



HANDBOOK:

Quality Assessment and Quality Assurance

First Edition - February 2009
with revisions to December 2011

Campus Alberta Quality Council

11th Floor, Commerce Place
10155 102 Street
Edmonton, Alberta
T5J 4L5

Phone: 780 427 8921
Fax: 780 422 3688
www.caqc.gov.ab.ca
caqc@gov.ab.ca

PREFACE

In 1984, the government of Alberta created the Private Colleges Accreditation Board (PCAB) as an independent body to establish standards and procedures to conduct the review of proposals from Alberta private institutions intent on offering undergraduate degree programs. Until the late 1980s, PCAB dealt with only affiliated private colleges until policy was changed to allow non-affiliated private institutions, including for-profit institutions to apply to offer undergraduate degrees. Later, the Minister allowed public colleges and technical institutions to offer approved Applied Degrees in the province; these credentials supplemented the degrees the Minister had authorized for offering by the four public universities and by several private institutions. Faced with a growing need and demand for post-secondary education, the Alberta government decided to increase access to degree programs by allowing not only the four universities and private institutions, but also some of the public colleges and technical institutes to apply to offer university-level degree programs in addition to Applied Degrees. That important policy decision is reflected in the [Post-secondary Learning Act](#) (Appendix A) which brings all publicly funded post-secondary educational institutions under one piece of legislation. Desiring a mechanism to ensure a rigorous review of all new degree program proposals, the Alberta government established the Campus Alberta Quality Council (CAQC) under the [Post-secondary Learning Act](#) (Appendix A), and described the Council's responsibilities and functions in the accompanying [Programs of Study Regulation \(AR 91/2009\)](#) (Appendix A). The Council is legislatively mandated to conduct reviews of new degrees proposed by all providers of degree-level credentials in Alberta, whether public or private, resident or non-resident, and to make recommendations to the Minister of Advanced Education and Technology.

Designed primarily to provide guidance to post-secondary institutions as they seek to understand the mandate, standards, policies and procedures of the Campus Alberta Quality Council, this *Handbook* presents information about the role of the Council in assessing and assuring the quality of new degree-level programs in Alberta. It includes:

- General information about Council's work
- Application procedures for resident and non-resident institutions
- Standards, policies and guidelines for organizational evaluations
- Standards, policies and guidelines for program evaluations
- Information about Council's monitoring role
- Relevant documents and forms
- Glossary of terms used in the *Handbook*.

The Campus Alberta Quality Council acknowledges the work of the Private Colleges Accreditation Board, which was phased out in 2004, and it also acknowledges its indebtedness to PCAB's *Accreditation Handbook* which was uncommonly helpful in the preparation of the first *Handbook*.

Readers of this *Handbook* should note that though many formerly web-based documents are consolidated here, additional information about Council, its activities and its interests can be found on Council's website: www.caqc.gov.ab.ca. Readers should also note that Council has determined that the electronic version of this *Handbook* is to be the official version of record, to enable timely updates and revisions to the text. In the interest of improving the quality of the *Handbook*, Council invites the *Handbook*'s users to let us know about errors and omissions and to provide us with both with comments and criticisms.

RECORD OF CHANGES

Chapter *	Explanation of Change	Date
1.2.4	Added description of the Proposal Review Standing Committee and Terms of Reference	July 2009
2.1	Updated Figure 1, Post-secondary institutions in Alberta to reflect closure and name changes	September 2009
2.1	Updated Figure 2, Degree Program Approval Flowchart to reflect legislation changes	August 2009
2.2.1 and 2.2.2	Added the requirement that admission policies of Canadian non-resident institutions must not automatically prohibit consideration of graduates of Alberta approved degree programs	March 2009
3.6	Added new section to outline governance and administration expectations	June 2009
4.3.3, section 5 and section 8	Added new sections on Baccalaureate Degrees in Nursing and Degrees involving Diplomas in Campus Alberta to the Expectations for Design and Structure of Undergraduate Degrees	December 2009
4.4.1	Updated the Graduate Program Proposal Guidelines and Assessment Standards	September 2009
4.6	Added a new section on Council's protocol for dealing with collaborative degree arrangements	April 2010
5.1	Updated the section on comprehensive evaluations	April 2010
5.1.2	Added a new section on Self-Study Guidelines for Comprehensive Evaluations	April 2010
Appendices	Added Appendix K – Terms and Conditions of Ministerial Approval for Non-resident Institution Degree Programs and Appendix L – Financial Security Requirements for Non-resident Institutions	April 2010
All	Updated pagination and numbering schemes throughout document for ease of reference	April 2010
All	Updated regulation references to the new <i>Program of Study Regulation (AR 91/2009)</i>	April 2010

1.2.2	Modified Principle 9 and added a new principle 15	December 2010
Chapter 5	Added a new preamble and monitoring principles prior to section 5.1	April 2011
4.5	Revised the section on Additional Quality Assessment Standards for Programs Delivered in Blended, Distributed or Distance Modes	April 2011
4.3.1 and 4.4	Added paragraph on Additional Quality Assessment Standards for Programs Delivered in Blended, Distributed or Distance Modes	April 2011
Glossary	Added 10 new definitions	April 2011
1.2.5	Added a new section on Council's Monitoring Standing Committee	April 2011
2.3.4	Revised to clarify that financial security only applies if an institution is collecting tuition from students for a program offered in Alberta	May 2011
4.3.1	Revised program assessment standard #5	December 2011
4.3.3	Revised Expectation 3 to include reference to engaged and active learning	December 2011
4.4	Revised Graduate Programs section as follows: <ul style="list-style-type: none"> • added preamble to beginning of s. 4.4 • revised Graduate Program Assessment Standards (s. 4.4.1) • revised Graduate Program Evaluation Framework (s. 4.4.2) • revised Graduate Degree Types in a new s. 4.4.3 	December 2011
Glossary	Added a new entry for 'Engaged and Active Learning'	December 2011
Appendix H	Added a reference to engaged and active learning under Criterion 3	December 2011

* Note that chapter numbering refers to the numbering at the time of the change but may have been subsequently renumbered as reflected in the current version.

