2017.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Sandra Davidson, Associate Dean (Undergraduate Programs), Faculty of Nursing
Presenter	Sandra Davidson, Associate Dean (Undergraduate Programs), Faculty of Nursing

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To establish a minimum pass of C+ for selected "foundation" courses in nursing across our undergraduate programs and to align admission, readmission, academic standing requirements, and transfer credit policies with this.
The Impact of the Proposal is	<p>An audit of student transcripts/academic performance for a five-year term showed a growing trend of students who are required to withdraw or failing 3rd and 4th year clinical courses. These students have a pattern of low grades in the foundation courses (e.g. Anatomy & Physiology, Pathophysiology, Microbiology). That means they have had D, D+ or C's in often more than one of the foundation courses.</p> <p>We have also completed an environmental scan (review of progression policies/calendar statements) of other comparable BSN programs in Canada and the US, and have determined that the majority of nursing programs do indeed have a higher "minimum pass" standard for their programs (higher than the standard University-wide grading scale). The range for such a minimum pass was 70-76% and some programs used this for only selected courses, while other programs required this higher bar for all courses in the nursing program.</p> <p>Our decision to institute this foundation course minimum pass was based on data and best practice and the intent is to support students and ensure that they have the strong foundational knowledge required to be successful in the higher level nursing courses, and prevent them from falling out of sequence and repeating clinical courses. Repeating clinical courses is often problematic due to the scarcity of clinical placements and this may require students to wait until a placement becomes available, and thus increase the length of their program.</p>
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	Fall 2017
Estimated Cost and funding	N/A

source	
Next Steps (ie.: Communications Plan, Implementation plans)	
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the Governance Toolkit section Student Participation Protocol >	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> • Vice-Provost & University Registrar, Sep 23, 2016
	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • Office of the Registrar, Exams and Timetabling, Oct 5, 2016 • Faculté Saint-Jean, at Bilingual Leadership Team Meeting on Sept 14, 2016 • GFC ASC Subcommittee on Standards – November 3, 2016
	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Faculty Caucus discussed changes (student representative on Faculty Council received Agenda and meeting material but was not in attendance) – Sept 13, 2016 • Faculty of Nursing On-Site Curriculum Committee approved changes (student representative in attendance) – Sept 20, 2016 • Faculty of Nursing Council approved changes (student representative on Faculty Council received Agenda and meeting material but was not in attendance) – Oct 11, 2016
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee – November 17, 2016
Final Approver	GFC Academic Standards Committee

Alignment/Compliance

Alignment with Guiding Documents	<p><i>For the Public Good</i></p> <p>GOAL: EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>To excel and achieve our full potential as an institution and as individuals, the University of Alberta will sustain a learning and research culture that inspires, supports, and champions high professional standards and outstanding achievements in basic and applied research and scholarship, creative activity, administration, and governance.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. <i>Post-Secondary Learning Act (PSLA)</i>: The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 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 (ASC).</p>

2. **PSLA:** The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).
3. **UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)
The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”
- 2. UAPPOL Admissions Procedure:**
“PROCEDURE
1. **EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS**
Following approval by GFC:
- a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar).
For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).
- b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”
5. **PSLA:** The PSLA gives Faculty Councils the authority to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).
6. **UAPPOL Academic Standing Policy:** All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar.
7. **GFC Academic Standards Committee** Terms of Reference (3. Mandate):
“A. Definitions

	<p><i>i. Routine and/or Editorial</i> [...] 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 which do not involve alternation of an existing quota or establishment of a new quota. Editorial or routine changes include any and all change to the wording or an admissions or academic standing policy.”</p> <p>“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, [...]”</p> <p>i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals.</p> <p>ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations”</p>
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Attachments (each to be numbered 1 - <>)

1. Attachment 1 (6 pages) Faculty of Nursing – Proposed Academic Standing and Graduation Changes
2. Attachment 2 (3 page) Faculty of Nursing – Proposed Changes to Admission Requirements for BSc in Nursing Collaborative and After Degree Programs, and Readmission Requirements

Prepared by: Vanessa Kaiser, Scheduling Assistant, vkaiser@ualberta.ca

**Faculty of Nursing
Calendar Change Request Form
For Implementation in 2017-18**

The Faculties/Faculty of Nursing/Academic Standing and Graduation

Academic Standing and Graduation

CURRENT	PROPOSED
<p style="text-align: center;">Academic Standing and Graduation</p> <p>...</p> <p>1. Academic Performance Initial assessment and subsequent reassessment of academic standing is based on students' performance in a minimum of ★9. If, at the time of review, students have attempted fewer than ★9 since the last assessment, the review is deferred and the academic standing assigned at the last review remains in effect until the next review.</p> <p>Assessment of academic performance is conducted at the end of each student's registration in both Fall/Winter and Spring/Summer provided that ★9 have been attempted since the last review.</p> <p>a. Satisfactory Standing: For promotion, a student must pass all courses and obtain a minimum GPA of 2.0.</p>	<p style="text-align: center;">Academic Standing and Graduation</p> <p>...</p> <p>1. Academic Performance Initial assessment and subsequent reassessment of academic standing is based on students' performance in a minimum of ★9. If, at the time of review, students have attempted fewer than ★9 since the last assessment, the review is deferred and the academic standing assigned at the last review remains in effect until the next review.</p> <p>Assessment of academic performance is conducted at the end of each student's registration in both Fall/Winter and Spring/Summer provided that ★9 have been attempted since the last review.</p> <p>a. Satisfactory Standing: For promotion, a student must pass all courses and obtain a minimum GPA of 2.0.</p> <p>b. Foundational Course Minimum Pass: Students wishing to proceed in the Nursing program must achieve a grade of at least C+ in the foundational Nursing courses. A student who has not passed all foundational courses may not be able to progress. Academic performance in the program is reviewed and considered in determining continuation in the program.</p> <p>If a student receives a grade less than C+ in the second attempt of a foundational course, the student will normally be required to</p>

<p>b. Whenever a student receives a grade of F, D, D+ or C- in a nursing course, the student's total academic and clinical performance in the program is reviewed at the end of each term and considered in determining continuation in the program.</p>	<p><u>withdraw from the program (See Reregistration in Courses).</u></p> <p><u>Foundational Courses:</u></p> <p><u>Bachelor of Science in Nursing (BScN) After Degree Program:</u> <u>NURS 113 - Pathophysiology</u> <u>NURS 215 - Pharmacotherapeutics in Nursing</u> <u>NURS 303 - Introduction to Nursing Theory</u> <u>NURS 305 - Introduction to Health Assessment</u></p> <p><u>Bachelor of Science in Nursing (BScN) Bilingual Program:</u> <u>NURS 215 - Pharmacotherapeutics in Nursing</u> <u>NURS 305 - Introduction to Health Assessment</u> <u>SC INF 217 - Introduction aux sciences infirmières</u></p> <p><u>Bachelor of Science in Nursing (BScN) Collaborative Program:</u> <u>MMI 133 - Medical Microbiology for Health Care Professionals</u> <u>NURS 103 - Introduction to Nursing Theory</u> <u>NURS 105 - Introduction to Health Assessment</u> <u>NURS 113 - Pathophysiology</u> <u>NURS 140 - Anatomy</u> <u>NURS 150 - Physiology</u> <u>NURS 215 - Pharmacotherapeutics in Nursing</u></p> <p><u>c.</u> Whenever a student receives a grade of F, D, D+, C- <u>or W</u> in a nursing <u>non-foundational</u> course, the student's total academic and clinical performance in the program is reviewed at the end of each term and considered in determining continuation in the program.</p> <p><u>d.</u> <u>Marginal Standing:</u> <u>Students with a GPA of 1.7 to 1.9 inclusive on a minimum of ★9 will be placed under academic warning. Students who fall into marginal standing who do not have in their postsecondary education a prior requirement to withdraw, a prior academic warning, a probation period or their equivalents may be permitted to continue on probation in the BScN program.</u></p> <p><u>e.</u> <u>Probation:</u> <u>Probation is granted to Faculty of Nursing students</u></p>
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<p>Ⓔ Unsatisfactory Standing: A student with a GPA of less than 2.0 must withdraw from the Faculty.</p> <p>Ⓕ Fresh Start Program:</p> <p>...</p> <p>Ⓖ First-Class Standing:</p> <p>...</p> <p>2. Health and Safety Requirements</p> <p>...</p> <p>3. Clinical Performance</p> <p>Ⓐ Students must complete theory and practice components of nursing courses to receive credit. Students who have not received a pass in the clinical/laboratory portion of a nursing course are not given credit for the course and must repeat both the clinical and non-clinical portions of the course. The clinical component, explained in the course outline, must be completed for credit to be granted.</p> <p>Ⓑ A student who is absent more than one clinical day in any one clinical nursing course may need to make up the lost time before being allowed to continue in the program.</p> <p>Ⓒ The Dean, or supervisor acting on behalf of the Dean, may</p>	<p>who:</p> <ul style="list-style-type: none"> • have a marginal standing (GPA between 1.7-1.9), • successfully appeal a requirement to withdraw, • fail or withdraw from a clinical course on more than one occasion, or • are readmitted after studies were discontinued for academic reasons. <p>When placed on probation, a student must fulfill conditions specified by the Associate Dean, Undergraduate Programs at the time of readmission. To clear probation, the student must achieve Satisfactory Standing in all terms during the probationary year. Students who fail to satisfy any of the conditions fail probation are required to withdraw and are ineligible for readmission to the Faculty of Nursing.</p> <p>f. Unsatisfactory Standing: A student with a GPA of less than 1.7 must withdraw from the Faculty.</p> <p>g. Fresh Start Program:</p> <p>...</p> <p>h. First-Class Standing:</p> <p>...</p> <p>2. Health and Safety Requirements</p> <p>...</p> <p>3. Clinical Performance</p> <p>a. Students must complete theory and practice components of nursing courses to receive credit. Students who have not received a pass in the clinical/laboratory portion of a nursing course are not given credit for the course and must repeat both the clinical and non-clinical portions of the course. The clinical component, explained in the course outline, must be completed for credit to be granted.</p> <p>b. A student who is absent more than one clinical day in any one clinical nursing course may need to make up the lost time before being allowed to continue in the program.</p> <p>c. The Dean, or supervisor acting on behalf of the Dean, may immediately deny assignment of a student to, withdraw a</p>
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immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of a 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](#) .) For unprofessional, incompetent or unsafe practice on the part of the student not directly related to medical issues, the transcript will reflect the practices and sanctions delineated in the Code of Student Behavior. 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. The sanction typically includes a grade of F being assigned. The student has the right to appeal the Dean's decision to the GFC Practice Review Board (PRB).

- d. Students who fail the same clinical course twice will be required to withdraw from the program.

student from, or vary terms, conditions or site of a 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](#) .) For unprofessional, incompetent or unsafe practice on the part of the student not directly related to medical issues, the transcript will reflect the practices and sanctions delineated in the Code of Student Behavior. 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. The sanction typically includes a grade of F being assigned. The student has the right to appeal the Dean's decision to the GFC Practice Review Board (PRB).

- d. [NURS 348 or 448 \(Clinical Competency Assessment\)](#)
 - i. [Students may be required to enroll in NURS 348 or 448 \(Clinical Competency Assessment\) before being permitted to take any future clinical courses in the Faculty of Nursing. The Clinical Competency Assessment is imposed most commonly when:](#)
 - a. [more than 12 months has passed since a student's most recent successfully completed clinical course;](#)
 - b. [a student has attempted but not successfully completed any clinical course and has been assessed as having challenges meeting course expectations, typically as set out in the Evaluation of Nursing Practice \(ENP\); or](#)
 - c. [a student is accepted for transfer from another Nursing program and it is considered necessary to assess the student's knowledge and skills.](#)
 - ii. [Students can only be enrolled once in NURS 348 or 448 regardless of failure in more than one clinical course](#)
 - iii. [Students who fail or withdraw on more than one occasion in subsequent clinical courses, after](#)

<p>...</p> <p>11. Maintaining Registration:</p> <ul style="list-style-type: none"> a- Students who wish to alter the course sequence of their program as laid out in the calendar, or who have withdrawn from or failed a course must see the Student Advisor immediately to discuss program completion options. Reregistration cannot occur without permission from the Faculty. Students will be competing for available space in nursing courses when returning. Students may be required to enrol in a refresher course prior to proceeding in clinical nursing courses in order to protect the public interest. b- Reregistration in Courses - A student who has been assigned a grade of "W" or "F" in a course is entitled to a second registration in this course and must achieve a minimum grade of C. If a student receives a "W" or a grade less than C in the second attempt of a course, the student will normally be required to withdraw from the program (see Reregistration in Courses). 	<p>successfully passing NURS 348 or 448, will be required to withdraw from the program.</p> <ul style="list-style-type: none"> iv. Students who are unsuccessful in NURS 348 or 448 can be required to withdraw from the program or repeat junior level clinical courses, and/or foundational courses. e. Students who fail or withdraw from the same clinical course twice will be required to withdraw from the program. <p>...</p> <p>11. Maintaining Registration:</p> <ul style="list-style-type: none"> a. Students who wish to alter the course sequence of their program as laid out in the calendar, or who have withdrawn from or failed a course must see the Student Advisor immediately to discuss program completion options. Reregistration cannot occur without permission from the Faculty. Students will be competing for available space in nursing courses when returning. Students may be required to enrol in a refresher course prior to proceeding in clinical nursing courses in order to protect the public interest. b. Students must follow the required course sequence unless pre-approval is given for an alternate sequence. Students may not continue in their Nursing program if an alternate course sequence is not approved. Students must see the Faculty of Nursing Student Advisor immediately to discuss alternative program sequence and approval. c. Reregistration in Courses – A student who does not achieve the minimum grade of C+ in a foundational Nursing course will be permitted a second attempt of the course. A student who has been assigned a grade of "W" or "F" in a course may be granted a second registration in
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	<p>this course and must achieve a minimum grade of C+. If a student receives a "W" or a grade less than C+ in the second attempt of a course, the student will normally be required to withdraw from the program (see Reregistration in Courses).</p>
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**Faculty of Nursing
Calendar Change Request Form
For Implementation in 2017-18**

Undergraduate Admission/ Admission Requirements by Faculty/ Faculty of Nursing

**BSc in Nursing—Collaborative Program
BSc in Nursing After Degree Program
Readmission**

CURRENT	PROPOSED
<p>Faculty of Nursing Admission Requirements</p> <p>BSc in Nursing—Collaborative Program</p> <p>...</p> <p>II. Transfer Applicants Transfer students from other University of Alberta Faculties and other postsecondary institutions should consult Transfer from a Postsecondary Institutions for information on Transfer from Colleges and Universities.</p> <p>Requirements</p> <ol style="list-style-type: none"> 1. Transfer students must present the high school subject requirements listed in High School Applicants. 2. An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to Transfer from a Postsecondary Institutions . 3. Complete high school and postsecondary transcripts. 	<p>Faculty of Nursing Admission Requirements</p> <p>BSc in Nursing—Collaborative Program</p> <p>...</p> <p>II. Transfer Applicants Transfer students from other University of Alberta Faculties and other postsecondary institutions should consult Transfer from a Postsecondary Institutions for information on Transfer from Colleges and Universities.</p> <p>Requirements</p> <ol style="list-style-type: none"> 1. Transfer students must present the high school subject requirements listed in High School Applicants. 2. An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to Transfer from a Postsecondary Institutions . 3. Effective Fall 2018 admission onward, transfer credit will only be granted for foundational nursing courses with a minimum grade of C+* and taken within 5 years of application for admission. Foundational nursing courses include: Anatomy (★3), Introduction to Nursing Theory (★6), Introduction to Health Assessment (★4), Medical Microbiology (★3), Pathophysiology (★3), Pharmacotherapeutics (★3), and

