



Education Standards

Approved by Council – June 20, 2025



Education Standards

The Alberta College of Dental Hygienists (ACDH) is mandated by the *Health Professions Act* to ensure that graduates of Dental Hygiene (DH) programs have the necessary knowledge, skills, behaviors, attitudes, and judgment to competently engage in professional dental hygiene practice in accordance with current legislation, standards of practice and scope of practice documents.

The purpose of reviewing educational programs is to:

- fulfill ACDH's legislative duty to approve DH educational programs.
- promote the safe practice of dental hygiene through a standardized education approval process and the use of comprehensive education standards.
- provide interested parties with a transparent account of program approval; and
- support continuous evaluation and improvement of DH education programs.

The responsibility for DH education program review is delegated by the ACDH Council to the ACDH Education Program Review Committee (EPRC). The EPRC reviews proposed DH programs in Alberta, and reports to the ACDH Council with its recommendations. The ACDH Council considers the EPRC report and recommendations. If accepted, Council submits its decision to the Minister of Advanced Education.

This document is intended as a resource for applicants as well as members of the EPRC. It is intended to outline expectations for and provide support during completion of: the education standards requirements; the onsite review and any other scheduled reviews; and to maintain general, ongoing compliance with program approval requirements.

The following additional documents and resources will assist applicants and the EPRC:

- Alberta Legislation
 - [Health Professions Act](#) (HPA)
 - [Health Professions Restricted Activities Regulation](#) (HPRAR)
 - [Dental Hygienists Profession Regulation](#) (DHPR)
- [Entry-to-Practice Canadian Competencies for Dental Hygienists](#) (EPCCoDH)
- ACDH Documents
 - [Code of Ethics](#)
 - [Standards of Practice](#)
 - [Guidelines](#)
 - [Advanced Restricted Activities Policy](#)

The overall goal of the review process is to ensure that a prospective educational provider has both the desire and the resources to develop, implement, and sustain a DH education program.



The ACDH assesses a program's approval status based upon the following standards:

Part A: Academic Program

Part B: Governance and Program Management

Part C: Resources

The criteria for each program approval standard identifies the specifics and lists the minimum required evidence the ACDH uses to assess whether the program meets the standard. It is the responsibility of the educational provider to provide sufficient evidence that the standards will be met or are being met. The ACDH is not responsible for the completeness of information provided by the educational provider at any stage of the process. **DH education programs must meet all standards and satisfy all requirements to achieve program approval.** If a program does not fully meet each of the standards, the EPRC may recommend the Council deny program approval or place a *conditional* status on the program with associated timelines for meeting the criteria(on) for *full* approval.

Part A: Academic Program

A.1 Educational Outcomes

The DH education program is based on an organized educational framework that facilitates development of graduates who are able to meet the professional competencies expected at entry to practice (EPCCoDH).

No.	Description	Minimum required (or planned) evidence
Criterion A1.1	The program is based on an organized educational framework that facilitates development of graduates who are able to meet the professional competencies expected at entry to practice	Curriculum map of educational outcomes or matrix of outcomes linked to course objectives, and expected level of achievement. The curriculum map should clearly demonstrate student progression and achievement through Blooms' Trajectory.
Criterion A1.2	The program has policies and processes to monitor and track student performance and success rates	Program data on student attrition, by semester
		An annual program report that the education provider submits to Alberta Advanced Education for graduation statistics
		A report on the DH Program Advisory Committee's (DHPAC) feedback regarding outcomes for the graduates in the preceding year



Criterion A1.3	The program prepares students so that they qualify to participate in continuing education that will allow them to perform restricted activities in Alberta (as listed in Appendix A)	Evidence that graduates of the program will qualify to complete the University of Alberta (post-diploma Bachelor of Science Dental Hygiene) degree completion program, or other dental hygiene degree completion programs.
		Evidence that graduates of the program will qualify to register in ACDH-approved Dental Hygiene Continuing Education programs for advanced restricted activities training and certification.
Criterion A1.4	Program graduates consistently achieve a minimum benchmark of 70% pass rate for the College's approved registration examinations (e.g., NDCHE)	A report on trends (past five years) in graduate performance on the College's approved registration examinations and, when possible, a comparison with provincial performance
		An action plan that describes a mitigation strategy to address graduate failure on the College's approved registration examinations

A.2 Learning Environment

The DH education program fosters a safe, respectful, and supportive learning environment that promotes professionalism, academic integrity, and student wellness. The program ensures students have equitable access to resources, supports, and staff, and are actively engaged in a culture of professional and ethical behaviour.