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CHAPTER 1 - INTRODUCTION

1.1 SCOPE AND PURPOSE

The *Handbook* is intended to provide a comprehensive description of the role the Campus Alberta Quality Council (CAQC) plays in quality assurance. It sets out a broad operating framework and consistent requirements for quality assessment of programs offered in the post-secondary education system in Alberta. For institutions, the *Handbook* provides an overview of what to expect during a review and an outline of how to prepare for the review. The *Handbook* is also intended to assist post-secondary institutions in undertaking planning and preparation for their quality reviews by indicating the areas on which the review will focus and the kinds of data it may be helpful for the provider to assemble in the period before the review is scheduled.

Council regularly reviews its existing policies, standards and practices. An effort is also made to be anticipatory or proactive in the development of policies and practices suited to evolving needs and changing circumstances. Changes made to Council's policies, standards and practices will be reflected in this *Handbook* and on Council's website at www.caqc.gov.ab.ca.

It is the applicant's responsibility to use current policies, procedures, criteria, and forms.

1.2 BACKGROUND

The Campus Alberta Quality Council was established in 2004 under the new *Post-secondary Learning Act* (Appendix A). Unlike many other jurisdictions in Canada where each institution has its own Act, in Alberta, the *Post-secondary Learning Act* (Appendix A) brings all public institutions and most other aspects of higher education under one piece of legislation.

Faced with a growing need and demand for post-secondary education, the Alberta government decided to increase access to degree programs by allowing public colleges and technical institutes to apply to offer university-level degree programs. However, the government wanted a mechanism that would ensure a rigorous review of all new degree programs to assure their quality. Consequently, it established the Campus Alberta Quality Council under the *Post-secondary Learning Act* (Appendix A) to conduct those reviews and make recommendations to the Minister of Advanced Education and Technology.

1.2.1 MAJOR RESPONSIBILITIES

The Campus Alberta Quality Council is an arms-length quality assurance agency that makes recommendations to the Minister of Advanced Education and Technology on applications from post-secondary institutions wishing to offer new degree programs in Alberta under the terms of the *Post-secondary Learning Act* (Appendix A) and the *Programs of Study Regulation (AR 91/2009)* (Appendix A). Other than degrees in divinity, all programs offered in Alberta, including degrees offered by non-resident institutions, must be approved by the Minister. Therefore, Council is charged with the quality review of all degree programs proposed by:

- resident public institutions,
- resident private institutions, both for-profit and non-profit,
- non-resident (out-of-province) public institutions,
- non-resident (out-of-province) private institutions, both for-profit and non-profit.

In fulfillment of its mandate, the Council

- reviews all applications for new academic undergraduate and graduate programs referred to it by the Minister,
- determines the criteria and procedures for its reviews,
- strikes organizational, program and comprehensive peer review teams,
- monitors approved degree programs,
- conducts comprehensive evaluations,
- reviews approved programs delivered off-site,
- undertakes research to assist in Council's work, and
- makes recommendations to the Minister based on an organizational review of the institution and/or a review of the degree program to ensure quality.

The full process of approval for new degree programs being proposed is as follows:



1.2.2 CAQC KEY OPERATING PRINCIPLES

November 2005
With revisions to December 2010

To guide its decisions, Council has adopted some key operating principles. These will be considered in all of Council's work. The principles were originally adopted in November 2005, and are reviewed annually.

Principle 1

- The Council's **standards** are appropriate to the program level/scope and are comparable to national and international standards. Within this context, Council is open to flexibility and innovation in degree programming.

Principle 2

- The **best interests of learners** are at the core of Council's activities as it assesses and monitors the quality of degree programs.

Principle 2 added May 2008

Principle 3

- The Council respects the foundational role of **academic freedom** in the provision of high quality post-secondary programs.

Principle 4

- **Peer evaluation** is an essential component of the Council's evaluation of post-secondary degree programs.

Principle 5

- **Stakeholder participation** is an integral part of the degree appraisal process.

Principle 6

- The Council acts to develop and retain **autonomy** from influences that may undermine or otherwise affect trust in its functions and decisions.

Principle 7

- The Council exhibits **equity** in all aspects of its operation.

Principle 8

- The Council exhibits and promotes **openness and transparency** in all its practices and policies.

Principle 9

- Processes established by the Council may be **iterative** in nature when, in Council's opinion, a proposed degree program has the potential for development and improvement.

Principle 9 modified December 2010

Principle 10

- Within the context of its iterative processes, the Council acts **expeditiously** and in keeping with principles of natural justice.

Principle 11

- The Council is committed to the **quality assurance review** of its own activities and to the interprovincial sharing of best practices in post-secondary degree program quality assessment.

Principle 12

- The Council exhibits and promotes **appreciation of institutional diversity** and respect for institutional autonomy and integrity among the institutions proposing degree programs.

Principle 13

- The Council ensures that approved degree programs and Council decisions with respect to them are **monitored** and the extent of monitoring is appropriate to the experience of the institution.

Principle 14

- Members and peer reviewers shall act in accordance with **ethical standards** and abide by Council's code of conduct which includes provisions on conflict of interest.

Principle 15

- The Council recognizes that the **primary responsibility** for academic and institutional quality assurance rests with post-secondary institutions themselves.

Principle 15 added December 2010

1.2.3 MEMBERSHIP OF COUNCIL

The Council currently consists of 11 members appointed by the Minister of Advanced Education and Technology, including a chair and 10 members with expertise in the post-secondary system. The normal term of office for members is three years, and members may be reappointed. Biographical information about the members is available on Council's website at <http://www.caqc.gov.ab.ca/About/membership.asp>.