<p>Note: Students should apply early as they may be eligible for an early offer of admission. Once an early offer of admission has been made, a student is eligible to access the Bear Tracks web registration system. If a student fails to maintain a minimum AGPA of 3.0, the early offer of admission will be withdrawn.</p> <p>...</p> <p>BSc in Nursing After Degree Program</p> <p>This program is offered at two sites: Edmonton and Camrose.</p> <p>Requirements</p> <ol style="list-style-type: none"> 1. A baccalaureate degree from a recognized academic institution. 2. An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to Transfer from a Postsecondary Institutions . 3. Completion of the following prerequisite courses: English (★3), Human Anatomy (★3), Human Physiology (★3), Medical Microbiology (★3), Psychology (★3), and Statistics (★3). <p>High school subject requirements do not apply.</p>	<p>Physiology (★3).</p> <p>*Students must obtain a grade equivalent to C+ as determined by the grading scale in the Faculty of Nursing at the University of Alberta. International applicants' grading equivalences will be considered on a case by case basis.</p> <ol style="list-style-type: none"> 4. Complete high school and postsecondary transcripts. <p>Note: Students should apply early as they may be eligible for an early offer of admission. Once an early offer of admission has been made, a student is eligible to access the Bear Tracks web registration system. If a student fails to maintain a minimum AGPA of 3.0, the early offer of admission will be withdrawn.</p> <p>...</p> <p>BSc in Nursing After Degree Program</p> <p>This program is offered at two sites: Edmonton and Camrose.</p> <p>Requirements</p> <ol style="list-style-type: none"> 1. A baccalaureate degree from a recognized academic institution. 2. An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to Transfer from a Postsecondary Institutions . 3. Completion of the following prerequisite courses: English (★3), Human Anatomy (★3), Human Physiology (★3), Medical Microbiology (★3), Psychology (★3), and Statistics (★3). 4. Effective Fall 2018 admission onward, the following prerequisite courses require a minimum grade of C+* and must be taken within 5 years of applying: <ul style="list-style-type: none"> • Human Anatomy (★3).
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	<ul style="list-style-type: none"> • <u>Human Physiology (★3), and</u> • <u>Medical Microbiology (★3).</u> <p><u>* Students must obtain a grade equivalent to C+ as determined by the grading scale in the Faculty of Nursing at the University of Alberta. International applicants' grading equivalences will be considered on a case by case basis</u></p> <p>High school subject requirements do not apply.</p>
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CURRENT	PROPOSED
<p>Faculty of Nursing Admission Requirements</p> <p>...</p> <p>Readmission</p> <p>Readmission depends on availability of space and is at the discretion of the Faculty of Nursing Admissions Committee.</p> <ol style="list-style-type: none"> 1. Applications from students who have previously been in the program and <i>left in good standing</i> and wish to re-enrol in the Faculty must <u>complete the following by the deadline specified in Admission and Readmission Deadlines</u>:- <ol style="list-style-type: none"> a. <u>Transcripts from all postsecondary institutions attended since withdrawal</u> 2. Applications from students who had previously been in the program and <i>were required to withdraw</i> and want to re-enrol in the Faculty must <u>complete the following items by the deadline in Admission and Readmission Deadlines</u>:- <ol style="list-style-type: none"> a. <u>Transcripts from all postsecondary institutions attended since withdrawal</u> b. Interview with <u>members of the Faculty of Nursing Admissions</u> 	<p>Faculty of Nursing Admission Requirements</p> <p>...</p> <p>Readmission</p> <p>Readmission depends on availability of space and is at the discretion of the Faculty of Nursing Admissions Committee.</p> <ol style="list-style-type: none"> 1. Applications from students who have previously been in the program and <i>left in good standing</i> and wish to re-enrol in the Faculty must: <ol style="list-style-type: none"> a. <u>Submit transcripts from all postsecondary institutions attended within 3 years of withdrawal and by the deadline specified in Admission and Readmission Deadlines</u> 2. Applications from students who had previously been in the program and <i>were required to withdraw</i> and want to re-enrol in the Faculty must: <ol style="list-style-type: none"> a. <u>Submit transcripts from all postsecondary institutions attended within 2 years of withdrawal and by the deadline in Admission and Readmission Deadlines</u> b. Interview with <u>Associate Dean, Undergraduate Programs or</u>

Committee	<u>designate</u>
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OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposed Changes to Existing Academic Standing and Graduation, DDS Degree Program and DDS Advanced Placement Program, Faculty of Medicine and Dentistry**

Motion: THAT the GFC Academic Standards Committee approve, with delegated authority, changes to the existing Academic Standing and Graduation, DDS Degree and DDS Advanced Placement Programs, as proposed by the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect for Fall 2017.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Fraser Brenneis, Vice-Dean Education, Faculty of Medicine and Dentistry
Presenter	Fraser Brenneis, Vice-Dean Education, Faculty of Medicine and Dentistry

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To clarify the DDS Degree and DDS Advanced Placement Program awards distribution process and selection criteria to avoid confusion. Original grades will be used to calculate GPA, not remedial grades for those students repeating failed courses. Awards selection will be limited to students carrying a full course load only.
The Impact of the Proposal is	The proposed changes will clarify the process and selection criteria.
Replaces/Revises (eg, policies, resolutions)	Revises DDS Degree and DDS Advanced Placement Program Academic Standing calendar sections to add clarification around awards distribution.
Timeline/Implementation Date	Published in 2017-18 calendar
Estimated Cost and funding source	No additional cost
Next Steps (ie.: Communications Plan, Implementation plans)	Students will be made aware of the eligibility criteria for awards within the DDS Degree and DDS Advanced Placement program.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the Governance Toolkit section Student Participation Protocol >	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> •
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> • Faculty Learning Committee – reviewed and approved – July 20, 2016 (FoMD Delegated body) • Office of the Registrar, Calendar Production – consulted/informed • FoMD Faculty Council Committee – consulted/informed – July 29, 2016

	<u><i>Those who are actively participating:</i></u> •
Approval Route (Governance) (including meeting dates)	Faculty Learning Committee – July 20, 2016 GFC Academic Standards Committee – November 17, 2016
Final Approver	GFC Academic Standards Committee

Alignment/Compliance

Alignment with Guiding Documents	<i>For the Public Good</i> GOAL: EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.
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 <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 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 (ASC).</p> <p>2. PSLA: The <i>PSLA</i> gives Faculty Councils the authority to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p> <p>3. UAPPOL Academic Standing Policy: All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar.</p> <p>4. GFC Academic Standards Committee Terms of Reference (3. Mandate): “A. Definitions <i>i. Routine and/or Editorial</i> [...] 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 which do not involve alternation of an existing quota or establishment of a new quota. Editorial or routine changes include any and all change to the wording or an admissions or academic standing policy.” “B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, [...]” <i>i.</i> All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC</p>

Item No. 11

	<p>Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals.</p> <p>ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations”</p>
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Attachments

1. Attachment 1 (page(s) 1 - 2)

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

FACULTY OF MEDICINE AND DENTISTRY

CALENDAR ENTRY

Effective for 2017-2018

Dated: July 14, 2016

CURRENT	PROPOSED
<p>Academic Standing and Graduation DDS Degree</p> <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> <p>a. 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.</p> <p>b. A student who fails more than two courses in any year of the program will be required to withdraw from the program.</p> <p>c. For promotion and graduation, students need to adhere to and meet the requirements as stated in the department’s Attendance Policy.</p>	<p>Academic Standing and Graduation DDS Degree</p> <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> <p>a. 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.</p> <p>b. A student who fails more than two courses in any year of the program will be required to withdraw from the program.</p> <p>c. For promotion and graduation, students need to adhere to and meet the requirements as stated in the department’s Attendance Policy.</p> <p><u>d. Awards distribution will be based on a full course load only and utilizing original not remedial grades in calculation of the GPA.</u></p>
<p>113.2.2 Academic Standing and Graduation</p> <p>DDS Advanced Placement Program</p> <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> <p>a. No student may proceed to next year of the Program and will be required to withdraw unless they have passed all courses for that academic year.</p> <p>b. A student who fails more than two courses in</p>	<p>113.2.2 Academic Standing and Graduation</p> <p>DDS Advanced Placement Program</p> <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> <p>a. No student may proceed to next year of the Program and will be required to withdraw unless they have passed all courses for that academic year.</p> <p>b. A student who fails more than two courses in</p>

<p>any year of the program will be required to withdraw from the program.</p> <p>c. For promotion and graduation, students need to adhere to and meet the requirements as stated in the department's Attendance Policy.</p>	<p>any year of the program will be required to withdraw from the program.</p> <p>c. For promotion and graduation, students need to adhere to and meet the requirements as stated in the department's Attendance Policy.</p> <p><u>d. Awards distribution will be based on a full course load only and utilizing original not remedial grades in calculation of the GPA.</u></p>
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Rationale: Any student not carrying a full course load should not have unfair advantage in awards selection over those students taking the full course load. Original grades earned prior to remediation will be used in the calculation of GPAs since second chances at assessments can significantly improve a student's overall marks in a course allowing them to rank higher than students who were able to pass the course the first time around.

OUTLINE OF ISSUE
Advice, Discussion, Information Item

Agenda Title: **Proposed Changes to Admission Requirements to Doctor of Pharmacy (PharmD), Faculty of Pharmacy and Pharmaceutical Sciences**

Motion: THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed changes to admission requirements for the Doctor of Pharmacy (PharmD), Faculty of Pharmacy and Pharmaceutical Sciences, as set forth in Attachment 1, to take effect Fall 2017.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Dion Brocks, Associate Dean (Student Affairs), Faculty of Pharmacy and Pharmaceutical Sciences
Presenter	Dion Brocks, Associate Dean (Student Affairs), Faculty of Pharmacy and Pharmaceutical Sciences

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To ensure that students interested in applying for the Doctor of Pharmacy (PharmD) program are able to complete 60 credits and required courses within two years. Students in BSc programs at the UofA, and other Campus Alberta Institutions, typically take 18 credits of social sciences and humanities courses spread out over the 4 years of their degree programs. However, students may not be able to complete 18 credits in Social Sciences and Humanities within the first two years of their programs if they are in Honors or Specialization degrees. Forcing 18 credits in social sciences and humanities will affect degree completion or eligibility to apply to the PharmD program for those students.
The Impact of the Proposal is	Removal of barriers for students interested in applying for the PharmD program.
Replaces/Revises (eg, policies, resolutions)	Admission requirements approved by GFC Academic Standards Committee September 17, 2015
Timeline/Implementation Date	For publication in the 2017-2018 calendar with implementation in the Fall 2018
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	
Supplementary Notes and context	The admission requirements for the PharmD were approved by the GFC Academic Standards Committee on September 17, 2015 as part of the proposal to establish a new undergraduate Doctor of Pharmacy program. This program was approved by Government in August 2016 and will accept applications for Fall 2018 admission.

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"> • Claire Burke – July 20, 2016; September 23, 2016 • Anna Vocioni – September 20, 2016; September 23, 2016 • Iris Poon – September 20, 2016; September 23, 2016
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<p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • Nat Kav and Kate Peters – May 27, 2016 • Curriculum Committee, Pharmacy and Pharmaceutical Sciences – July 20, 2016
	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> •
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculty Council, – September 20, 2016 GFC Academic Standards Committee – November 17, 2016</p>
<p>Final Approver</p>	<p>GFC Academic Standards Committee</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p><i>For the Public Good</i></p> <p>GOAL: EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>To excel and achieve our full potential as an institution and as individuals, the University of Alberta will sustain a learning and research culture that inspires, supports, and champions high professional standards and outstanding achievements in basic and applied research and scholarship, creative activity, administration, and governance.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>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 (Section 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 (ASC).</p> <p>2. PSLA: The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</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. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the</p>

	<p>respective Faculties, as the councils of such Faculties will determine.”</p> <p>2. UAPPOL Admissions Procedure: “PROCEDURE</p> <p>1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS Following approval by GFC:</p> <p>a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar). For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).</p> <p>b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”</p> <p>5. GFC Academic Standards Committee Terms of Reference (3. Mandate): “A. Definitions <i>i. Routine and/or Editorial</i> [...] 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 which do not involve alternation of an existing quota or establishment of a new quota. Editorial or routine changes include any and all change to the wording or an admissions or academic standing policy.”</p> <p>“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, [...]”</p> <p>i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals.</p> <p>ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations”</p>
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Attachments

1. Attachment 1 (3 pages) Faculty of Pharmacy and Pharmaceutical Sciences – Proposed Calendar Changes

Prepared by: Terri Schindel, Associate Dean (Undergraduate Programs), Faculty of Pharmacy and Pharmaceutical Sciences, tschin@ualberta.ca

Calendar Change

Implementation Type: Normal Early Implementation Year: *September 2018*

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

Approved by APC 21 October 2015	Proposed
<p>16.12 Faculty of Pharmacy and Pharmaceutical Sciences</p> <p>16.12.1 BSc in Pharmacy</p> <p>Effective for Fall 2017, applications to this program will no longer accepted. Interested students should apply to the Doctor of Pharmacy.</p> <p>I. Minimum Requirements</p> <p>The minimum requirements for admission to the Pharmacy Program are the satisfactory completion of *30 of University transferable work, including:</p> <ol style="list-style-type: none"> (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 (Calculus) (*3) (7) Statistics (*3) <p>II. Other Requirements</p> <p>(1) Spoken English Requirement: Applicants must meet a spoken English requirement (see §13.3.2).</p> <p>(2) Letter of Intent: Applicants must submit a letter with their application for admission stating their career goals, knowledge of the profession, related experience, and reasons for seeking admission to the Faculty of Pharmacy and Pharmaceutical Sciences.</p> <p>(3) Interview: A personal interview is required as part of the admission process.</p> <p>Note: Applicants who have sequential high school background courses in Chemistry, English, Mathematics, and Biology will best be prepared to succeed in the Pre-pharmacy program.</p> <p>III. Selection Process</p> <p>(1) The Admissions Committee has the responsibility of selecting from among the applicants those individuals who have demonstrated promise to successfully complete the program and gain licensure as pharmacists. Pharmacy has a quota of 130 places and admission is competitive. The number of applicants exceeds the number of available spaces and therefore not all qualified candidates will be offered admission.</p> <p>(2) Applicants are ranked primarily on academic achievement in the prerequisite courses. Other factors considered in ranking</p>	<p>16.12 Faculty of Pharmacy and Pharmaceutical Sciences</p> <p>16.12.1 BSc in Pharmacy</p> <p>Effective for Fall 2018, applications to this program will no longer accepted. Interested students should apply to the Doctor of Pharmacy.</p> <p>I. Minimum Requirements</p> <p>The minimum requirements for admission to the Pharmacy Program are the satisfactory completion of *30 of University transferable work, including:</p> <ol style="list-style-type: none"> (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 (Calculus) (*3) (7) Statistics (*3) <p>II. Other Requirements</p> <p>(1) Spoken English Requirement: Applicants must meet a spoken English requirement (see §13.3.2).</p> <p>(2) Letter of Intent: Applicants must submit a letter with their application for admission stating their career goals, knowledge of the profession, related experience, and reasons for seeking admission to the Faculty of Pharmacy and Pharmaceutical Sciences.</p> <p>(3) Interview: A personal interview is required as part of the admission process.</p> <p>Note: Applicants who have sequential high school background courses in Chemistry, English, Mathematics, and Biology will best be prepared to succeed in the Pre-pharmacy program.</p> <p>III. Selection Process</p> <p>(1) The Admissions Committee has the responsibility of selecting from among the applicants those individuals who have demonstrated promise to successfully complete the program and gain licensure as pharmacists. Pharmacy has a quota of 130 places and admission is competitive. The number of applicants exceeds the number of available spaces and therefore not all qualified candidates will be offered admission.</p> <p>(2) Applicants are ranked primarily on academic achievement in the prerequisite courses. Other factors considered in ranking</p>

include overall academic achievement (emphasizing recent academic performance), a demonstrated ability to perform well in a consecutive Fall/Winter session of full-time study (preferably *30), a letter of intent, and a personal interview [see §16.12.1(II)]. The letter of intent provides an opportunity for the applicant to convey career goals, knowledge of the profession, employment or volunteer experience, and other personal attributes that might be relevant for consideration by the Admissions Committee. Further details regarding the letter of intent, the interview, and U of A courses that can be used to meet minimum requirements are available on the Faculty of Pharmacy website at www.pharm.ualberta.ca/prospectivestudents.aspx.