No.	Description	Minimum required (or planned) evidence
Criterion A2.1	The program has a student code of conduct that defines expected conduct and consequences for deviation from the code. The code is consistent with the educational institution's policy. Students are aware of the code of conduct and the process for appeals	Code of conduct policy including procedures regarding communication, academic integrity and application of the code of conduct
		Evidence that compliance with the code of conduct is assessed throughout the program
Criterion A2.2	The program provides opportunities for students to gain awareness of local, provincial and national dental hygiene organizations, including the role of the ACDH	List (description) of activities with or about: provincial regulatory organizations, including legislation, regulations and standards of practice; local, provincial, national dental hygiene organizations; and the



		Federation of Dental Hygiene Regulators of Canada (FDHRC), including its role in developing and delivering the National Dental Hygiene Certification Examination
Criterion A2.3	The program ensures students have timely, equitable access to the physical, digital, and academic resources necessary for successful program completion.	List and description of physical resources available to students (classrooms, libraries, laboratories, clinic facilities, study spaces).
		Description of access to digital learning platforms, software, library resources, and required textbooks.
		Evidence of orientation/training provided to students on the use of educational technology and academic resources (e.g., library database workshops, clinic management software training).
		Policies or procedures to ensure accessibility and address equipment or resource failure and/or limitations.
Criterion A2.4	The program actively fosters a culture of psychological safety, where students feel respected, supported, and able to raise concerns without fear of reprisal.	Description of how the program promotes a psychologically safe learning environment (policies, workshops, embedded reflective practice, conflict resolution pathways).
		Evidence of mechanisms for students to confidentially report concerns related to mistreatment, harassment, or unsafe learning environments.
		Evidence of student feedback mechanisms (e.g., surveys, focus groups) assessing perceptions of the learning environment and responsiveness to concerns.
Criterion A2.5	The program ensures students have timely, equitable access to instructional staff, clinical supervisors, and program administrators for academic support, professional guidance, and the resolution of concerns. Clear communication protocols and expectations are established,	Evidence of program policies or guidelines outlining staff availability (e.g., office hours, clinic supervisor accessibility, appointment booking procedures).
		Evidence of communication protocols for students to contact instructional staff, clinical supervisors, and program administrators (e.g., expected



	shared with students, and consistently applied.	response times, preferred modes of communication, escalation pathways).
		Examples of how students are informed about staff roles, responsibilities, and access (e.g., student handbook, orientation materials, course syllabi).
		Evidence of feedback mechanisms for students to comment on the adequacy and accessibility of staff communication and availability (e.g., course evaluations, program review surveys).

A.3 Curriculum

The DH education program prepares students to meet the competencies listed in the Entry-to-Practice Canadian Competencies for Dental Hygienists (EPCCoDH). The competencies provide a single, pan-Canadian entry-level benchmark for practitioners, educators, regulators, assessment and accreditation providers and other interested parties, including the public. The competencies present a detailed description of the knowledge, skills, attitudes, behaviours, and judgment required at entry-to-practice, regardless of the practitioner's level of education or previous experience. The competencies integrate both clinical and non-clinical statements and are relevant to dental hygienists in all settings and contexts, including but not limited to dental hygiene practices, dental practices, public health agencies, dental industries, and educational and research institutions.

No.	Description	Minimum required (or planned) evidence
Criterion A3.1	The program curriculum teaches the competencies detailed in the EPCCoDH.	A program description, course sequencing, course descriptions, course hours and credit values.
		Course syllabi for each of the courses in the program
		Detailed curriculum map showing how the course content teaches and evaluates the competencies detailed in the EPCCoDH.
Criterion A3.2	The program curriculum teaches the competencies required for graduates to meet Section 8 of the Health Professions Restricted	Detailed curriculum map showing how the course content teaches to the scope of practice in Alberta (beyond entry-to-practice competencies), including the <i>Health Professions Act</i> Schedule 5, and