1.2.4 COUNCIL'S PROPOSAL REVIEW STANDING COMMITTEE (PRSC)

Revised and Terms of Reference added July 2009

In keeping with its commitment to being expeditious, Council's Proposal Review Standing Committee acts on behalf of the full Council according to the following terms of reference:

Terms of Reference of the Proposal Review Standing Committee (PRSC):

- exists as a standing committee of the Campus Alberta Quality Council until such time as Council may decide by formal motion to dissolve it;
- is comprised of Council's Chair and, normally, three Council members;
- reviews all requests for partially or fully expedited reviews, in accordance with Council's policies and criteria;
- conducts a desk review of all proposals granted a fully expedited review;
- reviews any other issue that Council, or Council's Chair and Secretariat, decide to refer to it for advice. Council members will be given the opportunity to comment before acting on PRSC's advice/decision;
- may make a positive recommendation to the Minister on behalf of the full Council. Negative recommendations to the Minister can only be made by the full Council;
- reports in writing to the full Council at each meeting following any evaluative work it does or any recommendations it has made.

1.2.5 COUNCIL’S MONITORING STANDING COMMITTEE (MSC)

Added April 2011

Section 8 of the [Programs of Study Regulation \(AR 91/2009\)](#) (Appendix A) gives Council the responsibility to ensure compliance with Council’s standards and conditions once a degree program has been approved. This is a responsibility complementary to Council’s role in assessing the quality of all new degree program applications referred to it by the Minister.

In performing its monitoring role, the Campus Alberta Quality Council subscribes to any principles that it may adopt to inform its oversight of degree programs offered by institutions in Campus Alberta. Monitoring is undertaken in order to ensure that the degree programs offered to learners and the providers of those degree programs continue to meet Council’s conditions and standards of organizational and program quality. In addition to degree programs approved on the recommendation of CAQC, Council’s monitoring role extends to degree programs approved by the former Private Colleges Accreditation Board (PCAB) and to other approved degree programs referred to it by the Minister.

The Monitoring Standing Committee exists as a standing committee of the Campus Alberta Quality Council until such time as Council may decide by formal motion to dissolve it. Council has delegated to this Committee the following specific tasks:

- to consider the adequacy of institutional responses to conditions and expectations set by Council regarding any degree program that has been approved upon its recommendation;
- on behalf of Council to provide feedback to institutions on their annual reports;
- to decide, on behalf of Council, the disposition of information provided by institutions about changes to their approved programs (such as regards to curriculum, faculty or delivery);
- to report in writing to the full Council at each meeting following any evaluative work it does or any decision/recommendation it has made in its discharge of its monitoring role;
- to recommend to Council that it make a negative ruling about a matter it has considered in the course of discharging its delegated responsibility.

The Monitoring Standing Committee is comprised of Council’s Chair or delegate and, normally, two Council members.

1.2.6 CAQC SECRETARIAT

The CAQC Secretariat assists the Chair and Council in their activities by providing advice on matters of policy and procedure, organizing meetings, helping to set meeting agendas, and preparing publications. It also provides information and advice in response to inquiries from various agencies, current and prospective applicants, and members of the public about matters related to quality assurance of new degree programs. As well, it coordinates all activities of Council’s external evaluation teams; the Secretariat’s Director or designate serves as an advisory member on these teams.

1.3 ACTIVITIES OF COUNCIL

The primary work of Council is to review and make recommendations to the Minister on applications from post-secondary institutions seeking to offer new degree programs in Alberta. In addition, it conducts periodic evaluations of degree programs that have been approved on Council’s recommendation or by the Private Colleges Accreditation Board (PCAB), as well as any other approved degree program referred to it by the Minister. Certain other activities flowing from Council’s primary work include providing advice and consultation, monitoring related developments in the post-secondary milieu, and reporting on its work.

1.3.1 ORGANIZATIONAL EVALUATIONS

The [Post-secondary Learning Act](#) (Appendix A) requires the Campus Alberta Quality Council, in making its recommendation to the Minister, to consider the ability and readiness of institutions to deliver and sustain high quality degree programs. To meet this goal, all degree programs recommended by the Council must offer an education of sufficient breadth, depth and rigour to meet national and international standards of programs at recognized post-secondary institutions. Council has established assessment standards and criteria to guide institutions through an organizational evaluation (Chapter 3). Typically, a peer-review team commissioned by Council assists it to determine whether an institution has the capacity to offer the program(s) proposed.

For institutions wishing to offer a first degree program, or a first degree at a new level, a satisfactory outcome from an organizational review must be achieved before a program review can be conducted. This kind of review assesses whether an institution can in fact support the program(s) under review.

The institution's self-study provides evidence used by Council and its external evaluators to determine whether the institution is ready to implement and sustain degree programs. The institution is not necessarily required to be completely ready at the time of application to deliver the new program(s) proposed, but, if it is not ready at that time, it is expected to have the necessary plans in place.

1.3.2 PROGRAM EVALUATIONS

According to the [Programs of Study Regulation \(AR 91/2009\)](#) (Appendix A), Council reviews any degree proposal the Minister refers to it after a system coordination review by the Department of Advanced Education and Technology¹ (please see Chapter 2).

A program evaluation focuses on a review of the specific curriculum and the intellectual and physical resources needed to deliver the program proposed. The program's subject matter and the learning outcome standards must be appropriate to the level and type of degree proposed. Council also wants to ensure the institution has plans to continually improve the degree program and intends to review it systematically and periodically using external evaluators. Council has established assessment standards and criteria to guide institutions through a program evaluation (Chapter 4). Typically, Council commissions a team of peer adjudicators to assist it in determining whether a program proposed meets its program assessment standards.