16.12.2 Aboriginal Applicants

The Faculty of Pharmacy and Pharmaceutical Sciences may provide one position to an Aboriginal applicant, over the regular quota of 130 students. Students who are of Aboriginal ancestry within the meaning of the Constitution Act, 1982, Section 35(2) will be considered in this category (§14.3). Proof of Aboriginal status, to be provided as part of the application for admission, is required for consideration of this position [§14.3.2(2)].

Candidates will be subject to admission as outlined in §16.12.1, and to approval by the Faculty of Pharmacy and Pharmaceutical Sciences Admissions Committee. If there are no qualified Aboriginal students in any given year, this position will not be allocated to other applicants.

Aboriginal student applicants should contact the Coordinator, Native Health Care Careers, for individual counselling and career planning. See also §14.3.

16.12.3 Doctor of Pharmacy (PharmD)

The Doctor of Pharmacy (PharmD) program plans admission in fall **2017**.

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) Humanities or Social Sciences (minimum *18) (Examples include: Anthropology, Community Service Learning, Economics, History, Political Science, Psychology, Sociology, English, French, Philosophy, or Drama)
- (10) Sciences (up to *9) (Examples include: Biology, Biochemistry, Botany, Chemistry, Pharmacology, Physics, Psychology or Nutrition)

II. Other Requirements

- (1) **Spoken English Requirement:** Applicants must meet a spoken English requirement (see §13.3.2).
- (2) **Letter of Intent:** Applicants must submit a letter with their application for admission stating their career goals, related

include overall academic achievement (emphasizing recent academic performance), a demonstrated ability to perform well in a consecutive Fall/Winter session of full-time study (preferably *30), a letter of intent, and a personal interview [see §16.12.1(II)]. The letter of intent provides an opportunity for the applicant to convey career goals, knowledge of the profession, employment or volunteer experience, and other personal attributes that might be relevant for consideration by the Admissions Committee. Further details regarding the letter of intent, the interview, and U of A courses that can be used to meet minimum requirements are available on the Faculty of Pharmacy website at www.pharm.ualberta.ca/prospectivestudents.aspx.

16.12.2 Aboriginal Applicants

The Faculty of Pharmacy and Pharmaceutical Sciences may provide one position to an Aboriginal applicant, over the regular quota of 130 students. Students who are of Aboriginal ancestry within the meaning of the Constitution Act, 1982, Section 35(2) will be considered in this category (§14.3). Proof of Aboriginal status, to be provided as part of the application for admission, is required for consideration of this position [§14.3.2(2)].

Candidates will be subject to admission as outlined in §16.12.1, and to approval by the Faculty of Pharmacy and Pharmaceutical Sciences Admissions Committee. If there are no qualified Aboriginal students in any given year, this position will not be allocated to other applicants.

Aboriginal student applicants should contact the Coordinator, Native Health Care Careers, for individual counselling and career planning. See also §14.3.

16.12.3 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)

II. Other Requirements

- (1) **Spoken English Requirement:** Applicants must meet a spoken English requirement (see §13.3.2).
- (2) **Letter of Intent:** Applicants must submit a letter with their application for admission stating their career goals, related

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<p>experience, and reasons for seeking admission to the Faculty of Pharmacy and Pharmaceutical Sciences.</p> <p>(3) Pharmacist Consultation: Applicants must submit a Pharmacist Consultation Form with their application for admission stating their knowledge of the profession.</p> <p>(4) Interview: A personal interview is required as part of the admission process.</p> <p>Note: Applicants who have sequential high school background courses in Chemistry, English, Mathematics, and Biology will best be prepared to succeed in the Pre-pharmacy program.</p>	<p>experience, and reasons for seeking admission to the Faculty of Pharmacy and Pharmaceutical Sciences.</p> <p>(3) Pharmacist Consultation: Applicants must submit a Pharmacist Consultation Form with their application for admission stating their knowledge of the profession.</p> <p>(4) Interview: A n interview is required as part of the admission process.</p> <p>Note: Applicants who have sequential high school background courses in Chemistry, English, Mathematics, and Biology will best be prepared to succeed in the Pre-pharmacy program.</p>
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Rationale: 1) The Doctor of Pharmacy (PharmD) will be implemented in September 2018. 2) The changes to the Minimum Requirements address a concern that students interested in applying for the PharmD program may not be able to complete 60 credits and required courses (outlined in section 16.12.3, I., 1-8) within two years. Students in BSc programs at the UofA, and other schools, typically take 18 credits of social sciences and humanities courses spread out over the 4 years. However, students may not be able to complete 18 credits in Social Sciences and Humanities within the first two years of their programs if they are in Honours or Specialization degrees. Forcing 18 credits in social sciences and humanities will affect degree completion or eligibility to apply to the PharmD program for those students. 3) An editorial change (Section II. Other Requirements) to clarify the interview process.

<p>Submitted by:</p> <p>Dion Brocks, Associate Dean Student Affairs</p>	
	<p>Curriculum Committee Date: July 20, 2016</p>
<p>Faculty Approval:</p>	<p>Faculty Council Date: September 20, 2016</p>

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal for a New Program in Honors in Operations Management, Faculty of Business**

Motion: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee, under delegated authority from the General Faculties Council, the proposed Admission, Transfer and Academic Standing requirements Honors in Operations Management program as submitted by the Faculty of Business and as set forth in Attachment 1, for early implementation in January 2017

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Elaine Geddes, Associate Dean – Undergraduate, Faculty of Business
Presenter	Elaine Geddes, Associate Dean – Undergraduate, Faculty of Business

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To approve the proposed new program in Honors in Operations Management
The Impact of the Proposal is	To provide students with an option to pursue a Bachelor of Commerce Honors Operations Management program in the Department of Accounting, Operations and Information Systems
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	January, 2017
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	There is currently 1 student in the Honors program in Management Science who will be transferred to the Honors program in Operations Management if this proposal is approved.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the Governance Toolkit section Student Participation Protocol >	<u>Those who have been informed:</u> •
	<u>Those who have been consulted:</u> • Nat Kav, Vice-Provost (Programs) • Department of Financial and Statistical Analysis and the Department of Accounting, Operations and Information Systems, Fall of 2015 (discussed and approved) • Faculty of Business Undergraduate Studies Policy (USPC) Committee – September 23, 2016 (discussed and approved)
	<u>Those who are actively participating:</u> •
Approval Route (Governance) (including meeting dates)	Business Faculty Council – September 28, 2016 GFC Academic Standards Committee – November 17, 2016

	GFC Academic Planning Committee – December 14, 2016
Final Approver	GFC Academic Planning Committee

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p><i>For the Public Good</i></p> <p>GOAL: EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>OBJECTIVE 14: Inspire, model, and support excellence in teaching and learning.</p> <p>Strategy i: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<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 (Section 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 (ASC).</p> <p>2. PSLA: GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).</p> <p>3. PSLA: The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>4. PSLA: The PSLA gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p> <p>5. UAPPOL Admissions Policy: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission</p>

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.”

6. UAPPOL Admissions Procedure:

“PROCEDURE 1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

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

b. Where changes to admission regulations are deemed by the approving body to be “advantageous to students”, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”

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

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

9. GFC Academic Standards Committee (ASC) Terms of Reference (3. Mandate):

“B. Admission and Transfer, Academic Standing [...]

i. All proposals from the Faculties or Administration related to admission and transfer, to the academic standing of students [...] are submitted to the Provost and Vice-President (Academic)(or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals.”

10. GFC Academic Planning Committee (APC) Terms of Reference (Mandate): GFC delegated the following to GFC APC, the Provost and Vice-President (Academic) and the Dean of FGSR: “Existing Undergraduate and Graduate Programs: - Extension and/or Substantive Revision of Existing Programs - Revisions to or Extension of Existing

	<p>Degree Designations All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic). [...]</p> <p>The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC. [...]" (3.13.)</p> <p>11. PSLA: "The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of an applied, baccalaureate, master's or doctoral degree other than a degree in divinity." (Section 109(1))</p>
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Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - 5) Internal Program Approval Template Honors in Operations Management

Prepared by: Kate Peters, Portfolio Initiatives Manager peters3@ualberta.ca

University of Alberta Internal Program Approval Template

This template is used for the vetting and approval of proposals to create or modify programs when such proposals do not require approval by the Minister of Innovation and Advanced Education. Proposals using this template should be accompanied by appropriate supporting documentation including draft calendar changes, letters of support, etc.

Proposals requiring Ministerial approval should be presented on the appropriate government template. Faculties and Departments pursuing program proposals are encouraged to consult with the Portfolio Initiatives Manager in the Office of the Provost and Vice-President (Academic) (peters3@ualberta.ca) on the appropriate template and process. Graduate proposers should also consult with the Dean of Graduate Studies (fgsrgov@ualberta.ca).

This Template is used for the following:

- Graduate specialization title changes (e.g. History to Historical Studies).
- Creation of a new graduate specialization (e.g. MSc in the Department of Swedish Fisheries to MSc in the Department of Swedish Fisheries with Specialization in Trout Fishing) – requires the enrolment appendix.
- Suspension/Termination of a graduate specialization.
- The addition of an Honours/Specialization stream to an existing undergraduate program.

Basic Information

1. Title of the Program: Honors in Operations Management
2. Proposed effective date: January 2017
3. Length of the program (years): 4 years
4. Faculty and Academic Unit: Faculty of Business, Department of Accounting, Operations and Information Systems
5. Collaborating partners at other institutions (if any): None
6. Contact person, with telephone number and e-mail address: Elaine Geddes, Associate Dean, Undergraduate Programs, Faculty of Business, 780-492-5142, egeddes@ualberta.ca
7. Statement indicating completion of departmental and/or Faculty approval processes.

This proposal went through both the Department of Financial and Statistical Analysis and the Department of Accounting, Operations and Information Systems in the Fall of 2015 and was approved by both Departments. It was submitted to the Faculty of Business Undergraduate Studies Policy (USPC) Committee on January 14, 2016, and approved at that time. It then went to Faculty of Business Council on January 27, 2016, and was approved. The initial approval was for a change of name to an existing Honors program. University Governance advised that the change of name was not the appropriate pathway to create the new program and so the new program was resubmitted to USPC on September 23, 2016 and approved. It was submitted to Business Council on September 28, 2016 and approved.

8. Attach proposed Calendar program and/or course changes.
Attached as Appendix B.
9. Attach letter of support from the Dean of the Faculty (for graduate specialization proposals).
N/A

Program Impact and Rationale

10. What is the rationale for the program proposal?

When the Honors program in Management Science was first created in 2003, the academic area of Management Science was located within the Department of Finance and Management Science. This area was always a mixture of academics primarily involved in Statistics and those primarily involved in Operations Management. The Honors program in Management Science had always followed the general course requirements for the Operations Management Major, with the addition of some additional Honors program requirements. There never was a Management Science major.

In 2011, the Management Science group split into two, with the Operations Management group moving to the newly re-named Department of Accounting, Operations and Information Systems. Responsibility for the Operations Management major also moved to the new Department.

Until the fall of 2015, there had never been a student in the Honors program in Management Science. The program had not been looked at in some time and the inconsistency inherent in its title was not noticed. However, when the student applied to the program, it became apparent that her interest was in Operations Management and that the academic staff member most able to supervise the program was in Operations Management. The courses already required were mainly Operations Management courses, and only a small amount of adjustment was needed to create an enriched program for this student. Both Departments involved readily agreed that the name change made sense and that the Honors program should be renamed and housed in the same Department that housed Operations Management.

It is difficult to compare this nomenclature as Honors programs are not common in Undergraduate Business degrees. But the subject matter of the program is well accepted throughout Canada as "Operations Management".

11. Provide the expected enrolment (or other) impact on the academic unit(s) offering the program and other affected units if applicable. Include information on the current enrolment.

There is expected to be only minimal impact on the Department given that it is anticipated that the number of students in this program will always remain small. There is currently 1 student in the Honors program in management Science who will be transferred to the Honors program in Operations Management if this proposal is approved. It is likely that the program would attract only one new student per year entering into Year Three, and a total of two students at steady state which is well within the capacity of the Department.

12. Do you anticipate an enrolment (or other) impact on programs at other institutions or regulatory bodies? Describe any consultations that have occurred with other institutions and professional organizations.

The new program is not expected to have any adverse effects or impact on any external stakeholders. Employers are substantially more familiar with the title "Operations Management" than they are with Management Science. Other post-secondary institutions that might consider a graduate from an Honors program for graduate work will be very familiar with this terminology and it will more accurately describe the student's program. There have been no consultations with any external organizations.

13. Are there any resource implications (budget, information technology (IT), library (Library Impact Statement), laboratory, space, student services, administrative services (eg, FGSR, Registrar's Office, or IST), as applicable) for the proposed change? If so, please provide detail and evidence of consultation with affected unit(s) and/or appropriate University officers/committees.