	Activities Regulation (HPRAR), including Local Anesthesia and Prescribing.	Section 8 of the Health Professions Restricted Activities Regulation, including Local Anesthesia and Prescribing. <i>NOTE: The ACDH Advanced Restricted Activity Policy will provide additional information specifically for Local Anaesthesia and Prescribing.</i>
Criterion A3.3	The program curriculum teaches to the ACDH Code of Ethics	Detailed curriculum outline showing how the course content teaches to the ACDH Code of Ethics.
Criterion A3.4	The program curriculum teaches the competencies required for graduates to meet the ACDH Standards of Practice	Detailed curriculum outline showing how the course content teaches to the ACDH Standards of Practice
Criterion A3.5	The clinical component of the program demonstrates substantial equivalency to the benchmark criteria <i>(to be provided in a separate document)</i>	Evidence of the extent to which the clinical program meets the minimum criteria
Criterion A3.6	The program provides students the opportunity to consolidate theory and practice ensuring they graduate as competent entry-level practitioners	Evidence of the number of hours in simulation experiences, clinical experiences and placements, and in preceptorship hours
		Evidence of how the program provides and tracks clinical experiences, both onsite and offsite, to enable a student to achieve competence and to successfully complete the program
		Evidence detailing how the program tracks and monitors students in their clinical experiences and hours
Criterion A3.7	The program provides a sufficient and diverse patient pool to ensure appropriate student experiences throughout the program	Evidence of patient recruitment and management strategies which follow provincial and federal privacy legislation
		Evidence that sufficient active and diverse patients are available for students
		Evidence of a system to identify areas of shortages of specific types of patients and strategies to ensure these shortages are addressed by the program



Criterion A3.8	The education provider has policies and procedures regarding management of patient and clinical records	Evidence of compliance with the Health Information Act (HIA), Freedom of Information and Protection of Privacy Act (FOIP), Personal Information Protection Act (PIPA) or applicable privacy and access to information policy
		Evidence of a privacy management program, including policies and procedures, that addresses collection, use, and disclosure of personal and health information, including requirements for consent and how an information breach will be managed
		Evidence that privacy policies and procedures are easily accessible to patients, staff and students
Criterion A3.9	The curriculum framework and any subsequent changes are documented and evaluated against the required educational outcomes and competencies	Evidence detailing the procedure for regularly reviewing and making curriculum changes, including mapping of assessments and outcomes

A.4 Teaching, Learning, and Assessment

The DH education program uses a variety of teaching, learning and assessment methodologies to produce graduates who meet the required educational outcomes.

No.	Description	Minimum required (or planned) evidence
Criterion A4.1	The program includes an overall plan of instructional design that supports diverse learning needs while developing the knowledge, skills, behaviours, and judgment required of the DH graduate at entry to practice	Instructional design outline that describes teaching and learning strategies used in the program



Criterion A4.2	A variety of assessment methods are systematically and sequentially applied throughout the program to provide formative and summative feedback to students, and to confirm graduates' achievement of educational outcomes	Examples of assessment methods used including but not limited to: formative, summative, self, or peer
		Assessment tools used to measure cognitive learning and the level of dental hygiene knowledge, skills, attitudes, and judgement that contribute to achievement of educational outcomes
Criterion A4.3	The program uses criteria, policies, and procedures for academic progression, academic probation, dismissal, withdrawal, and readmission, and misconduct (academic and non-academic) in accordance with the educational institution's policy. Student responsibilities and rights to due process, including appeal mechanisms, are published and made available	Procedures used to document students' progressive achievement of the educational outcomes and competencies throughout the curriculum
		Process used to monitor student performance for the early detection of students in academic difficulty and timeliness of measures to address challenges
		Criteria, policies and procedures for academic progression, probation, dismissal, readmission, and misconduct
		Evidence of expeditious intervention and access to student services, such as tutorial support, advising, accommodations, remediation, etc.

Part B: Governance and Program Management

B.1 Program Structure and Commitment

The education provider has an organizational structure, policies and procedures, and has education ministry approval or licensing to offer a DH program. The education provider also has a process for undertaking program evaluation and program revisions that result in continuous quality improvement.