The full review for institutions proposing to offer their first degree, or first degree at a new level, normally involves both organizational and program reviews using external evaluators. Expedited reviews are possible in other cases (see Chapter 2.1.1). The Secretariat manages the stages of review, including support for review teams and organization of and participation in site visits.

¹ Approval of degree programs under the *Post-secondary Learning Act* and the *Programs of Study Regulation (AR 91/2009)* follows a two-stage review process once the Minister receives a proposal.

- Stage 1 is a system coordination review of the proposed program by the Ministry to make a determination of the need for the program and how it fits with other programs currently offered in Alberta's post-secondary system.
- Stage 2 is a quality review enacted if the Minister forwards the proposal to CAQC.

1.3.3 COMPREHENSIVE EVALUATIONS

Section 8 of the [Programs of Study Regulation \(AR 91/2009\)](#) (Appendix A) stipulates, among other things, that the Campus Alberta Quality Council may review and monitor any degree program to ensure compliance with the standards and conditions established under section 7 [duty to establish standards and conditions].

Council's Comprehensive Evaluations provide it with an opportunity

- to assess whether the institution has lived up to the promises made and has executed the plans developed when the programs were first approved,
- to ensure that the institution and its degree programs remain in compliance with Council's standards, including Council's expectation that the institution has internal systems to ensure continuous improvement and periodic external evaluation, and
- to review the institution's future plans and directions for the strengthening of a program or programs.

In addition to degree programs approved on recommendation of the Council, Council's monitoring role also applies to degree programs previously approved by the PCAB and to any other approved degree program referred to it by the Minister.

Section 9 of the [Programs of Study Regulation \(AR 91/2009\)](#) (Appendix A) indicates that, if Council determines that any of the standards or conditions established under section 7 are no longer being met with respect to an institution or an approved degree program offered by an institution, it may recommend that the Minister cancel the approval of one or more degree programs offered by the institution. In the case of a resident private institution, Council may also recommend that the Order in Council designating the institution as a private college that may grant approved degrees be rescinded.

1.3.4 NATIONAL AND INTERNATIONAL ACTIVITIES OF COUNCIL

Council is committed to ensuring the national and international recognition of Alberta's degrees, and works closely with other provinces in pan-Canadian quality assurance initiatives. It is a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), a world-wide association of some 200 organizations that are active in the theory and practice of quality assurance in higher education.

Council's Secretariat has been involved in an important national initiative – the Council of Ministers of Education, Canada (CMEC) Quality Assurance Subcommittee, which continues its work under the chairmanship of Marilyn Patton, Director of Council's Secretariat. The Subcommittee's work at the pan-Canadian level will not only improve the understanding of Canadian degrees and how they are assessed, but will also facilitate interprovincial student mobility. In April 2007, CMEC announced that ministers in all provinces and territories had endorsed a *Ministerial Statement on Quality Assurance of Degree Education in Canada*. The *Statement* contains a Canadian Degree Qualifications Framework as well as standards and processes for assessment of new degree programs and new degree providers.

Council's processes and assessment standards are consistent with those contained in the *Statement* and Council has adopted the *Statement's* [Canadian Degree Qualifications Framework](#) (Appendix B) for use when assessing the level of proposed degree programs.

CHAPTER 2 - APPLICATION PROCEDURES

2.1 INTRODUCTION

The following chapter outlines the various application procedures that must be followed by resident and non-resident institutions submitting applications for new degree programs at both undergraduate and graduate levels.

Approval of degree programs under the [Post-secondary Learning Act](#) (Appendix A) and the [Programs of Study Regulation \(AR 91/2009\)](#) (Appendix A) follows a two-stage review process once the Minister receives a proposal.

Stage 1

is a system coordination review of the proposed program by the Ministry to make a determination of the need for the program and how it fits with other programs currently offered within Alberta's post-secondary system.

Stage 2

is a quality review enacted if the Minister forwards the proposal to the Campus Alberta Quality Council.

The Campus Alberta Quality Council reviews all proposals for new degree programs to ensure they are of high quality before they are approved. The time it takes for Council to make a recommendation is affected by various factors such as the completeness of the institution's final proposal, whether or not an organizational evaluation is required before the program review, the time it takes to recruit external reviewers and establish a site visit date mutually agreeable to all reviewers and the institution, and whether or not the institution is asked to provide further refinements of the proposal.

2.1.1 TYPES OF REVIEWS

Reviews by Council may proceed in one of three ways:

- Full Review – for applicants proposing to offer a first degree or a first degree at a new level. Council will conduct both an organizational review and a program review using external evaluators for each review.
- Partially Expedited Review – when Council determines that it can omit the organizational review but will conduct a program review using external evaluators. In certain cases, Council reserves the right to include elements of an organizational review within the program review.
- Fully Expedited Review – when Council determines that neither an organizational review nor program review using Council-appointed external evaluators is needed. The PRSC and the Secretariat will do a desk review.