The new program is not expected to have any major effects on any relevant units within the University of Alberta. There may be a minor impact on the Office of the Registrar. There will be no resource implications for any unit. The Registrar's Office has reviewed the material and has no concerns.

The only impact on students will be on the single student currently in the program. We are requesting that this be implemented for January 2017 to allow this single student to graduate with this designation. There has never been another student in the program. One of the student members on USPC is an Operations Management major and declared herself "very excited" by this change, feeling it would make the area more relevant to students.

Appendix A– Sample Enrolment Table

Proposed Enrolment	2016-17	2017-18	2018-19	2019-20	Annual Ongoing
• Total Full-Time head count	1	1	2	2	2
• Full-Time Year 1	0	0	0	0	0
• Full-Time Year 2	0	0	0	0	0
• Full-Time Year 3	0	1	1	1	1
• Full-Time Year 4	1	0	1	1	1
• Total Part-Time head count	0	0	0	0	0
• Part-Time Year 1	0	0	0	0	0
• Part-Time Year 2	0	0	0	0	0
• Part-Time Year 3	0	0	0	0	0
• Part-Time Year 4	0	0	0	0	0
• Total Work Experience hc	0	0	0	0	0
• Work Experience Year 1	0	0	0	0	0
• Work Experience Year 2	0	0	0	0	0
• Work Experience Year 3	0	0	0	0	0
• Work Experience Year 4	0	0	0	0	0
• Anticipated Number of Graduates	1	1	1	1	1

Appendix B – Calendar Copy

PROPOSED
<p>BCom Honors Program Honors programs in Business are available in several areas (see BCom Honors Accounting, BCom Honors Finance and Honors in <u>Operations Management</u>). Application to the Honors program is normally made immediately prior to or during Year Three of the BCom program. However, qualified students in any year are encouraged to apply. Acceptance may depend on whether the students have room in their programs to complete Honors requirements. Prospective students must be currently in the BCom program, or have been accepted for admission to the BCom program. Students must normally present a minimum GPA of 3.7. Admission decisions will be made jointly by the Undergraduate Office in Business and the Department responsible for administering the particular Honors program to which the student is applying.</p>
<p>III Honors in Operations Management 1. <u>Students must normally present a minimum GPA of 3.7.</u> 2. <u>Students will normally have received a grade of A- or higher in ECON 101, ECON 102, MATH 113 or MATH 114 and STAT 151, or have otherwise demonstrated excellence in their academic Program.</u></p>
<p><u>Honors in Operations Management [Business]</u> <u>Program</u> <u>The BCom Honors in Operations Management program follows the same general program of studies as the BCom Major in Operations Management. Additional required courses are MATH 115, 125, the OM Honors Essay course and one 700-level MGTSC or OM course, and STAT 265. Various streams such as Optimization, Statistics, Stochastic Modeling and Decision and Game Theory are possible. Please contact the Department for suggested streams.</u></p>
<p><u>Sequence of Courses</u> <u>Year Two—Fall</u> <u>ACCTG 311 - Introduction to Accounting for Financial Performance</u> <u>BUS 201 - Introduction to Canadian Business</u> <u>MARK 301 - Introduction to Marketing</u> <u>MGTSC 312 - Probability and Statistics for Business</u> <u>★3 in electives outside Business (See Note 1)</u></p>
<p><u>Year Two—Winter</u> <u>FIN 301 - Introduction to Finance</u> <u>MATH 115 - Elementary Calculus II (See Note 2)</u> <u>OM 352 - Operations Management</u> <u>SMO 310 - Introduction to Management</u> <u>★3 in electives outside Business (See Note 1)</u></p>
<p><u>Year Three</u> <u>B LAW 301 - Legal Foundations of the Canadian Economy</u> <u>ECON 281 - Intermediate Microeconomic Theory I (See Note 5)</u> <u>MATH 125 - Linear Algebra I (See Note 3)</u> <u>MIS 311 - Management Information Systems</u> <u>STAT 265 - Statistics I (See Note 3)</u> <u>★12 chosen from Operations Management Honors required courses (See Notes 4 and 5)</u> <u>★3 in electives outside Business (See Note 1)</u></p>

Year Four

★3 in MGTSC or OM at the 700-level

OM 480 - Honors Essay in Operations Management

★15 chosen from Operations Management Honors required courses (See Notes 4 and 5)

★9 in free electives (See Note 1)

Notes

1. See Policy on Elective Courses.

2. Generally, MATH 115 should be taken prior to entry to the Honors program.

3. Recommended to be taken in Fall Term.

4. Operations Management Honors courses may be chosen from any 400-level OM courses and from a list of additional approved courses available from the Department of Accounting, Operations and Information Systems. At least six of the nine courses must be chosen from 400-level OM courses, MGTSC 405 and 455.

5. ECON courses used to satisfy the requirements of this major may not also be used to satisfy the requirements for coursework outside the Faculty of Business.

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal for a (new) Freestanding For-Credit University Certificate in Teaching Students with Complex Communication Needs as submitted by the Faculty of Education**

MOTION: THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, recommend to the GFC Academic Planning Committee the approval of a (new) Freestanding For-Credit University Certificate in Teaching Students with Complex Communication Needs, as submitted by the Faculty of Education, and as set forth in Attachments 1, for implementation in September 2017

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Randy Wimmer, Dean (Interim), Faculty of Education
Presenter	Rauno Parrila, Professor, Department of Educational Psychology Lynn McGarvey, Vice Dean, Faculty of Education
Subject	Proposal for a Freestanding For-Credit University Certificate in Teaching Students with Complex Communication Needs

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposed 15-credit free-standing University Certificate in Teaching Students with Complex Communication Needs (TSCCN) is a certificate program aimed at practicing teachers, learning coaches, and related professionals with a Bachelor's degree who work on multi-disciplinary teams to support the participation and learning of students with complex communication needs (CCN). TSCCN provides educators with the knowledge and skills required to effectively support students' ongoing growth in communication, language, literacy, and numeracy.
The Impact of the Proposal is	Students with CCN require specialized supports to promote successful participation and learning as they work to access the general education curriculum and to achieve general education standards and their individualized learning goals. Most educators currently teaching students with CCN lack the necessary training and experience to use specialized supports effectively and to successfully teach students with CCN. TSCCN provides them with the necessary training.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	September 1, 2017
Estimated Cost and funding source	\$70,000 (Alberta Education \$62,500; JP Das Centre \$7,500) – see proposed budget for estimated cost.
Next Steps (ie.: Communications Plan, Implementation plans)	Advanced Education for approval. The proposal is already shared with Alberta Education, Alberta Teachers Association, School Superintendents, and Regional Collaborative Service Delivery (RCSD) centres who are responsible for services. All are waiting for a go ahead to advertise it as the need for these specialists is urgent.
Supplementary Notes and context	N/A

Alignment/Compliance

Alignment with Guiding Documents	<i>For the Public Good</i> GOAL: EXPERIENCE diverse and rewarding learning opportunities that
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	<p>inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>Objective 10: Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities.</p> <p>Strategy i: Develop continuing and professional education programs that connect the knowledge-mobilization activities of the university’s faculty members to the needs of diverse learner communities.</p> <p>Strategy ii: Create a wide range of opportunities, both in person and virtual, for broad, learning-centred programs for alumni and other communities of learners engaging in continuing and professional education.</p> <p>GOAL: EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>Objective 14: Inspire, model, and support excellence in teaching and learning.</p> <p>Strategy i: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.</p> <p><i>The 2016 Comprehensive Institution Plan</i> “TEACHING AND LEARNING This is the core activity of the university—supporting undergraduate and graduate students, researchers, and scholars, as well as accomplished members of professions who need to refresh their educations to advance their positions in industry or to advance industry itself.”</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<ol style="list-style-type: none"> 1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)). 2. UAPPOL Admissions Policy: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the

councils of such Faculties will determine.”

3. **UAPPOL Admissions Procedure:** “PROCEDURE 1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS Following approval by GFC: a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar).”
4. **UAPPOL Academic Standing Policy:** “All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar.”
5. **UAPPOL Academic Standing Regulations Procedures:** “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation. If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices. Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.”
6. **GFC Academic Standards Committee Terms of Reference (Mandate):**
“G. Certificates (All Faculties): Approval Route
GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC).”
7. **GFC Academic Planning Committee Terms of Reference (Mandate):**
“8. Establishment/Termination of Academic Programs [...] d. Where additional funding and/or space is required to support the offering of a proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) the certificate required Government approval, ASC would provide a recommendation on the (proposed) initiative to APC. APC, in turn, would have the GFC delegated authority to give final approval for the proposal in those

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	<p>cases where Government approval of the certificate is not required; in cases where Government approval is required, APC would provide recommendation on the proposal to the Board of Governors (or delegate body).”</p> <p>8. Board Learning and Discovery Committee Terms of Reference: “[...] 3. MANDATE OF THE COMMITTEE Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board. Without limiting the generality of the foregoing the Committee shall: [...] c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters ”</p>
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Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Alberta Education, Alberta Teachers’ Association, College of Alberta Superintendents (see letters of support) <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • This proposal was developed during 2015-2016 in consultation with Randy Wimmer, Interim Dean of the Faculty of Education, Yvonne Norton, Assistant Dean, Lynn McGarvey, Vice Dean, and Jacqueline Leighton, (former) Department Chair of Educational Psychology. • Nat Kav, Vice-Provost (Programs) and Kate Peters (Office of the Provost and Vice-President (Academic) have been consulted. • GFC ASC Subcommittee on Standards – November 3, 2016 <p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Rauno Parrila, Professor and Director of JP Das Centre on Developmental and Learning Disabilities, and Karen Erickson, the Director of the Center for Literacy and Disability Studies, a Professor in the Division of Speech and Hearing Sciences, and the Yoder Distinguished Professor in the Department of Allied Health Sciences, School of Medicine at the University of North Carolina at Chapel Hill
<p>Approval Route (Governance) (including meeting dates)</p>	<p>The proposal was accepted by the Department of Educational Psychology Department Council in January 2016.</p> <p>Faculty of Education accepted the proposal in June 2016 through the Undergraduate Academic Affairs Council.</p> <p>GFC Academic Standards Committee – November 17, 2016</p> <p>GFC Academic Planning Committee – December 14, 2016</p> <p>Board Learning and Discovery Committee – February 27, 2016</p>

Final Approver	Board Learning and Discovery Committee
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Attachments:

1. Attachment 1 TSCCN Certificate proposal; 14 pages
2. Attachment 2 Letters of Support; 18 pages
3. Attachment 3 Calendar Changes; 3 pages

Prepared by: Dr. Rauno Parrila, Professor and Director of JP Das Centre on Developmental and Learning Disabilities; rauno.parrila@ualberta.ca

Proposal Template Diploma, Certificate and Non-credential Programs

The following template outlines the information required by Enterprise and Advanced Education to support its comprehensive review of proposals for new certificate, diploma and non-credential programs and new specializations in existing certificate, diploma and non-credential programs.

The guiding premise of the review is to ensure that the program adds value to Campus Alberta. The review will focus on the institution’s assessment of student and employer demand; the situation of the program in the context of Campus Alberta; the financial viability of the program, including implications for students and taxpayers; and dimensions of program quality.

Basic Information

Institution	University of Alberta
Program/specialization title	Teaching Students with Complex Communication Needs
Credential awarded	University Certificate in Teaching Students with Complex Communication Needs
Proposed Implementation Date	September, 2017

SECTION 1: PROGRAM OVERVIEW

1.1 Type of Initiative

New freestanding for credit University Certificate in Teaching Students with Complex Communication Needs. (Admission: Bachelor's Degree)

1.2 Program Description

Provide a brief (1-2 paragraphs) description of the program, summarizing its intended purpose, curriculum design, and methods of delivery and highlighting distinctive attributes. Attach as an Appendix a complete list of courses, including credit values, instructional hours and brief (calendar style) course descriptions. For elective options, specify course selection parameters. Identify new courses to be developed for this program.

Students with complex communication needs (CCN) are unable to communicate effectively using speech or signed language alone and benefit from augmentative and alternative communication (AAC) strategies and tools to support communication and learning. They may also have vision impairment, hearing loss, physical challenges, cognitive disabilities or some combination of any number of impairments that impact their learning (Iacono, 2014; Perry, Reilly, Cotton, Bloomberg, & Johnson, 2004). Students with CCN require specialized supports to promote successful participation and learning as they work to access the general education curriculum and to achieve general education standards and their individualized learning goals. Most educators currently teaching students with CCN lack the necessary training and experience to use specialized supports effectively and to successfully teach students with CCN (Costigan & Light, 2010). AAC is a foundational component of instruction for students with CCN, and at present there are no university programs in Canada that focus on teaching students with severe disabilities, such as those typically experienced by this population. The proposed free-standing University Certificate in Teaching Students with Complex Communication Needs (TSCCN) is a certificate program aimed at practicing teachers, learning coaches, and related professionals with a Bachelor's degree who work on multi-disciplinary teams to support the participation and learning of students with CCN. TSCCN builds upon existing courses at the University of Alberta and the professional development courses available at the Center for Literacy and Disability Studies at the University of North Carolina at Chapel Hill. TSCCN's goal is to make this critical content available to all Alberta educators and to educators and related professionals across the globe via online delivery.

TSCCN provides educators with the knowledge and skills required to effectively support students' ongoing growth in communication, language, literacy, and numeracy. TSCCN includes five courses (see Appendix A) that explore the foundational knowledge and research-validated practices in comprehensive language, literacy and numeracy education. The courses will be offered online one at a time in eight to twelve week blocks to allow full-time educators to participate. Educators completing TSCCN will be able to: (1) support development of and teach language skills to students with CCN through the use of AAC strategies and systems; (2) implement comprehensive research-validated literacy instruction to students with CCN; (3) provide research-validated instruction in numeracy to students with CCN; (4) provide instructional leadership in addressing the needs of students with CCN in their respective schools and school districts.

TSCCN is unique in the world in its scope and focus. TSCCN is designed and delivered by a team of experts that includes AAC specialists, literacy specialists, numeracy specialists, special educators, and university researchers committed to promoting quality evidence-based approaches to teaching students with CCN. TSCCN is designed to meet the diverse needs of educators across Alberta and beyond.

1.3 Enrolment Plan

Include assumptions and explanatory notes (e.g., attrition, part-time enrolment).

To be financially viable and sustainable in terms of instructor resources over a longer period of time, the University Certificate in *Teaching Students with Complex Communication Needs (TSCCN)* will accept new students every two years and will be offered to a cohort of 25 students over two years. The Department of Educational Psychology has offered cohort programs for over 20 years, and recognizes the strengths of the cohort model for completion rate, student experience (Seifert and Mandzuk, 2006), and for building professional learning communities (Lei, Gorelick, Short, Smallwood, and Wright-Porter, 2011) that continue collaborating after completion of the program. For example, the Department of Educational Psychology have experienced high graduation rates for those students who have enrolled in School Counselling and Special Education cohort Master's programs.