No.	Description	Minimum required (or planned) evidence
Criterion B1.1	The education provider has approval from the Ministry of Education to offer the DH program of study	Evidence of approval from the Ministry of Education to offer the DH program of study
Criterion B1.2	The program has a vision and mission aligned with that of the	Statement of the program's vision and mission



	institution in both education and practice	
Criterion B1.3	The education provider is committed at its highest administrative level to the development of DH graduates who are able to attain the intended educational outcomes	Evidence of recognition of the role of the dental hygienist in Alberta, the responsibility that the dental hygienist shares with other health care professionals, and the requirements for operating an approved dental hygiene program
		An operating budget that is assessed against program sustainability goals in view of approval requirements
Criterion B1.4	The education provider has an organizational structure that clearly identifies lines of authority, responsibility, and governance for and within the program	An organizational chart of the institution and the program
		Structure of the program's didactic, simulation, and experiential components, showing the reporting/functional relationships of the program coordinator/lead(s), all personnel, and program committees
		Position descriptions for the Program Coordinator/Lead, Course and Clinic Coordinators, instructors, and administrative staff (or similar roles)
Criterion B1.5	The education provider clearly defines how it undertakes orienting new employees and instructors	Detailed onboarding and orientation outline
		Evidence of instructors having completed training in educational theory and methodology and possess the appropriate skills and experience to teach within the program
Criterion B1.6	The education provider demonstrates effective administration and coordination of the program	Description of program delivery model
		Detailed course schedule
		Description of administrative support for the program
Criterion B1.7	The education provider has formal agreements that define the roles and responsibilities of the program and collaborative partners	Contracts between the education provider and any partners providing shared facilities, simulation training, practice experiences, practicum placements or other components of the program of study



Criterion B1.8	The education provider has appropriate policies and procedures for addressing complaints	Policies and procedures for addressing complaints from the public, colleagues or peers, school or instructors, students or preceptors
Criterion B1.9	The education provider has appropriate policies and procedures that address program personnel's access to student records	Policies and procedures for addressing academic confidentiality Policies and procedures related to privacy and access to information
Criterion B1.10	The education provider has appropriate policies and procedures for performance management for instructors and staff	Policies and procedures for addressing performance management Policies and procedures for instructor recruitment, selection, and promotion
Criterion B1.11	The education provider has fair and unbiased processes for addressing non-academic issues that may require counselling, conflict resolution, health services and addressing harassment concerns	Harassment/respectful workplace policy Conflict resolution procedure Policies, procedures and resources to assist students in addressing mental and physical health issues
Criterion B1.12	Policies, procedures, and documentation are in place to address actual, potential, or perceived conflicts of interest, professional misconduct, and breach of ethics in the operation of the program	Conflict of interest, professional conduct and ethics policies that apply to instructional staff and, if different, policies that apply to students
Criterion B1.13	The program director or lead must be a dental hygienist with an educational credential one level higher than the credential granted by the program.	Program lead name and title, contact information, and proof of appropriate credentials.
Criterion B1.14	The program is responsive to employers and other professional interested parties (e.g., students/graduates, faculty, clinical partners/sites, government, University of Alberta) regarding its relevance to the dental hygiene profession, practice sites, and community or regional needs, minimally by the establishment of a fully functioning Dental Hygiene Program Advisory Committee	A list of the current DHPAC members Terms of Reference for the DHPAC Minutes for the most recent program advisory committee meeting that demonstrate meaningful discussion and actions arising from the meeting, input/feedback elicited from employers, and resolutions to the



	(DHPAC) that meets at least annually	program advisory committee's recommendations
		Examples of initiatives undertaken as a result of suggestions provided by the DHPAC
Criterion B1.15	The education provider produces and provides appropriate official and unofficial transcripts	Confirmation that the education provider provides to the ACDH appropriate documentation for the purposes of graduate registration and/or access to the ACDH's approved registration examination(s) as required
Criterion B1.16	Formalized affiliation or contractual agreements are in place between the institution and practice sites to outline the authority, privileges, obligations and responsibilities of the institution and the practice site	List of sites providing community, institutional, and, where applicable, other types of practice experiences and/or practicum placements
		Rationale for dental hygiene practice experiences and/or practicum placements needed to meet curricular requirements
		Relevant manuals/handbooks and policies
		Master agreement template
		Proportion of sites with agreements in place
		Contingency procedures that are used in the event a site withdraws from a commitment

B.2 Planning and Evaluation

The DH education program has a current strategic plan that is systematically reviewed and updated to facilitate the achievement of the program's mission, vision, goals, and objectives. Plans and planning processes have the support and cooperation of the educational institution's administration. The program also establishes and maintains systems that measure and evaluate the extent to which the strategic plan is achieved.