2.1.2 CLASSIFICATION OF POST-SECONDARY INSTITUTIONS IN ALBERTA

With revisions to June 2010

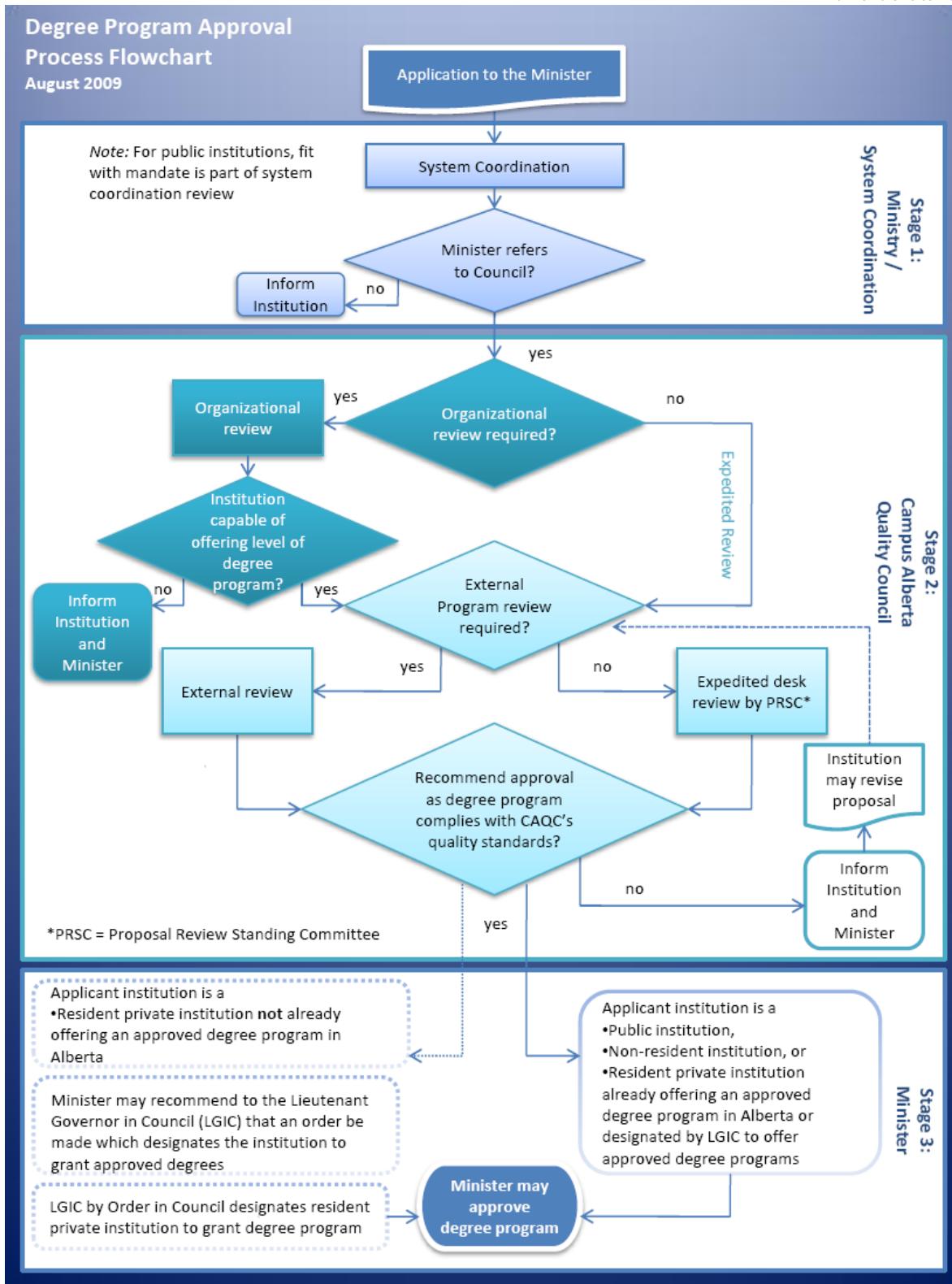
The Roles and Mandates Policy Framework for the Publicly-Funded Advanced Education System (November 2007), which was developed in consultation with Alberta's students and publicly funded institutions, classifies all publicly funded post-secondary institutions in Alberta within a six sector model of institutional differentiation based on credentials offered, type and intensity of research activity, and geographic focus.

Alberta's Six Sector Model (Publicly Funded Institutions)						Other Institutions Offering Degrees	
Comprehensive Academic and Research Institutions	Baccalaureate and Applied Studies Institutions	Polytechnical Institutions	Comprehensive Community Institutions	Independent Academic Institutions	Specialized Arts and Culture Institutions	Non-resident Institutions	Resident Institutions
Athabasca University (Athabasca)	Grant MacEwan University (Edmonton)	Northern Alberta Institute of Technology (Edmonton)	Bow Valley College (Calgary)	Ambrose University College (Calgary)	Alberta College of Art & Design (Calgary)	Andrews University (Lacombe)	DeVry Institute of Technology - Calgary
University of Alberta (Edmonton)	Mount Royal University (Calgary)	Southern Alberta Institute of Technology (Calgary)	Grande Prairie Regional College (Grande Prairie)	St. Mary's University College (Calgary)	Banff Centre (Banff)	City University of Seattle (Calgary and Edmonton)	
University of Calgary (Calgary)			Keyano College (Fort McMurray)	Canadian University College (Lacombe)		Cornell University (Calgary and Edmonton)	
The University of Lethbridge (Lethbridge)			Lakeland College (Vermillion)	Concordia University College of Alberta (Edmonton)		DeVry University-Arizona (Calgary)	
			Lethbridge College (Lethbridge)	The King's University College (Edmonton)		Gonzaga University (various locations)	
			Medicine Hat College (Medicine Hat)			La Sierra University (Lacombe)	
			NorQuest College (Edmonton)			Loma Linda University (Lacombe)	
			Northern Lakes College (Lesser Slave Lake)			Queen's University (Calgary and Edmonton)	
			Olds College (Olds)			University of Northern British Columbia (Grande Prairie)	
			Portage College (Lac La Biche)			University of Portland (Edmonton)	
			Red Deer College (Red Deer)				

2.1.3 DEGREE PROGRAM APPROVAL PROCESS FLOWCHART

June 2005

With revisions to August 2009



2.2 RESIDENT INSTITUTIONS – DEGREE PROGRAM APPROVAL PROCESS

2.2.1 APPLICATIONS UNDERGOING A FULL REVIEW

With revisions to April 2009

A full Council review includes both an organizational review (the readiness of the institution to mount and sustain the degree program) and a program review (the quality of the degree program being proposed) using external evaluators hired by Council.