TSCCN is designed for part-time online study and all students will be part-time students. The maximum allowable time to complete the program is four years from the date of registration, but most students are expected to complete the program in two years with their respective cohort. Based on our experience with cohort programs, we expect that there will be about 10% attrition due to changing work circumstances and other significant commitments. Students who will not be able to continue with their cohort will be offered an opportunity to complete their program with the next cohort.

- *If program implementation will occur over a number of years, provide data for each year to full implementation.*

Ideally, TSCCN will start in January 2017 with one cohort of 25 students, 23 of whom are expected to complete the program in year 2. The second cohort will start in year 3 (2019), and so on. We expect to graduate 23 to 25 students every second year.

- *If internal reallocation of existing resources is proposed, describe any anticipated decrease in enrolment in other programs that would result.*

No reallocation of resources is required and as TSCCN does not overlap with existing undergraduate or certificate programs, we don't anticipate it to affect enrolment in other programs. It may increase interest in special education graduate programs across Campus Alberta institutions. It may also increase interest in graduate studies in Rehabilitation Medicine at the University of Alberta.

Proposed Enrolment	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021	Biennial Ongoing
Total head count	0	0	0	0	0	0
• Part-Time Year 1	25	0	25	0	25	25 EVERY SECOND YEAR
• Part-Time Year 2	0	23	0	23	0	23 EVERY SECOND YEAR
Anticipated No. of Graduates	0	23	0	23	0	23 EVERY SECOND YEAR

SECTION 2: DEMAND

2.1 Student Demand Analysis

Analysis should be supported by relevant data for the region and for Campus Alberta, as might be derived from: systematic questionnaire surveys of target audiences; application and enrolment summaries and trends for similar programs currently offered by other institutions; tabulations of unsolicited student inquiries and/or expressions of interest obtained at student recruitment events; demographic projections for relevant sub-populations.

The TSCCN certificate proposal has been developed in response to demand from educators across Alberta and North America for formalized instruction in supporting the communication, literacy, and numeracy development of children and youth with CCN. The certificate builds on the professional development work at the Center for Literacy and Disability Studies at the University of North Carolina, Chapel Hill, and on current research, teaching, and professional development initiatives of scholars at the University of Alberta.

As an indication of demand for this type of coursework, in the summer of 2015, 60 teachers, speech language pathologists and occupational therapists attended a 5-day summer course on Communication and Literacy for Students with Significant Disabilities taught by Dr. Karen Erickson, Director Center for Literacy and Disability Studies, University of North Carolina at Chapel Hill, David E. & Dolores (Dee) Yoder Distinguished Professor of Literacy and Disability Studies, Director, Center for Literacy & Disability Studies, University of North Carolina at Chapel Hill, and Dr. David Koppenhaver, Reading Program Director and Professor of Reading Education, Appalachian State University. The course was initially capped at 50 participants, but due to the larger demand for this course 10 seats were added. Even with these additional seats, many interested educators were turned away. In October 2015, 260 educators attended a preconference session with Dr. Erickson held as part of the Alberta Teachers' Association Council for Inclusive Education conference held in Edmonton. Further, CCN Community of Practice supported by Alberta Education and Regional Collaborative Service Delivery agencies has over 200 participants that have attended the limited available professional development opportunities across the province over the past two years.

In addition to the demand for information on teaching students with CCN across Alberta, Drs. Erickson and Koppenhaver do an average of 6 summer courses each year and are booked for trainings two years out. They have done the 5-day courses in Portugal, Australia, and many Canadian provinces.

At present there are no university credit courses that specifically focus on teaching this population of students. This partnership between the JP Das Centre of Developmental and Learning Disabilities at the University of Alberta and the Center for Literacy and Disability Studies at the University of North Carolina will create the first of its kind certificate in the area of CCN where the emphasis is on literacy and numeracy as well as on developing communication skills. Due to the international reputation and reach of the contributors and online delivery, we expect to draw students from around the world.

2.2 Labour Market Analysis

Analysis should be supported by relevant data and placed in the context of the target occupational/regional labour market(s). Relevant data sources include systematic surveys of prospective employers; occupational supply/demand projections from government or industry sources; tabulations of job postings/"help wanted" advertising; surveys of recruitment and graduate employment rates of similar programs; and demographic projections (i.e. for relevant regions and sub-populations.) Describe anticipated employment outcomes.

Students with CCN are identified as a "low-incidence" population. Prevalence data related to the number of students with complex communication needs vary by country, age and type of disability (Beukelman & Mirenda, 2013). Recent estimates of the prevalence of complex communication needs among students receiving special education services in different countries vary from a low of 3% of students receiving special education services

in 54 districts in Connecticut (Worah, 2011) to a high of 40% of students served in a variety of special education programs in Israel (Weiss, Seligman-Wine, Lebel, Arzi, & Yalon-Chamovitz, 2005). Among preschoolers receiving special education services in sites in Pennsylvania the reported prevalence was 12% (Binger & Light, 2006), while 39% of students with severe intellectual disability were reported to have complex communication needs in 19 schools in South Africa (Alant, 1999). Similar studies have not been completed in Alberta but Central Alberta RCSD (see the attached letter of support) currently serves 98 children and assesses about 35 more each year in their limited geographical area, and Calgary and Area RCSD serves over 400 learners with CCN (see the attached letter of support); on the basis of these numbers, we estimate that the overall frequency varies between one and three students per school in typical inclusive education settings.

Despite the apparent low incidence of this population, speech-language pathologists, special education teachers, and occupational therapists are all likely to encounter individuals with complex communication needs who require augmentative and alternative communication (AAC) in clinical and educational practice (Costigan & Light, 2010). Up to 48% of speech-language pathologists working in the U.S. report that they work with students who are non-verbal or use augmentative/alternative communication systems (ASHA, 2014). Similarly, up to 80% of special education teachers reported that they provided services to individuals with CCN (ASHA, 2002; Locke & Mirenda, 1992). The need for educators, particularly special educators, to have knowledge and skills in teaching children with CCN is great. There is also an increasing need for specialized professionals to support general education teachers who have students with CCN in their classrooms. A recent study commissioned by the Alberta Teachers Association to understand the state of inclusion in Alberta classrooms indicates that teachers are dissatisfied with availability of specialized professional supports (ATA, 2015) and this dissatisfaction is expressed with an increase in demand for professional development in the area (see above).

The Government of Alberta recently established the Regional Collaborative Service Delivery (RCSD) model. This model was created to support collaboration across the ministries of Education, Health and Human Services. Children and youth with CCN have been identified as one of the groups specifically targeted through this effort. Extra funding resources are available to regions to provide appropriate supports and services for these students, but there are insufficient numbers of professionals available to provide the supports and services. In a recent survey of the Leadership teams, the need for professional expertise in the area of CCN was strongly indicated. As a result, Alberta Education provided a grant for the development of this certificate and a letter of support (see attached).

2.3 Support

Provide evidence of consultation with and approval/support from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry.

Letters of support from Alberta Education, the College of Alberta School Superintendents, Alberta Teachers' Association, Center for Literacy & Disability Studies in University of North Carolina at Chapel Hill, nine different Regional Collaborative Service Delivery agencies, and Universities of Athabasca, Calgary and Lethbridge are attached.

2.4 Clinical or Work Experience

If clinical or work experience is an essential part of program delivery:

2.4.1 Provide evidence that the placements will be available when needed.

2.4.2 Describe the student's role in securing placements.

2.4.3 Explain how the institution will supervise/monitor the learning experience of students in off-site settings?

2.4.4 Identify potential employer/employee liability related to this aspect of the program, and how the institution intends to manage this liability.

SECTION 3: INSTITUTIONAL AND SYSTEM CONTEXT

3.1 Institutional Strategy

How does the proposed program align with the institution's strategic priorities and the Comprehensive Institutional Plan?

The proposed program is in line with the University of Alberta's new Institutional Strategic Plan "For the Public Good" whose mission statement includes benefitting society through teaching and learning, community involvement, and partnerships. Further, TSCCN aligns closely with four of the seven value statements by promoting (1) the equality and dignity of all persons, (2) excellence in teaching that enriches experiences, advances knowledge, and promotes public good, (3) the provision of intellectually rewarding educational experiences to learners at all stages of life, and (4) the diversity, inclusivity and equity among some of the most vulnerable student populations.

More specifically, TSCCN directly serves to materialize Objective 9 of the Plan: Expand access to and engagement in continuing and professional education programs, experiences, and lifelong learning activities. TSCCN provides engaging and critical learning opportunities to professionals by offering them pathways for pursuit of specialized interests, cross-disciplinary learning, and professional and academic development. The certificate is offered as credit courses to allow participating teachers to use university credits for salary increment purposes. Further, TSCCN is designed and delivered by a team of experts that includes AAC specialists, literacy specialists, special educators, and university researchers committed to knowledge-mobilization of research-validated approaches to teaching students with CCN. TSCCN will promote dialogue between university researchers and practicing teachers, and between teachers at different parts of the province and the world. It will help create learning communities focused on the best practices with students with CCN. TSCCN aims to provide exceptional and life-changing experiences to the participants by providing them with the knowledge, skills, and attitudes required to facilitate the research-validated practices in the schools they serve that will promote successful participation and learning of their students with CCN.

3.2 Institutional Programs

Explain how the proposed program fits with existing programs at the institution, and the anticipated positive or negative impacts on other programs.

TSCCN is unique and has no overlap with existing certificate, undergraduate or graduate programs, and thus it is not expected to impact these in any manner. Due to its focus on providing quality instruction to a very specific group of learners, TSCCN will provide teachers who complete it an excellent entry-point for graduate studies in psychology, special education, rehabilitation medicine, speech language pathology, and language and literacy studies. Such graduate programs are currently offered in multiple faculties at the University of Alberta (Faculty of Education, Department of Educational Psychology and the Faculty of Rehabilitation Medicine) as well as in other Campus Alberta institutions.

3.3 Internal Review and Approval

Provide a brief description of the internal review and approval process followed in developing the proposal.

This proposal was developed in consultation with Dr. Randy Wimmer, Acting Dean of the Faculty of Education, Yvonne Norton, Assistant Dean, Dr. Lynn McGarvey, Vice Dean, Dr. Jacqueline Leighton, Department Chair of Educational Psychology, Dr. Rauno Parrila, Professor and Director of JP Das Centre on Developmental and Learning Disabilities, and Dr. Karen Erickson, the Director of the Center for Literacy and Disability Studies, a Professor in the Division of Speech and Hearing Sciences, and the Yoder Distinguished Professor in the Department of Allied Health Sciences, School of Medicine at the University of North Carolina at Chapel Hill.

The proposal was presented for review and accepted by the Department of Educational Psychology Department

Council in January 2016. Faculty of Education accepted the proposal in June 2016 through the Undergraduate Academic Affairs Council.

3.4 Campus Alberta Programs/Initiatives

Discuss the relationships (similarity, complementarity, transfer, competition) of the proposed program to other programs or initiatives in Campus Alberta and explain what the proposed program would add to the system. If the proposed program would duplicate existing programs, explain why that duplication is warranted.

The proposed program is unique in North America and the world. No other program in Canada focuses on the unique skills and knowledge necessary for teaching students with complex communication needs. The Special Education Master's program at the University of Alberta focuses on Reading, Writing, and Oral Language Disabilities, but particularly considers higher functioning populations. University of Calgary offers a Master's program in Language and Literacy that focuses on cultural and linguistic diversity. University of Lethbridge offers a Master's program in Teaching, Learning and Neuroscience that focuses on brain-based education. Athabasca University offers an Inclusive Education Minor that includes a course in assistive technology; assistive technology courses have also been offered periodically at University of Alberta and University of Calgary and they are the only ones that have some overlapping content with the current certificate.

3.5 Consultation

Summarize the type and outcomes of consultations with other institutions offering related programs. Attach copies of relevant documents (e.g. letters, meeting summaries). Discuss the potential for inter-institutional collaboration.

No other institutions offer related programs. However, the courses for TSCCN have been developed in collaboration with experts from the University of North Carolina at Chapel Hill. Consultation with outside experts will continue with regards to assessment of the program's impact and its further development, as well as in identifying the best instructors for each course. Letters of support for TSCCN from University of Calgary, University of Lethbridge, and Athabasca University are attached.

3.6 Learner Pathways

3.6.1 Identify potential pathways from work to school (where applicable).

TSCCN participants will be practicing teachers and other professionals (e.g., Speech Language Pathologists) studying part time. We expect that upon completion of the certificate, some will be interested in pursuing further studies at the graduate level either full- or part-time.

3.6.2 Identify potential opportunities for transfer/laddering into the proposed program from other institutions or other programs within the institution; and for transfer/laddering from the proposed program to other programs within the institution or at other institutions. List any formal agreements for internal or inter-institutional transfer/laddering that have been negotiated to this point.

As TSCCN is a free-standing university certificate that requires a Bachelor's Degree for entry, students will not transfer or ladder into TSCCN from other programs. Further, since the admission criteria for university certificates and graduate level degree programs differ, and because the courses taken as part of this certificate may be taken at the undergraduate level, there is no automatic laddering from this certificate to other programs, such as a graduate-level Master's program.

3.6.3 Estimate the portion of graduates who can be expected to proceed to further education directly. At a later stage in their careers. What types of programs/credentials would they be most likely to pursue?

We expect that about a third of the graduates will consider graduate studies immediately upon completion and about ten percent will pursue graduate studies one to three years subsequent to the completion of the certificate.

SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY

4.1 Annual Budget and Funding Sources

Identify annual and one-time expenditures and annual revenue for the program in the budget tables below. If program implementation will take place over more than one year, provide estimates for each year until full implementation. Provide explanatory notes for all budget assumptions, such as inflation and per student tuition.

(For proposals without significant impacts on institutional costs, revenues or enrolment, a detailed budget presentation will not normally be required (please confirm with the department). Such proposals will satisfy all of the following tests:

1. The proposal is for a new specialization in an existing program, consisting of an innovative combination of existing curricula.
2. Overall enrolment capacity in the program is maintained.
3. Excepting incidental administrative and promotional costs, no start-up or incremental operations costs are incurred.)

	2017	2018	2019	2020	2021	Annual Ongoing
Revenue						
Tuition and Related Fees ¹	\$120,000	\$73,600	\$122,400	\$75,100	\$124,850	
Re-allocation from Existing Programs	\$0	\$0	\$0	\$0	\$0	
Other Internal Sources	\$0	\$0	\$0	\$0	\$0	
External (Third Party) Sources	\$0	\$0	\$0	\$0	\$0	
GOA (Identify source)	\$0	\$0	\$0	\$0	\$0	
Other (specify)	\$0	\$0	\$0	\$0	\$0	
Total Revenue	\$120,000	\$73,600	\$122,400	\$75,100	\$124,850	
Operational Costs						
Salaries, Wages and Benefits ²	\$82,354	\$62,223	\$85,682	\$64,736	\$89,140	
Materials and Contracted Services ³	\$1,650	\$1,650	\$1,650	\$1,650	\$1,650	
Other Direct Costs (marketing)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	
Indirect Costs ⁴	\$18,000	\$11,040	\$18,360	\$11,261	\$18,727	
Total Operational Costs	\$104,004	\$76,913	\$107,692	\$79,647	\$111,517	

Notes: Tuition increase is expected to be 2% every second year; it will be adjusted to consumer-price index.