No.	Description	Minimum required (or planned) evidence
Criterion B2.1	The planning process is congruent with a fundamental commitment to prepare students	A copy of the program's strategic plan including action plan and timelines



	to attain the competencies identified in Standard A.3. The process considers financial, programmatic, and academic planning within the context of professional changes occurring and anticipated. The planning process is responsive to interested parties regarding the program's relevance to the DH profession, practice sites, and community or regional needs	A description of the planning process and participants, including interested parties external to the educational institution
		A description of the planning cycle for the next strategic plan
Criterion B2.2	The program's strategic plan is current and has the support of the institution's administration	Evidence of the institution's support for the strategic plan
Criterion B2.3	The program's strategic plan is incorporated into operational activities	Communication processes to inform students, instructional staff, stakeholders (e.g., regulatory bodies and associations) and other interested parties of program performance or achievements
Criterion B2.4	The program establishes and maintains systems that provide information to support planning and direction that inform necessary changes	Performance indicators used to measure progress or achievement in a program or activity as it relates to the strategic plan
		The tools or sources for data used or collected to measure the indicator
		Examples of decisions made in response to data gathered

B.3 Admissions

The DH education program uses transparent, fair, and consistently applied admissions criteria, policies, and procedures to attract and admit qualified applicants to the program. The admissions process supports equitable access to education while ensuring students possess the necessary academic and professional readiness to succeed in a regulated health profession.

No.	Description	Minimum required (or planned) evidence
Criterion B3.1	Admission criteria include academic preparation consisting minimally of completion of	Criteria by which all applicants are evaluated for consideration of admission to the Program



	secondary school or equivalent (e.g., CAEC). If other evaluative tools are used for admissions, the tool has confirmed reliability and validity for the profession of dental hygiene. The need for English language proficiency, criminal record background check, immunization and other health-related requirements is clearly stated in the admissions package	Evaluation of the validity of the criteria used to evaluate applicants for consideration of admission to the Program
Criterion B3.2	The program has a Recognition of Prior Learning (RPL) policy that is transparent, fair, and consistent with current federal and provincial standards. The policy outlines how prior formal, informal, and experiential learning will be assessed for equivalency and potential credit toward program requirements. It addresses applications from international dental hygiene graduates, dental hygienists trained through non-accredited programs, and other similarly qualified applicants.	RPL policy, including eligibility criteria, assessment processes, decision-making procedures, and appeal mechanisms.
		Evidence of RPL assessment tools or methods used
		RPL credit awards as it relates to the policy in force at the time and decisions made under the policy.
		Evidence that RPL policies are published and accessible to prospective applicants.
Criterion B3.3	The program has a clearly defined, transparent, and consistently applied policy for the admission and placement of transfer students from other programs, including dental hygiene programs. The policy specifies eligibility criteria, assessment of prior coursework and clinical experience, credit transfer processes, and placement within the program.	Transfer student policy, including eligibility requirements, application procedures, and credit transfer guidelines.
		Evidence of processes and tools for reviewing and approving transfer credit equivalency
		Transfer credit awards as it relates to the policy in force at the time and decisions made under the policy.
		Evidence that transfer student policies and processes are published and accessible to prospective applicants.
Criterion B3.4	Criteria that are used to determine offers of admission are made public	Website location(s) for information provided to applicants
		Admission policy and procedures



Criterion B3.5	A recruitment program is available to attract a diverse pool of well-qualified applicants.	Evidence that the program's website provides up-to-date information about the program including, at a minimum: course titles (hours/credits); admission requirements; description of program teaching facilities; link to the provincial regulatory organization website
		Recruitment materials including pre-enrolment disclosure of tuition and other fees
		Description of recruitment events or communications

B.4 Continuous Quality Assurance

The DH education program and/or educational provider conducts regular systematic reviews of curricular content, structure, processes, and outcomes to ensure that educational outcomes required for the program are met.

No.	Description	Minimum required (or planned) evidence
Criterion B4.1	Educational outcomes of the Program are evaluated on a regular basis. Findings are used to develop and implement quality improvement plans. The results of quality improvement plans are documented and communicated to interested parties	Measurements of student performance, including range and type of variation in student performance across practicum and education experiences, and actions taken as a result of these data
		Feedback from recent graduates who are able to reflect on their training after having acquired a perspective on dental hygiene practice, and actions taken as a result of these data

Part C: Resources

The education provider has resources to support students in completing their DH education program. These resources include, but are not limited to, qualified instructors who are registered members in health professions relative to the competencies they are teaching. The program also has training equipment, supports for students, instructional learning materials and a place to learn.