1. Institutions that are proposing

- a first degree program (e.g., first applied degree, first baccalaureate),
- a first degree at a new level (e.g., first graduate degree), or
- other precedent-setting degree (e.g., first BSc when only BA programs offered),

will normally be subject to the full Council review process. In other words, both the organizational and program review phases will normally be followed. Normally proposals from Alberta's universities will not be subject to a full Council review.

2. Prospective applicants seeking to offer a new degree program are encouraged to discuss their plans with the Campus Alberta Quality Council Secretariat prior to forwarding the application to the Minister of Advanced Education and Technology. Please contact the CAQC Secretariat by phone at 780 427 8921, by fax at 780 422 3688, or by e-mail at caqc@gov.ab.ca.
3. All applications to offer a proposed degree program are submitted to the Minister of Advanced Education and Technology at:

Honourable Greg Weadick
Minister of Advanced Education and Technology
324 Legislature Building
Edmonton, AB T5K 2B6

4. Applications to the Minister consist of the following:

- a. A covering letter to the Minister normally signed by the President or designate,
- b. 5 copies of Part A of the Program Proposal (see [Resident Institutions – Degree Program Proposal Checklist](#) (Appendix C)),
- c. An electronic copy of the Program Proposal via e-mail (preferably in Word) to eileen.passmore@gov.ab.ca.

5. The Minister initially has the Ministry conduct a system coordination review (Stage 1) to determine the need for the program in the context of the system. The review will:

- examine the institution's rationale for the program in the context of institutional mandate (public institutions) and related system programming,
- consider documented evidence of institutional assessment of student and employer demand, and
- examine institutional program financing plans and implications for students and taxpayers.

For information with respect to the criteria that will be used by the Ministry in conducting the system coordination review (Stage 1), contact Eileen Passmore, Director of the Post-secondary Programs Branch of Alberta Advanced Education and Technology, by phone at 780 427 5710, by fax at 780 427 4185, or by e-mail at eileen.passmore@gov.ab.ca.

6. Alberta institutions that deliver ministerially-approved degrees and non-resident institutions with approved degrees or proposals under review are invited to make comments on proposed degree programs during the system coordination review phase. Notification of receipt of new degree proposals will be sent to the Vice-President, Academic who may request a copy of the Part A proposal. Comments on a proposal may be provided in writing to the Vice-President, Academic at the proposing institution with a copy forwarded to Ms. Connie Harrison, Assistant Deputy Minister, Post-secondary and Community Education, Alberta Advanced Education and Technology, 10155 - 102 Street, Edmonton, Alberta, T5J 4L5, or connie.harrison@gov.ab.ca. Comments should be forwarded within two months of a proposal being identified as new. Institutions receiving comments on their degree proposals are expected to respond to those comments by writing to the Vice-President, Academic of the proposing institution and copying the Assistant Deputy Minister on the response.
7. Following a successful system coordination review, the Minister will ask the Campus Alberta Quality Council to conduct its quality review (Stage 2). Council will then inform the applicant institution of the referral and will invite it to provide the necessary documentation to Council at:

Dr. Ron Bond, Chair
Campus Alberta Quality Council
11th Floor, Commerce Place
10155 - 102 Street
Edmonton, AB T5J 4L5

8. Applicants should familiarize themselves with the review process and assessment standards that will be used by Council and its reviewers to ensure the documentation provided as part of the application is complete and gives evidence to show the standards are or will be met should the institution be authorized to offer the degree program. The onus is on the applicant to make the strongest case possible. Council's guidelines and assessment standards can be found in [Chapter 3 – Organizational Evaluation](#) and [Chapter 4 – Program Evaluation](#).
9. The information needs of Council expand on what is required for the system coordination review by the Ministry. The following information is needed for a full Campus Alberta Quality Council review:

- a. A copy of the letter of application to the Minister.
- b. Effective November 1, 2005, for all applications from private institutions at all degree levels, applicants will be assessed an application fee of \$2,500. Applicants may be charged an application fee for resubmission after a negative decision. Cheques must be made payable to the Minister of Finance.

The additional direct costs for all evaluation activities with respect to applications from public and private institutions will be charged to the applicant institution. Evaluation activities include, but are not limited to, organizational and program evaluations.

- c. The signed [Statement of Institutional Integrity](#) (Appendix D).
- d. 16 copies of a self-assessment (self-study) proving the applicant's readiness to mount and sustain the proposed degree programs, including appropriate supporting documentation such as audited financial statements, planning documents, faculty handbook (or equivalent) and CVs of key administrators. Item # 5 of the [Contents Checklist for Full CAQC Review of Undergraduate and Graduate Programs](#) (Appendix E) itemizes the important elements of the self-study. It is the primary document used by the Quality Council's external organizational review team in preparing for its site visit to the applicant institution and its final report.