1. Tuition is calculated at 25X3X\$1600 for first year; then, to account for attrition 23x2x\$1600 for the second year. It also includes 2% increase every second year as a rough estimate of CPI indexed increases.
2. Salaries include instructor fees at \$10,000 per course plus benefits, 1/4 time program administrator at an initial yearly salary of \$60,000 plus benefits, and one full time PhD GTA per course at an initial cost of \$8,740 plus benefits. Subsequent salaries include 2% yearly increase.
3. Supplies and materials, computer software, telephones
4. 15% of total revenue

One-time expenditures	Amount	Revenue Source	Details
Facilities	\$		
Equipment and IT	\$2,000	JP Das Centre	Administrator's computer and software
Curriculum Development	\$20,000	JP Das Centre	
Course Development	\$50,000	Alberta Education	
Marketing and Promotion	\$200	JP Das Centre	
Faculty Recruitment and Establishment	\$		
Library Enhancements	\$		
Other	\$		

4.2 Impact

4.2.1 Compare the proposed tuition rate with that of similar programs in Campus Alberta.

There are no comparable programs in Campus Alberta. The tuition is estimated based on delivery costs for online programs being higher than face-to-face programs because of the need for further material development and IT support and maintenance. The proposed tuition is in line with other Education certificate programs under consideration at the University of Alberta. At \$1600 per student/per course (plus future CPI indexed increases), the program is calculated to recover the instructional, administrative, and support costs associated with running it after the first year even if enrolment in a cohort falls to 20 students.

4.2.2 Discuss the financial impact on students and the learner funding system, taking into account the costs of education and the potential debt burden relative to post-graduation earning capacity.

The cost for students will be \$1,600 per course (plus future CPI indexed increases), or \$8,000 for the program over the course of two years. We assume that school boards will allow their teachers to use existing professional development funds to support the tuition fees and make tuition supplements available.

4.2.3 If program funding includes internal reallocation, evaluate the impact of this reallocation on the institution's operations and overall financial position.

Not applicable

SECTION 5: QUALITY ASSESSMENT

5.1 Institutional Capacity

5.1.1 List instructional positions that would support the proposed program, specifying position title, credential and experience requirements, and areas of expertise. Distinguish between new and existing positions; and regular and sessional appointments. Describe mechanisms (existing and planned) to develop and ensure currency of teaching skills and disciplinary expertise.

The TSCCN content has been developed jointly by the JP Das Centre on Developmental and Learning Disabilities at the University of Alberta and the Center for Literacy and Disability Studies at the University of North Carolina at Chapel Hill. The course development is funded by a grant from Alberta Education.

The developers of specific TSCCN courses will be offered an opportunity to teach those courses. When they are not available, they will be asked to identify other experts who can be asked to contribute. Postdoctoral and PhD research fellows at the Center for Literacy and Disability Studies, the JP Das Centre, and the Department of Educational Psychology at the University of Alberta will provide additional sources of expertise to support this certificate.

As topics covered by TSCCN overlap significantly with research interests of the professors involved, currency of the disciplinary expertise will be maintained. Similarly, as all instructors are active instructors in Education or related professions in university settings, currency of teaching skills should not be an issue.

5.1.2 List instructional support positions (e.g. lab technicians, tutors) related to the proposed program.

TSCCN will be supported by graduate teaching assistants (GTAs at the PhD level) and one part-time administrative assistant who is responsible for the technology maintenance and program administration. Costs for these positions are included in the salary and benefits line of the budget above.

5.1.3 Describe facilities, equipment and information resources (existing and planned) that would house and support delivery of the proposed program.

All necessary facilities and equipment exist in the JP Das Centre and the Center for Literacy and Disability Studies; no new facilities are required besides a computer and necessary software for the administrative assistant. The University of Alberta library currently provides all the information resources needed, and the university provides a platform for delivering online instruction (eClass).

5.1.4 Discuss the anticipated impacts of the proposed program on student support services.

No impact is anticipated due to all students being part-time students who take their courses online. All courses include a full-time GTA who will provide the students with technical support.

5.2 Curriculum

The curriculum for the proposed TSCCN program was developed based on the work of the Centre for Literacy and Disability Studies, in particular the professional development series that was created to support the Dynamic Learning Maps Alternative Assessment and the research done at the Center in the area of effective communication and literacy practices for students with CCN.

The curriculum development was further supported by the identification of educators' professional learning needs during the Communication and Literacy Summer Courses and the demand for ongoing professional development by the Alberta Professional Development Consortia and the ATA Inclusive Education Specialist Council.

5.3 Academic Standards

List the requirements for admission and any alternate routes to admission; for residency; for academic progression; and for graduation. Compare these requirements to those for similar programs.

We want TSCCN certificate be accessible to all teachers who need it. For this reason, the program is offered as a university certificate rather than as a post-baccalaureate certificate that would require the applicants to meet the general admission requirements of the Faculty of Graduate Studies and Research. The admission requirements are as follows:

To be eligible for admission to University Certificate programs applicants must:

- (1) present a three- or four-year degree from an accredited postsecondary institution
- (2) meet the English Language proficiency requirements as specified in §13.3.

Supporting Documents

- (1) Official post-secondary degree transcripts demonstrating that the degree has been awarded.
- (2) Most recent post-secondary transcripts, if they are from a different institution than (1). (Optional)
- (3) Letter of intent.

Graduation: Certificates will be awarded for the successful completion of the designated courses within the Certificate and with a final GPA of 2.0 or above. Certificates must be completed within four years.

Application and Document Deadline: Applications will be submitted directly to the Faculty of Education and are due one month before the next intake. Completed applications will be reviewed by TSCCN Admission Committee.

5.4 Learning Outcomes

5.4.1 Summarize the learning outcomes of the proposed program (e.g. career-specific knowledge and skills, employability skills).

TSCCN will provide special education teachers and other professionals with advanced knowledge and skills on how to:

- Implement Augmentative and Alternative Communication methods in the context of educational experiences;
- Design and deliver comprehensive literacy instruction for students with CCN;
- Implement research-validated literacy and numeracy instruction and interventions to students with CCN in a variety of educational contexts;
- Work as a part of a multidisciplinary team in planning and delivering instruction to students with CCN; and
- Provide effective leadership in their respective schools.

TSCCN consists of five courses that focus on instructional design and methods, augmentative and alternative communication, emergent literacy, conventional literacy, and numeracy.

The key learning outcomes of each course are explained below.

1. Teaching Students with Complex Communication Needs: Instructional Design and Methods

This course will provide an overview of instructional practices that guide teaching and learning for students with complex communication needs. Upon completion of the course, the participants will be able to:

- Describe principles of Universal Design for Learning and explain how they relate to pedagogy, goal writing, accommodations, and modifications for students with complex communication needs.
- Identify specific collaborative teaching and team teaching approaches that support inclusive education for students with complex communication needs.
- Identify assessment practices and tools that are appropriate for students with complex communication needs.
- Identify evidence-based approaches to instruction for students with complex communication needs and describe their application across different instructional contexts.
- Use Programs of Study/Standards to guide goal setting and instruction.

2. Teaching Students with Complex Communication Needs: Augmentative and Alternative Communication

This course will introduce classroom teachers and educational professionals to the practices, issues and importance of providing augmentative and alternative communication (AAC) strategies and supports to students with complex communication needs. Upon completion of this course, the participants will be able to:

- Understand approaches to assessment of communication abilities in non-verbal students.
- Understand the importance of language and literacy for students with complex communication needs.
- Explore evidence-based practices that can support AAC in the classroom.
- Explore best practices in implementation of AAC in the classroom.
- Understand the issues around providing appropriate AAC for students and youth, including vocabulary selection, access, roles of communication partners, and creating an environment to support communication.
- Explore technological devices that are used to provide voice output for children and youth with complex communication needs.
- Explore and discuss how the tablet technologies and apps have impacted the world of AAC.
- Explore common AAC practices such as Picture Exchange Communication Systems (PECS), Pragmatic Organisation Dynamic Display (PODD), Aided Language Stimulation, Communication and Language Board Displays, and others based on student interests.

3. Teaching Students with Complex Communication Needs: Emergent Literacy

This course will focus on high quality, comprehensive emergent literacy instruction for students with complex communication needs. The course will emphasize the use of symbol supported communication systems and intentionally designed instruction that includes daily opportunities for developing communication and interaction skills, oral language understandings, alphabet knowledge and phonological awareness, understandings of concepts about print, and a positive disposition toward literacy. Upon completion of this course educators will be able to:

- Identify the principles of effective instruction that apply to emergent literacy
- Identify learners who are emerging in their understandings of literacy regardless of age or other individual characteristics
- Describe the concurrent and interrelated relationship in the development of speaking, listening, reading and writing
- Create a comprehensive instructional plan that fosters communication and literacy development for emergent readers and writers with complex communication needs.
- Identify and implement technologies, media, and materials that can positively impact emergent literacy development and demonstrations.

4. Teaching Students with Complex Communication Needs: Conventional Literacy

This course will focus on high quality, comprehensive literacy instruction for students with complex communication needs. The course will emphasize the use of symbol and text based communication systems and systematically designed instruction that includes daily opportunities for developing conventional skills in word reading (decoding and automatic word identification), text comprehension, silent reading fluency, and writing. Upon completion of this course, the participants will be able to:

- Understand the principles of effective, comprehensive, conventional reading and writing instruction.

- Identify learners who are most likely to benefit from comprehensive, conventional reading and writing instruction.
- Describe how to support learning and use of AAC systems throughout conventional literacy instruction.
- Design specific lessons that address word reading, comprehension, silent reading fluency, and writing for students with complex communication needs.
- Determine appropriate tools for individual students with complex motor impairments to use when generating text during instruction in the cognitive acts of writing.
- Create a comprehensive instructional plan that fosters communication and conventional literacy development for students with complex communication needs.
- Use technologies, media, and materials that can positively impact conventional literacy development and demonstrations.
- Identify assessment approaches that are accessible and effective for students with complex communication needs.

5. Teaching Students with Complex Communication Needs: Numeracy

This course focuses on quality instruction in mathematics (including numeracy) and how it can be made accessible to students with complex communication needs. The course will emphasize the use of symbol and text based augmentative and alternative communication systems, accessible instructional materials, and systematically designed instruction to support understandings of number sense; spatial reasoning; principles of geometry, measurement, data, and analytic procedures; and mathematical problem solving including algebra. Upon completion of this course, the participants will be able to:

- Create an instructional environment that supports the learning of mathematics for students with CCN in order to foster conceptual mathematics understanding, application, and enjoyment.
- Select and design mathematics tasks and tools that promote inquiry and problem solving, yet are accessible to students with CCN who often have co-occurring physical impairments.
- Describe the importance of multiple means of representation in teaching mathematical thinking and problem solving.
- With specific attention to the needs of students with complex communication needs describe processes for:
 - developing number sense.
 - teaching counting and cardinality
 - teaching calculation (addition, subtraction, multiplication, division).
 - teaching measurement
 - developing an understanding of basic geometric shapes and their attributes.
- Create a comprehensive instructional plan that fosters communication and the development of mathematics skills and understandings.

5.4.2 Describe the consultative process with employers, industry/professional bodies or advisory groups that helped formulate these learning outcomes.

The outcomes for the TSCCN program were developed in consultation with experts in the field of special education, augmentative and alternative communication, and literacy. In specific, the program was developed in collaboration with the Center for Literacy & Disability Studies, University of North Carolina at Chapel Hill (see the attached letter of support).

5.4.3 Provide evidence of alignment/compliance with regulatory, industry, program accreditation and professional accreditation standards relevant to the program.

Not applicable

5.5 Institutional Quality Assurance

5.5.1 Describe the criteria and methods for evaluating the success of the program and achieving continuous quality improvement. Include expected outcomes, key performance indicators and performance targets for the program.

1. Upon entry to the program, all students will be asked to complete a series of questionnaires assessing their (a) orientation to special education, (b) knowledge of universal design for learning and AAC, (c) knowledge of literacy and numeracy constructs, and (d) self-efficacy as special education teachers.
2. After every course, the students will complete the regular university online USRI evaluation forms.
3. After every course, the students will complete a customized feedback form inquiring what aspects of the course were most useful in improving their instructional practice, what aspects were less useful, and additional content they would like to see included in the course.
4. At the end of the program, all students will be asked to complete the same questionnaires as in the beginning of the program.
5. Once a year, a program advisory committee (described in greater detail in 5.5.2) will examine the impact of the program, student feedback, evaluation results, and recommend changes when and where needed.

5.5.2 Indicate whether a program advisory committee is planned or in place and, if so, comment on the role of the committee in program quality assurance.

Program advisory committee will consist of the Director of the JP Das Centre, the Director of Center for Literacy and Disability Studies, the Chair (or designate) of the Department of Educational Psychology, the Dean (or designate) of the Faculty of Education at the University of Alberta, and one representative of course instructors. The committee task is to examine the impact of the program, student feedback, student evaluation results, and recommend changes when and where needed.

RECOMMENDATION (FOR DEPARTMENT USE)

Do Any Issues or Information Gaps Remain?

Recommendation(s)

Reviewer(s)

Date Completed

AR92205

APR 26 2016

Dr. Rauno Parrila
c/o J.P. Das Centre on Developmental and Learning Disabilities
6 - 123C Education North
University of Alberta
Edmonton AB T6G 2G5

Dear Dr. Parrila:

On behalf of Alberta Education, I am writing in support of your proposed university Certificate in Teaching Students with Complex Communication Needs.

The Ministry of Education believes this educational opportunity has the potential to enhance the pedagogy and practice of educators and educational professionals across Alberta.

The certificate supports the goals of Alberta Education's business plan, particularly Desired Outcome One: Every student is successful. In addition, increasing teacher expertise in teaching children and youth with significant disabilities aligns with several policy initiatives currently underway at Alberta Education, including the Inclusive Education Policy (as stated in the 2015/2016 *Guide to Education*), the Learning and Technology Policy Framework and the High School Completion Strategic Framework.

One of the most powerful factors in supporting success for every student, including those with unique learning needs, is a knowledgeable and skilled teacher in the classroom. The Certificate in Teaching Students with Complex Communication Needs program will play an important role in ensuring that students across the province have access to teachers who are skilled at supporting communication, language, literacy and numeracy.

I appreciate the work you and your colleagues are doing to improve the pedagogy of Alberta teachers, and I look forward to continued collaboration with the J.P. Das Centre to help ensure every student in Alberta is provided with an excellent education.

Sincerely,



Lorna Rosen
Deputy Minister



April 14, 2016

Dr. Randy Wimmer, Interim Dean of Education
University of Alberta
845 Education S
11210 - 87 Ave.
Edmonton, AB T6G 2G5
Email – rwimmer@ualberta.ca

Dear Dr. Wimmer:

On behalf of the College of Alberta School Superintendents (CASS), I am writing in support of your proposed University Certificate in Teaching Students with Complex Communication Needs.