C.1 Student Services

No.	Description	Minimum required (or planned) evidence
Criterion C1.1	The education provider maintains a program description which is readily available to prospective students	Academic calendar in paper or electronic form
		Link to education provider's current website for the program
		Publicly available program description
Criterion C1.2	The education provider has a clear description of program prerequisites and admission requirements	List of publicly available admission requirements, including program prerequisites
Criterion C1.3	The education provider has a clear description of program fees, and any other fees associated with enrolment in the program	Publicly available fee schedule
Criterion C1.4	The program has a new student orientation program	Detailed orientation outline
		Evidence of a process for students to verify they have completed an orientation
		Student handbook, resources, or similar document(s) which outlines key information for students to be made aware of and refer to throughout the program
Criterion C1.5	The education provider has clear policies and procedures in place for student evaluation, continuation, discipline, failure, probation, professional expectations and withdrawal	Program level pass/fail criteria and related policy
		Appeal policy and procedure
		Discipline policy and process
		Student withdrawal policy and procedure
		Absenteeism policy
		Re-training/remediation policy and procedure
		Code of conduct/ethics breach policy
Criterion C1.5	The program and facilities comply with Alberta Occupational Health and Safety Regulations to ensure safety - including that of students, staff, and patients - in all areas of the program	Academic misconduct policy
		Laboratory and classroom safety policies and procedures including, but not limited to: <ul style="list-style-type: none"> Supervision of students Infection prevention and control



		<ul style="list-style-type: none"> o Bio-hazardous waste control and management o Laboratory and equipment safety training outline for instructors o Clinical placement safety policies (May be policy from clinical placement organization)
Criterion C1.6	The education provider has policies and procedures regarding students accessing their own student records	Evidence of compliance with Freedom of Information and Protection of Privacy Act (FOIP), Personal Information Protection Act (PIPA) or applicable privacy and access to information policy
		A privacy management program that addresses collection, use, and disclosure of personal information including requirements for consent and how an information breach will be managed
		Evidence that privacy policies and procedures are easily accessible to staff and students

C.2 Human Resources

The DH education program has sufficient human resources, including appropriately qualified support and administrative staff, and instructional staff, to effectively deliver and evaluate the program. The educational institution is committed to the continuous professional development of instructional staff to enhance their ability to effectively deliver and evaluate the program.

No.	Description	Minimum required (or planned) evidence
Criterion C2.1	The program has instructors/faculty who are adequately prepared to facilitate student learning	List of all full- and part-time instructional staff involved in program delivery including academic and professional qualifications and experience, full time equivalent and teaching hours, and the relevant profession with which they are registered, if applicable
		Description of the mechanisms that the educational institution uses to ensure that the instructional staff involved in



		the program have the required and current expertise and experience necessary to deliver the content and fulfill the mission of the program
		Evidence of instructor calibration mechanisms to ensure consistent student learning
Criterion C2.2	The program has a sufficient number of instructional staff to fulfill the role of supporting and sustaining student learning in each distinct curricular activity within the program. The instructional staff-to-student ratio and the proportion of full-time staff are sufficient to ensure that student learning is not compromised	Description of the instructional staff-to-student ratio for the didactic and clinical components of the program, including any independent or seminar-based learning, and for simulation and dental hygiene practice experiences
		Time allotted to instructional staff for teaching, teaching preparation, student evaluation/mentoring/support, program and curriculum development/content or evaluation revisions to meet evolving needs of the profession, and other responsibilities
		Contingency plan for courses, including calibration, if instructional staff assigned to courses are not available for any reason
Criterion C2.3	There is evidence of institutional support for professional development opportunities for instructional staff that is consistent with their respective responsibilities as it relates to teaching and assessment of students.	Policy related to professional development and training
		Evidence of program and faculty membership in relevant dental hygiene and/or related professional organizations
Criterion C2.4	Instructional staff is evaluated in accordance with institutional policy, using multiple sources of information with reference to clearly outlined criteria. The program performance evaluation policy is consistent with institutional policy	Institutional policy related to the process of instructional staff evaluation/performance review



C.3 Practice Site Resources

The DH education program selects practice sites where student learning and skills development are adequately managed, supported and supervised. Practice sites meet relevant regulatory requirements.