- e. 5 copies of the program proposal (Parts A and B) - Part A must reflect any changes as a result of discussions with the Ministry during the system coordination stage. Part B is the additional information Council needs. Include supporting documentation such as calendar descriptions of courses offered in the program, CVs of instructors and relevant academic administrators, assessment of learning resources and plans to augment them as needed and the institutional calendar. To ensure all necessary information is included in the final program proposal, refer to the [Resident Institutions – Degree Program Proposal Checklist](#) (Appendix C). In addition to the 4 paper copies of the program proposal, please send an electronic copy of Parts A and B via email (preferably in Word) to caqc@gov.ab.ca.
 - f. A list of possible organizational and program reviewers, together with their coordinates (i.e., rank/position, institution, areas of expertise/specialization, professional experience, and how they can be reached), identification of any previous affiliation with the applicant institution and the reason for recommending each. Do not contact the individuals to see if they are available prior to submitting their names. As reviewers will be asked to sign a conflict of interest statement, please do not suggest names of individuals who have been involved in any way with the proposed program.
10. Please use Council's [CV Template](#) (Appendix F) when submitting CVs as part of the application and ensure that approval is received from the individual to do so.
11. Once the application has been received, Council will engage a team of external experts to assess the institution's readiness to implement and sustain the proposed degree program using Council's [Organizational Assessment Standards](#) (Chapter 3.3) and the [Organizational Evaluation Framework](#) (Appendix G). The team initially reviews the self-study and other information provided by the applicant institution, and then visits the institution to interview appropriate members of the institution's community. Once the team's report is written, it is forwarded to the institution for response. Both the report and response are then discussed at a Council meeting.
12. Following a successful organizational evaluation, Council engages a team of external subject experts to assess the quality of the proposed degree program using Council's [Program Assessment Standards](#) (Chapter 4.3.1) and the [Undergraduate Program Evaluation Framework](#) (Appendix H). The team reviews the program proposal and conducts interviews during a site visit. Once again, the team's report and the institution's response to it are discussed by Council. The decision on whether or not to recommend that the program be approved is sent to the Minister. At the same time, Council sends an outcomes letter conveying the recommendation and outlining any expectations with respect to implementation and monitoring if the program is approved.
13. The process culminates with the Minister notifying the institution of his decision.

2.2.2 ELIGIBILITY FOR AN EXPEDITED REVIEW

June 2005
With revisions to May 2008

An applicant institution may formally request a partially or fully expedited review and is expected to make its case based on Council's criteria for such a review. The Proposal Review Standing Committee (PRSC) normally acts on Council's behalf to review requests for expedited reviews, and to conduct desk reviews of proposals accorded fully expedited reviews.

If the case presented is not accepted, the application will be subject to a full review (or partially expedited review) where the Council will appoint external evaluators. Applicants considering seeking partially or fully expedited reviews are encouraged to consult the CAQC Secretariat prior to making the request.

Partially Expedited Review

A request for a partially expedited review will be considered if one of the following criteria is met:

1. a successful organizational review has been conducted recently, or
2. the applicant is a Comprehensive Academic and Research Institution.

Fully Expedited Review

A request for a fully expedited review will be considered on its own merits: an institution should not assume that Council's willingness to conduct a fully expedited review in the same discipline at one level (e.g., a concentration in a 3-year BA) entitles it to a fully expedited review at another (e.g., a major in a 4-year BA). An institution will not normally be eligible for a fully expedited review if the degree is considered precedent-setting either for that institution or for the system. The following are the criteria to be met:

1. The proposal is for
 - a new major/specialization/concentration (e.g., History) in an already approved degree program (e.g., BA, BSc, etc.) that has been offered across a range of disciplines in the institution (i.e., the institution has a successful track record in implementing new programs), or
 - a new degree program that is building on an existing major/specialization currently offered under another program and is at the same level (e.g., Bachelor of International Studies where a Bachelor of Arts with a major in International Relations exists).
2. An appropriate number of permanent, qualified faculty are in place in the department/discipline.
3. Degree nomenclature of the proposed program is widely recognized.
4. Program scale is well within the capacity and the resources of the institution to implement and sustain the program.
5. Evidence of risk assessment both with respect to risks to existing programs and to the program under review (i.e., unexpected enrolment, inability to procure staff) is presented and no financial concerns are apparent.
6. Internal vetting and assessment practices, including those for post-implementation review, are well established and clearly documented. The use of external assessment and consultation with stakeholders in the initial proposal strengthens the case for an expedited review. Normally, this external assessment and the institution's response to them must accompany the proposal and request. In engaging external experts, institutions should be guided by Council's guideline on [Independent Academic Experts](#) (Appendix I).

2.2.3 APPLICATIONS UNDERGOING AN EXPEDITED REVIEW

January 2006
With revisions to April 2009

A partially expedited review is one that does not require an organizational evaluation, and a fully expedited review is one where the PRSC and the Secretariat complete a desk review rather than using external evaluators for the program review. Normally, applicants must apply to Council for either type of review using the criteria outlined for expedited reviews.

1. Prospective applicants seeking to offer a new degree program are encouraged to discuss their plans with the Campus Alberta Quality Council Secretariat prior to forwarding the application to the Minister of Advanced

Education and Technology. Please contact the CAQC Secretariat by phone at 780 427 8921, by fax at 780 422 3688, or by e-mail at caqc@gov.ab.ca.

2. All applications to offer a proposed degree program are to be submitted to the Minister of Advanced Education and Technology at:

Honourable Greg Weadick
Minister of Advanced Education and Technology
324 Legislature Building
Edmonton, AB T5K 2B6

3. At the same time as the application is sent to the Minister, applicants should write to the Chair of Council to apply for either a partially or fully expedited review and provide its rationale for the request. This enables Council to rule on requests for partially expedited reviews (no organizational evaluation) prior to referral to the Council by the Minister. However, Council is not able to decide on a fully expedited review until the final program proposal (Parts A and B) has been received. Council's criteria for partially and fully expedited reviews are described in Chapter 2.2.2.

NOTE: As degree proposals from Alberta Comprehensive Academic and Research Institutions will not normally be subject to a full Council review, universities need only apply for a fully expedited review.

4. Applications to the Minister consist of the following:
 - a. A covering letter to the Minister normally signed by the President or designate,
 - b. 5 copies of Part A of the Program Proposal (see [Resident Institutions – Degree Program Proposal Checklist](#) (Appendix C),
 - c. An electronic copy of the Program Proposal via e-mail (preferably in Word) to eileen.passmore@gov.ab.ca.
5. The Minister initially has the Ministry conduct a system coordination review (Stage 1) to determine the need for the program in the context of the system. The review will:
 - examine the institution's rationale for the program in the context of institutional mandate (public institutions) and related system programming,
 - consider documented evidence of institutional assessment of student and employer demand, and
 - examine institutional program financing plans and implications for students and taxpayers.