The recommendation is based on information and recommendation I have received from Dr. Dianne McConnell, who chairs the CASS Inclusive Education Committee. Dr. McConnell believes the program would be instrumental in developing capacity of Alberta teachers, enabling them to support students that are among the most disadvantaged in our schools.

The certificate program supports Goal 1 of the current CASS Strategic Plan, which states Advocacy for Students is Ongoing and Courageous. The program addresses two objectives within the goal, specifically:

- a) Champion research on educational matters to help inform policy, decision-making, and practice across Alberta's education system; and
- b) Forge strategic alliances to support and enhance the use of research as a tool to improve student engagement, learning, and achievement.

One of the most powerful factors in supporting success for every student, including those with unique learning needs, is a knowledgeable and skilled teacher in the classroom. The Certificate in Teaching Students with Complex Communication Needs will play an important role in ensuring that students across the province have access to teachers who are skilled at supporting communication, language, literacy and numeracy. I appreciate the work you and your colleagues are doing to improve the pedagogy of Alberta teachers.

Sincerely,

Barry Litun
Executive Director

Cc: John Waterhouse, CASS President 2015/16
Dr. Dianne McConnell, Chair CASS Inclusive Education Committee

COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS



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2016 05 09

Dr Lynn McGarvey
Professor and Vice Dean
845 Education South
Faculty of Education
University of Alberta
Edmonton AB T6G 2G5

Dear Dr McGarvey

Re University Certificate (Undergraduate) in Teaching Students with Complex Communication Needs

Please accept this short correspondence indicating the profession's support for the new University Certificate (Undergraduate) in Teaching Students with Complex Communication Needs. The focus of the program is an identified need of teachers in Alberta.

Upon review of the program the proposed coursework will be of benefit to teachers who enroll in the program. Additionally, offering programs such as this allows teachers to build their level of expertise in order to use specialized supports effectively and successfully to teach students with complex communication needs, while at the same time fulfilling their professional commitment to continuous lifelong learning. The Association's support for such programs can be found within the Alberta Teachers' Association our Teacher Education and Certification Policy 2.A.42 which states:

2.A.42 Alberta universities should provide expanded opportunities for further education in the following ways:

1. Off-site courses
2. Flexible scheduling
3. Modified residency requirements
4. Portability of course credits
5. Extended time limits
6. Alternate delivery

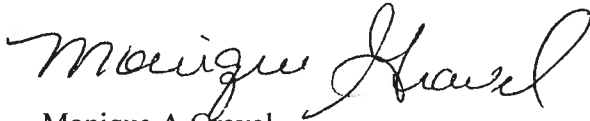
[1991/94/97/2000/07].

... continued

McGarvey, 2016 05 09, p 2

Once again, I am pleased to hear the University of Alberta is offering students an opportunity to focus their studies in this area and wish you success in offering this post-graduate certificate.

Sincerely

A handwritten signature in black ink, reading "Monique A. Gravel". The signature is written in a cursive style with a large, looping initial 'M'.

Monique A Gravel
Executive Staff Officer
Professional Development

MAG/ak



The Center for Literacy and Disability Studies
University of North Carolina at Chapel Hill
CB # 7335, Suite 1100 Bondurant Hall
321 S. Columbia Street
Chapel Hill, NC 27599-7335
(919) 966-8828
(919) 843-3250

September 1, 2016

Dear Dr. Parrila,

It is with great enthusiasm that I write this letter of support for the proposed University Certificate in Teaching Students with Complex Communication Needs at the University of Alberta. As the Director of the Center for Literacy and Disability Studies at the University of North Carolina at Chapel Hill, I understand the significant need for such a program and look forward to working with you to develop and implement the program.

In the summer of 2015, my colleague, David Koppenhaver and I taught a weeklong intensive seminar in literacy and complex communication needs at the University of Alberta. We extended the capacity for the course two times in order to begin to address the need across the province. Even with an enrollment exceeding 60, we barely scratched the surface of interest and need. The proposed certificate program has the potential to much more effectively address the need as the online format will dramatically increase the number of pre-service and in-service educators who can participate.

As a partner on this project, we are excited to work with faculty and staff at the University of Alberta to create the content for the courses in literacy and numeracy. We have already been actively engaged in conceptualizing the program and developing initial course syllabi. As the program moves forward, we look forward to more work creating the courses themselves and teaching them when the program launches.

All the best as you process the program proposal.

Sincerely,

Karen A. Erickson, Ph.D.
Director, Center for Literacy & Disability Studies
David E. & Dolores J. "Dee" Yoder Distinguished Professor
Division of Speech and Hearing Sciences

September 2, 2016

Kathy Look Howery
Educational Psychology
University of Alberta

Dear Kathy;

As the Regional Managers for Aspen Collaborative, Central Alberta, Eastern Edge, Edmonton, Leduc and Area, Parkland, Evergreen and Area and St. Albert/Sturgeon Regional Collaborative Service Delivery, we are aware of your work with the University of Alberta (Educational Psychology Department), the Das Centre for Developmental and Learning Disabilities and Dr. Karen Erickson at the University of North Carolina at Chapel Hill to develop a 5 course post-graduate certificate focusing on *Teaching Students with Complex Communication Needs*. We understand that you are currently at the stage of seeking University approval for this certificate.

We are very supportive of providing this opportunity for teachers and other professionals as we know that we have many children and youth in our regions who require intensive support to have their communication needs met through the use of augmentative and alternative communication. To support the needs of these children and youth, teachers require very specialized training and we understand that this course work will support our teachers in developing those skills.

We were very pleased to hear that this course work is to be delivered online. As a number of our RCSDs are rural, professional will have equal access from across the province to complete this certificate.

In conclusion, we agree that this certification program is need to meet the needs of our children and youth.

Sincerely;

Sandra Zesko
Aspen Collaborative

Cathy Gukert
Central Alberta

Denis Potvin
Eastern Edge

Terry Ramsay
Edmonton

Patti Hill
Leduc and Area
Parkland, Evergreen and Area

Vicki Cooke
St. Albert/Sturgeon



To whom it may concern,

This letter is to express our Northern Lakes Collaborative Services (NLCS) Regional Collaborative Services Delivery (RCSL) regional support for the development of the Teaching Students with Complex Communication Needs (CCN) certificate.

As a Northern Alberta RCSL region we see great need for and demand for this certificate now and in the future. While the focus is on teachers, there is no doubt that Speech-Language Pathologists, Occupational Therapists and other members of interdisciplinary teams will also be interested in the certificate. The certificate could also lead to an MEd in Special (Inclusive) Education, which may be of interest to some educators.

With the advent of RCSL regions were asked to build capacity within schools, families and communities and create resources to successfully support children and youth with CCN. Out of all low-incidence needs CCN is the one with the highest population numbers and it is a challenge to provide adequate services to this population.

Although there is great intent in following this request and also a growing recognition of the numbers of children and youth who have complex communication needs (CCN) this is a very challenging, time consuming and at times frustrating task especially for regions that are remote and have minimal resources at their fingertips. A lack of training and support for teachers who have these children and youths in their classrooms and/or for teachers whose work involved supporting classroom teachers (Learning Support Teachers, Special Educators, etc.) is one of many barriers. Having access to online trainings such as this certificate will allow teachers and service providers from across Alberta to obtain this important, yet very difficult to find, training.

Teachers and service providers in Alberta and other provinces currently do not get the specialized training needed to provide quality instruction, consultative services and supports to children and youth with CCN in their current university programs. Children and youth with CCN provide unique challenges to educators and service providers as they do not have the oral language abilities that are often taken for granted by educators. Their educational needs are further complicated by their needs for augmentative and alternative communication (AAC) devices and supports.

While AAC has been understood to be the domain of Speech Language Pathologists (see SAC position paper for more information (<http://www.sac-oac.ca/professional-resources/resource-library/sac-position-paper-role-speech-language-pathologists-respect>) current research suggests the role of the teacher is critical in educational success of students with CCN (Beukelman & Mirenda, 2013; Loncke, 2014; Soto & Zangari, 2009). And although AAC is an area targeted by Speech-language Pathologists, most



graduates would make use and benefit of a CCN certificate. During recent job interviews it was the number one area being identified by graduating students that they would like to learn more about and would like to have access to additional mentoring to best be able to support the children and youth on their caseloads.

In Alberta, speech and language services in schools are primarily consultative in nature, leaving the teacher and educational assistants to implement not only educational supports for students with CCN but also AAC supports. In order to do so, teachers require the specialized training that a certificate such as the one under development by the University of Alberta and University of North Carolina at Chapel Hill.

There has been tremendous uptake by teachers and service providers across the province in in-service training that is being offered at both the provincial and regional level. This uptake suggests a great untapped demand for knowledge and skills in this area.

Best regards,

Katrin Sannig, R.SLP
Regional Manager, NLCS
ksannig@hpsd.ca
780-552-3774



*Donna Balas
Regional Manager,
Southeast Regional Collaborative Service Delivery
58 Saamis Close SW
Medicine Hat, Alberta
403-866-3032
donnabalas@me.com*

VIA EMAIL: rauno.parrila@ualberta.ca

September 9, 2016

Dr. Rauno Parrila
Director, Das Centre
Department of Educational Psychology
6-102 Education North
University of Alberta
Edmonton, AB T6G 2G5

Dear Dr. Parrila

On behalf of the Southeast RCSD Leadership Team, I am writing to express our support for the development of a graduate certificate program focusing on teaching students with complex communication needs (CCN).

This letter received the unanimous support of our Leadership Team at our meeting on September 9, 2016.

Our Southeast region is fortunate to have the support of an AADL Level 3 Service Centre through partnership with the SW RCSD and Alberta Health Services. This service has meant that children and youth have access to assessment services and trial devices locally rather than travelling to Alberta Children's Hospital in Calgary. There have been increases in the use of low-tech (ex. PODD books), mid-tech and high-tech (ex. Nova chat) devices. Over the past two years, we have moved from a caseload of about 10 children to serving over 40 in 2015-16. The numbers continue to grow as we expand our identification and understanding of the needs of children with CCN. The increasing number of identified children and youth using communication devices in classrooms has meant that front-line professionals need to increase their knowledge of alternative communication systems and their implementation in school, home, and community environments.

Our SE RCSD has provided funds for professional development of teachers and SLPs in this area. The 5 day course in Edmonton with Dr. Karen Erickson and David Koppenhaver in July 2015, was funded by RCSD and had great impact in expanding our understanding of CCN, in pockets. We need to continue professional

development and continue to expand our understanding of the communication and educational needs of this population across our region.

For the past two years, the Province-wide Low Incidence Team has offered a summer symposium in Lethbridge with one of the sessions focused on complex communication. In both years, the complex communication session has been well attended by teachers, educational assistants, and health professionals seeking to increase their ability to support students using AAC.

We are very interested in the development of a certificate program that would be available to both education and health professionals, especially given the option for distance/virtual delivery. Not unlike other rural communities in the province, finding a way to release staff to attend courses in Edmonton is challenging. The development of an online certificate program available through the University of Alberta is a tremendous opportunity for our professionals working and living in Southeast Alberta communities.

We look forward to hearing more about the program once approved through the University processes.

Sincerely,



Donna Balas
Regional Manager

cc. Heather Cluett, Human Services, Chair SE RCSD
Linda Krochak, CAPE School, Vice-Chair SE RCSD
Kathy Howery, University of Alberta

September 9, 2016

Kathy Look Howery
Educational Psychology
University of Alberta

Dear Kathy:

This letter is written in support of the proposed post-graduate certificate program focusing on *Teaching Students with Complex Communication Needs*. There are, in my opinion, a number of reasons that there is a need for this specialized training for Alberta teachers.

1. With *Action on Inclusion* an increasing number of regular classroom teachers are needing an expanding skill set to support a wide diversity of children's needs- including those with complex communication needs. In our region 98 children have been identified as having complex communication needs and this number is continually growing. Approximately 35 new referrals were made in the 2015-2016 school year.
2. SLPs are clearly the experts in assessing student needs in the areas of complex communication and, in some cases, identifying the appropriate equipment. The SLPs do, of course, support the classroom teacher. However, the level of support that is possible is less than the level of support actually required to assist teachers in helping these children to make the most communication gains. It is estimated that the SLPs in our region typically spend only 2 to 4 hrs in supporting teachers when a teacher who is first encountering this severe need may well need more than double the support. One SLP reports that she typically spends 1 or 2 half day visits to support students with AAC. This often includes addressing OT/PT needs in the same visit and has rarely includes direct time with the classroom teacher.
3. The increasing availability and complexity of AAC devices is making an already complex teaching situation even more demanding for front line staff.
4. There is specialized pedagogy focused on assisting children to transfer the skills used in therapy to more real life situations in the classroom, with friends and with family. This specialized pedagogy is only theory until teachers are trained and implement it.
5. I believe that there is an interest in the field to grow skills in this area. In fall, 2015 CA RCSD offered to sponsor teachers to attend a Caroline Musselwhite workshop "AAC Language Learning: Make it Fun, Make it Interactive." The 40 spots offered were quickly filled.

On behalf of Central Alberta RCSD I wish you success in developing this program. The on-line option is critical to encourage teachers from across the province to become better able to support children and youth with complex needs. In my opinion the need to support a child's "voice" is critical. One child whom I remember had severe behaviour issues- to the extent that his parents couldn't take him out in public. Once he received appropriate support for his communication needs, he became a different child. His first "words" to his mom were "I love you." He became a happy, involved child both at school and at home.

Yours truly,


(Mrs.) Cathy Gukert, Regional Manager, CA RCSD



6220 Lakeview Drive S.W., Calgary, Alberta T3E 5T1
Phone: 403-500-2476 Fax: 403-500-2933

VIA EMAIL: rauno.parrila@ualberta.ca

August 31, 2016

Dr. Rauno Parrila
Director, JP Das Centre on Developmental and Learning Disabilities
Department of Educational Psychology
6-102 Education North, University of Alberta
Edmonton, AB T6G 2G5

Dear Dr. Parrila:

On behalf of the Calgary and Area Regional Collaborative Service Delivery (RCSD), I am writing to express our support for the development of a post graduate certificate program for teachers and health care professionals which will focus on teaching children and youth with complex communication needs.

Our RCSD represents multiple systems including Education – public, private and charter systems, Health - Alberta Health Services, Human Services – Disability Services and Child and Family Services, parent representatives, and community agencies. We are mandated by the provincial government to work collaboratively across levels and systems and share our collective, limited resources and expertise as we support over 400 children and youth with complex learning and communication needs in the Calgary area.

We work closely with our partners to learn about and adopt consistent communication methods and tools across systems. In April we hosted a professional education day which focused on teaching methods for emergent literacy learners using aided language systems. Our partnership also developed an information prescription on complex communication for families and care providers to access vetted resources and first-hand accounts from children, families and care providers working through complex communication challenges.