No.	Description	Minimum required (or planned) evidence
Criterion C3.1	The program uses criteria for selection of appropriate practice sites	Criteria and/or policy related to selection of practice sites
		Compliance to the criteria and/or policy related to selection of practice sites
		Evidence of procedures for modifications or actions arising from student evaluation of experiences at practice sites with respect to learning and skills development management, support, and supervision
Criterion C3.2	The program has access to sufficient resources to support students' practical learning and assessment of performance	Evidence that the educational provider has experience with the placement of health care students into clinical situations and settings
		A list of the number and type of clinical practice sites required, as well as hours and requirements to be completed at each site. This must include a description of the availability of these sites, whether they be on-site (internal) or off-site (external).
		Evidence of the supervision model and arrangements in place for students participating in clinical experiences. <i>Refer and adhere to the ACDH Supervision of Restricted Activities Standard of Practice and any other relevant legislation or regulatory documents.</i>
Criterion C3.3	The program provides orientation to instructional staff and practice site or practicum preceptors regarding their roles and responsibilities	Copies of all student placement agreements in place for external clinical experiences
		Orientation materials that include specific descriptions of roles, responsibilities, and resources for the instructional staff and practice site or practicum preceptors, student, and course instructor
		Confirmation of the preceptors having completed the orientation program



		Evidence that the program provides opportunities for students to provide feedback regarding practice site or practicum receptors
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C.4 Physical Facilities and Infrastructure

The DH education program's physical facilities are adequate to support the mission, vision, goals and objectives of the program.

No.	Description	Minimum required (or planned) evidence
Criterion C4.1	The program has physical resources that support students to achieve course and program outcomes	Documented evidence of the sufficiency — including the periodic evaluation of the sufficiency — of the following: <ul style="list-style-type: none">o Classroom spaceo Computer access during and outside of scheduled class timeo Lab access during and outside of scheduled class timeo Information technology (IT) supporto Equipment and supplieso Simulation environmentso On-site clinics with facilities equipped to provide for learning of comprehensive skills and all competencies
		Evidence of action taken to make improvements as a result of the evaluation of the sufficiency and quality of the facilities, equipment, and supplies

C.5 Information Resources

The educational provider ensures access for all students and instructional staff to library and information resources that are sufficient in quantity and quality to support all educational and scholarly activities in accordance with the program's mission, vision, goals and objectives.



No.	Description	Minimum required (or planned) evidence
Criterion C5.1	On- and off-campus access to library and information resources is available to students and instructional staff	Evaluation of the range and type of access to journals, databases, and other learning resources
		Feedback from students and instructional staff on reliable access to library and information resources
Criterion C5.2	Information technology support is available. Contingency plans are in place to provide timely access to course materials and resources when information technology challenges occur	Library access and information technology support policy
		Contingency plan for information technology downtime



APPENDIX A

Additional education for DH students in Alberta (see A1.3)

As the depth, breadth and scope of dental hygiene competencies has expanded over the years, Alberta dental hygienists have led the industry and now have the broadest scope of practice in Canada.

In addition to the requirements outlined in this document, your program may include education and training in the following advanced restricted activities as outlined in Section 9 of the HPRAR and in accordance with the standards of practice approved by the Council:

- (a) to prescribe or administer nitrous oxide for the purposes of conscious sedation;
- (b) in collaboration with a dentist, to fit an orthodontic or periodontal appliance for the purpose of determining the preliminary fit of the appliance;
- (c) in collaboration with a dentist, to perform surgical or other invasive procedures on body tissue below the surface of teeth for the purpose of performing restoration procedures of a permanent nature.

Alternatively, the University of Alberta, [Continuing Dental Education](#) offers a variety of courses and certifications in Dental Hygiene Continuing Education. For example, Registered Dental Hygienists may take the Nitrous Oxide Sedation or Orthodontics courses and then apply for authorization from the ACDH to perform these Advanced Restricted Activities. Graduates from your program will need to be well-prepared to be eligible to take these or other advanced education and training programs.

Registrants are required to apply for authorization of all potential Advanced Restricted Activities in order to be permitted to practice them in Alberta.