While research suggests the role of the teacher is critical in the educational success of students with complex communications needs, we know t collaborative approach is well received by children and youth, families and their 'wrap around team' members. In Alberta, speech and language services in schools are primarily consultative in nature, leaving the teacher and educational assistants to implement not only educational supports for students with complex learning needs, but also augmentative and alternative communication (ACC) devices and supports.

We are continually exploring ways to build system capacity and sharing opportunities with our partners, and are very interested in the development of a distance education certificate program that could be made available to all of our partners. Such an approach supports our collaborative approach in working with our children and youth as they learn to communicate with family, peers, and teachers in class, community and home environments.

Being able to access this specialized curriculum online will be well received by our partners who are often separated by geography, program, system, and schedule. We look forward to being able to access and promote this wonderful opportunity in the near future.

Sincerely,



Janice K. Popp, MSW RSW
Regional Manager, Calgary and Area Regional Collaborative Service Delivery

copy Greg Roberts, Director of Learning, Rocky View Schools
and Co-Chair Calgary and Area Regional Leadership Team

Northern Lights Regional Collaborative Service Delivery
C/O Fort Vermilion School Division
9701-105 Avenue
High Level, AB T0H 1Z0
O: 780-841-5657
E: carried@fvsd.ab.ca

VIA EMAIL: rauno.parrila@ualberta.ca

August 31, 2016

Dr. Rauno Parrila
Director, Das Centre
Department of Educational Psychology
6-102 Education North
University of Alberta
Edmonton, AB T6G 2G5

Dear Dr. Parrila:

On behalf of the Northern Lights Regional Collaborative Service Delivery Leadership Team, I am writing to express our support for the development of a post graduate certificate program focusing on supporting students with complex communication needs.

The Northern Lights region is limited in our capacity to support children and youth with complex communication needs. We have taken advantage of the opportunities made available through the Province-wide Low Incidence Team. We sent an SLP, Inclusive Education Coordinator and Diverse Learning Coordinator to the 2015 Summer Institute with Karen Erickson, and have ongoing SLP participation in the provincially facilitated CCN Community of Practice.

While these opportunities have provided some ongoing development in the area of CCN, they have not resulted in the development of extensive local expertise in this area. Access to an online certificate program would offer our service providers, teachers, and support staff an opportunity they may not otherwise have to expand their knowledge and enhance their practice. This will directly benefit our children and youth with complex communication needs by decreasing communication frustrations and helping them achieve their highest potential.

In summary, we are very interested in the development of a certificate program that would be available to both education and health professionals, especially the option for distance learning. As a relatively remote area of the province, the time and expense required to attend courses in Edmonton or Calgary is prohibitive.

The development of an online certificate program available through the University of Alberta is a tremendous opportunity for our professionals working and living in Northwest Alberta communities.

We look forward to hearing more about the program once approved.

Sincerely,

Carrie Demkiw
Regional Manager
Northern Lights Regional Collaborative Service Delivery

cc. Kathy Howery, University of Alberta

September 16, 2016

Rauno Parrila, Karen Erickson, Kathy Howery

University of Alberta

Re: Certificate Program for Teaching Students with Complex Communication Needs to be hosted in the Das Centre in association with the Center for Literacy & Disability Studies at the University of North Carolina

Dear Rauno, Karen, and Kathy

You recently sent me information regarding your proposal for a University Certificate with respect to “Teaching Students with Complex Communication Needs” from the University of Alberta to be implemented in September, 2017. This information included a program overview, student demand analysis, institutional and system context, financial viability and funding sources, and quality assessment. In addition, you requested a brief letter of support stating that your proposed program does not duplicate anything the University of Calgary offers.

In regard to the above, I believe that you have proposed an excellent and much needed certificate program within the Province of Alberta and to my knowledge it does not duplicate anything the Werklund School of Education at the University of Calgary offers.

I wish you success with your program.

Yours sincerely

Jac J.W. Andrews, Professor

Chair, School and Applied Child Psychology Program

Werklund School of Education

University of Calgary

Phone: 403-220-7503

E-mail: jandrews@ucalgary.ca

October 3, 2016

Dr. Rauno Parilla
Professor, Department of Educational Psychology
Director, JP Das Centre on Developmental and Learning Disabilities
Department of Educational Psychology
6-102 Education North
University of Alberta
11210 - 87 Avenue
Edmonton, AB T6G 2G5

Dear Dr. Parilla,

I was most interested to hear about your proposal for a new University Certificate *Teaching Students with Complex Communication Needs*, which will be implemented by September, 2017. After reviewing the documentation that was provided, I can confirm that the Faculty of Education at the University of Lethbridge does not offer a program that would duplicate any of the content to be covered in this Certificate.

I believe that you and your colleagues, Kathy Howery and Karen Erickson, have proposed an excellent program which will provide an opportunity for professional development to many. I fully support your efforts and wish you much success in the future.

Best regards,

Nancy C. Grigg, PhD

Assistant Dean, Student Program Services
Faculty of Education, University of Lethbridge
4401 University Drive
Lethbridge, Alberta T1K 3M4

email: nancy.grigg@uleth.ca

phone: 403 329-2257



Rauno Parrila <rparrila@ualberta.ca>

certificate proposal

Dr. Linda Chmiliar <lindac@athabascau.ca>
To: Rauno Parrila <rauno.parrila@ualberta.ca>

Sat, Sep 17, 2016 at 9:55 AM

Rauno

Your proposed TSCCN Certificate does not duplicate our current Diploma in Inclusive Education. There is some overlap with one of the courses and our course in Assistive Technology although the focus is a little different.

Linda Chmiliar

Chair, Centre for Social Sciences

Coordinator, Diploma in Inclusive Education

Associate Professor

Athabasca University

From: Rauno Parrila <rauno.parrila@ualberta.ca>
Sent: Friday, September 16, 2016 9:58:11 AM
To: Dr. Linda Chmiliar
Subject: certificate proposal

[Quoted text hidden]

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FACULTY OF EDUCATION
COURSE AND PROGRAM CHANGES
PROPOSED CALENDAR CHANGE (2016-2017)
CALENDAR SECTION

CURRENT Calendar Section Number (§) Course Listings	PROPOSED Calendar Section Number (§) Course Listings
New Course	<p>EDPY 481 Teaching Students with Complex Communication Needs: Instructional Design and Methods</p> <p>★3 (fi 6) (either term, 3-0-0). This course builds on the principles of Universal Design for Learning and provides an overview of (1) teaching approaches that support inclusive education for students with complex communication needs, (2) assessment practices and tools that are appropriate for students with complex communication needs, (3) how to use local educational standards documents to guide goal setting and instruction. Restricted to students in the TSCCN Certificate program.</p>
New Course	<p>EDPY 482 Teaching Students with Complex Communication Needs: Augmentative and Alternative Communication</p> <p>★3 (fi 6) (either term, 3-0-0). This course will introduce classroom teachers and educational professionals to the practices, issues and importance of providing augmentative and alternative communication (AAC) strategies and supports to students with complex communication needs. The course will focus on implementation of AAC systems to support students' communication, language development and meaningful participation in all aspects of learning experiences. Restricted to students in the TSCCN Certificate program.</p>
New Course	<p>EDPY 483 Teaching Students with Complex Communication Needs: Emergent Literacy</p> <p>★3 (fi 6) (either term, 3-0-0). This course will focus on quality, comprehensive emergent literacy instruction for students with complex communication needs. The course will emphasize the use of symbol supported communication systems and intentionally designed instruction that includes daily opportunities for developing communication and interaction skills, oral language understandings, alphabet knowledge and phonological awareness, understandings of concepts about print, and a positive disposition toward literacy. Restricted to students in the TSCCN Certificate program.</p>

<p>New Course</p>	<p>EDPY 484 Teaching Students with Complex Communication Needs: Conventional Literacy ★3 (fi 6) (either term, 3-0-0). This course will focus on quality, comprehensive literacy instruction for students with complex communication needs. The course will emphasize the use of symbol and text based communication systems and systematically designed instruction that includes daily opportunities for developing conventional skills in word reading (decoding and automatic word identification), text comprehension, silent reading fluency, and writing. Restricted to students in the TSCCN Certificate program.</p>
<p>New Course</p>	<p>EDPY 485 Teaching Students with Complex Communication Needs: Numeracy ★3 (fi 6) (either term, 3-0-0). This course focuses on quality instruction in mathematics (including numeracy) for students with complex communication needs. The course will emphasize the use of symbol and text based communication systems and systematically designed instruction to support understandings of number sense; spatial reasoning; principles of geometry, measurement, data, and analytic procedures; and mathematical problem solving, including algebra. Restricted to students in the TSCCN Certificate program.</p>

<p style="text-align: center;">CURRENT Online Calendar</p>	<p style="text-align: center;">New PROPOSED</p>
<p>>The Faculties >Faculty of Education >General Information >Certificates</p> <p><i>No changes until...</i></p> <p>New Free Standing University Certificate</p>	<p>>The Faculties >Faculty of Education >General Information >Certificates</p> <p><i>No changes until...</i></p> <p><u>Teaching Students with Complex Communication Needs (*15)</u> <u>*3 EDPY 481 Teaching Students with Complex Communication Needs: Instructional Design and Methods</u> <u>*3 EDPY 482 Teaching Students with Complex Communication Needs: Augmentative and Alternative Communication</u> <u>*3 EDPY 483 Teaching Students with Complex Communication Needs: Emergent Literacy</u> <u>*3 EDPY 484 Teaching Students with Complex Communication Needs: Conventional Literacy</u> <u>*3 EDPY 485 Teaching Students with Complex Communication Needs: Numeracy</u> <u>For more information contact J.P. Das Centre on Developmental and Learning Disabilities within the Department of Educational Psychology or visit dascentre.educ.ualberta.ca/tscn.</u></p>

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposed Changes to Existing Admission and Academic Regulations (professional standards for students in the FoMD), Faculty of Medicine and Dentistry**

Motion: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, changes to existing admission and academic regulations, as proposed by the Faculty of Medicine and Dentistry, and as set forth in Attachment 1 as amended, to take effect Fall 2017.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Fraser Brenneis, Vice-Dean Education, Faculty of Medicine and Dentistry
Presenter	Fraser Brenneis, Vice-Dean Education, Faculty of Medicine and Dentistry

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	Changes are being made to the Professional Standards for Students section of the Faculty of Medicine and Dentistry (FoMD) Admissions and Academic Regulations to extend expectations of professional conduct into the admissions process.
The Impact of the Proposal is	The impact of the proposal is that applicants will be assessed for admission into the program based on professional conduct as well as academic qualifications. An applicant demonstrating unprofessional or inappropriate behavior or communication may be denied admission regardless of academic qualifications.
Replaces/Revises (eg, policies, resolutions)	Revises the current Professional Standards to Students in the Faculty of Medicine and Dentistry section of the FoMD Admission and Academic Regulations.
Timeline/Implementation Date	Implemented/Published in 2017-18 calendar
Estimated Cost and funding source	No additional cost
Next Steps (ie.: Communications Plan, Implementation plans)	
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <ul style="list-style-type: none"> • Those who have been informed • Those who have been consulted • Those who are actively participating 	Faculty Learning Committee is actively participating – reviewed and approved proposal – June 27, 2016 (FoMD Delegated body) FoMD Faculty Council Committee has been consulted/informed. Office of the Registrar, Calendar Production has been consulted/informed.
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Approval Route (Governance) (including meeting dates)	Faculty Learning Committee (with delegated authority) – June 27, 2016 GFC Academic Standards Committee – November 17, 2016
Final Approver	GFC Academic Standards Committee

Alignment/Compliance

Alignment with Guiding Documents	<p>For the Public Good– Institutional Values</p> <p>Above all, we value intellectual integrity, freedom of inquiry and expression, and the equality and dignity of all persons as the foundation of ethical conduct in research, teaching, learning, and service.</p> <p>We value excellence in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspired engaged citizenship, and promotes the public good.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote 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 (Section 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 (ASC).</p> <p>2. PSLA: The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</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. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”</p> <p>4. UAPPOL Admissions Procedure: “PROCEDURE 1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS Following approval by GFC: a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar).</p>

	<p>For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).</p> <p>b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”</p> <p>5. PSLA: The <i>PSLA</i> gives Faculty Councils the authority to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p> <p>6. GFC Academic Standards Committee (ASC) Terms of Reference (3. Mandate of the Committee):</p> <p>“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)</p> <p>i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals. (GFC 29 SEP 2003) (GFC 31 MAY 2005) (EXEC 04 DEC 2006)</p> <p>ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations, and acts for GFC in approving all proposals for a) change to examination regulations, b) change to existing International Baccalaureate (IB) and Advanced Placement (AP) policies and procedures and c) change to the University Calendar Section on Missed Term Work (under the Section entitled Evaluation Procedures and Grading System. (EXEC 18 NOV 1996) (EXEC 04 DEC 2006)’</p>
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Attachments

1. Attachment 1 (page(s) 1 - 2)

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

Faculty of Medicine & Dentistry

Proposed University Calendar Changes

CURRENT	PROPOSED
The Faculties / Faculty of Medicine & Dentistry / Admission and Academic Regulations /	
<p>Admission and Academic Regulations</p> <p>Return to: Faculty of Medicine and Dentistry</p> <ul style="list-style-type: none"> • Admission • Academic Standing and Graduation • Appeals and Grievances • Professional Standards for Students in the Faculty of Medicine and Dentistry <p>[...]</p> <p>Professional Standards for Students in the Faculty of Medicine and Dentistry</p> <p>The University Code of Student Behaviour describes a range of nonacademic and academic offences deemed unacceptable and for which a student may be penalized. <u>The Code of Student Behaviour, as amended from time to time is housed on the University Governance website at www.governance.ualberta.ca.</u></p>	<p>Admission and Academic Regulations</p> <p>Return to: Faculty of Medicine and Dentistry</p> <ul style="list-style-type: none"> • Admission • Academic Standing and Graduation • Appeals and Grievances • Professional Standards for Students in the Faculty of Medicine and Dentistry <p>[...]</p> <p>Professional Standards <u>Expectations</u> for Students <u>and Applicants</u> in the Faculty of Medicine and Dentistry</p> <p>The University Code of Student Behaviour describes a range of nonacademic and academic offences deemed unacceptable and for which a student may be penalized.</p> <p><u>Refer to of the Code of Student Behaviour and the Code of Applicant Behaviour. Amendments to the Codes occur throughout the year. The official version of the Codes, as amended from time to time is housed on the University Governance website at www.governance.ualberta.ca.</u></p> <p><u>Please note: Medicine, Dentistry, Dental Hygiene, Medical Laboratory Science and Radiation Therapy are regulated health professions that are governed by the Health Professions Act in a manner that protects and serves the public interest. Students selected for admission to these programs will be expected to uphold specific ethical principles and values reflected in the professional code of ethics of their respective professional/licensing bodies. As such, student conduct during the admissions process, including (but not limited to) any and all</u></p>

communications and interactions with the Faculty before and during admission, are considered part of the admission process and may be taken into account during admission deliberations. Admission may be denied to applicants who communicate or act in a manner that may be considered inappropriate or unprofessional regardless of academic standing.

Also see Code of Applicant Behaviour.