For information with respect to the criteria that will be used by the Ministry in conducting the system coordination review (Stage 1), contact Eileen Passmore, Director of the Post-secondary Programs Branch of Alberta Advanced Education and Technology, by phone at 780 427 5710, by fax at 780 427 4185, or by e-mail at eileen.passmore@gov.ab.ca.

6. Alberta institutions that deliver ministerially-approved degrees and non-resident institutions with approved degrees or proposals under review are invited to make comments on proposed degree programs during the system coordination review phase. Notification of receipt of new degree proposals will be sent to the Vice-President, Academic who may request a copy of the Part A proposal. Comments on a proposal may be provided in writing to the Vice-President, Academic at the proposing institution with a copy forwarded to Ms. Connie Harrison, Assistant Deputy Minister, Post-secondary and Community Education, Alberta Advanced Education and Technology, 10155 - 102 Street, Edmonton, Alberta, T5J 4L5, or connie.harrison@gov.ab.ca. Comments should be forwarded within two months of a proposal being identified as new. Institutions receiving comments on their degree proposals are expected to respond to those comments by writing to the Vice-President, Academic of the proposing institution and copying the Assistant Deputy Minister on the response.

7. Following a successful system coordination review, the Minister will ask the Campus Alberta Quality Council to conduct its quality review (Stage 2). Council will then inform the applicant institution of the referral and will invite it to provide the necessary documentation to Council at:

Dr. Ron Bond, Chair
Campus Alberta Quality Council
11th Floor, Commerce Place
10155 - 102 Street
Edmonton, AB T5J 4L5

8. Applicants should familiarize themselves with the review process and assessment standards that will be used by Council and its reviewers to ensure the documentation provided as part of the application is complete and gives evidence to show the standards are or will be met should the institution be authorized to offer the degree program. The onus is on the applicant to make the strongest case possible. Council's guidelines and assessment standards can be found in [Chapter 3 – Organizational Evaluation](#) and [Chapter 4 – Program Evaluation](#).

9. The information needs of Council expand on what is required for the system coordination review by the Ministry. The following information is needed for a full Campus Alberta Quality Council review:

- a. A copy of the letter of application to the Minister.
- b. Effective November 1, 2005, for all applications from private institutions at all degree levels, applicants will be assessed an application fee of \$2,500. Applicants may be charged an application fee for resubmission after a negative decision. Cheques must be made payable to the Minister of Finance.

The additional direct costs for all evaluation activities with respect to applications from public and private institutions will be charged to the applicant institution. Evaluation activities include, but are not limited to, organizational and program evaluations.

- c. The signed [Statement of Institutional Integrity](#) (Appendix D).
 - d. 2 copies of the program proposal (Parts A and B) - Part A must reflect any changes as a result of discussions with the Ministry during the system coordination stage. Part B is the additional information Council needs. Include supporting documentation such as calendar descriptions of courses offered in the program, CVs of instructors and relevant academic administrators, assessment of learning resources and plans to augment them as needed and the institutional calendar. To ensure all necessary information is included in the final program proposal, refer to the [Resident Institutions – Degree Program Proposal Checklist](#) (Appendix C) document. In addition to the 2 paper copies of the program proposal, please send an electronic copy of Parts A and B via email (preferably in Word) to caqc@gov.ab.ca.
 - e. A list of possible program reviewers, together with their coordinates (i.e., rank/position, institution, areas of expertise/specialization, professional experience, and how they can be reached), identification of any previous affiliation with the applicant institution and the reason for recommending each. Individuals need not be contacted regarding their availability prior to submitting their names. As reviewers will be asked to sign a conflict of interest statement, please do not suggest names of individuals who have been involved in any way with the proposed program.
10. Please use Council's [CV Template](#) (Appendix F) when submitting CVs as part of the application and ensure that approval is received from the individual to do so.

11. When a partially expedited review process is to be followed, once the application has been referred to Council for quality review, Council will engage a team of external subject experts to assess the quality of the proposed degree program using Council's program assessment standards. The team reviews the program proposal and conducts interviews during a site visit. The team's report and the institution's response to it are then discussed by Council. The decision on whether or not to recommend that the program be approved is sent to the Minister. At the same time, Council sends an outcomes letter to the applicant institution conveying the recommendation and outlining any expectations with respect to implementation and monitoring if the program is approved.
12. When a fully expedited review process is to be followed, a desk review of the proposed program is conducted by the Standing Committee of Council (PRSC) and the Secretariat. The review culminates in a decision on whether or not to recommend that the program be approved. The recommendation is sent to the Minister. At the same time, Council conveys the recommendation to the institution along with any expectations with respect to implementation and monitoring if the program is approved.
13. The process culminates with the Minister notifying the institution of his decision.

2.2.4 FINANCIAL SECURITY REQUIREMENTS FOR NON-PUBLICLY FUNDED RESIDENT INSTITUTIONS

As part of the initial application, private non-publicly funded resident institutions will be required to provide satisfactory proof that they will be able to provide suitable financial security.

For details, please contact the CAQC Secretariat by phone at 780 427 8921, by fax at 780 422 3688, or by e-mail at caqc@gov.ab.ca.

2.3 NON-RESIDENT INSTITUTIONS – DEGREE PROGRAM APPROVAL PROCESS

January 2006
With revisions to April 2009

In order to assure the quality of degree programming, all degree programs offered in Alberta, other than degrees in divinity, must be approved by the Minister of Advanced Education and Technology. Non-resident post-secondary institutions seeking to offer new degree programs in Alberta may do so under the terms of the [Post-secondary Learning Act](#) (Appendix A) and the [Programs of Study Regulation \(AR 91/2009\)](#) (Appendix A).

Article 124(k) of the [Post-secondary Learning Act](#) (Appendix A) indicates that the Lieutenant Governor in Council may make regulations respecting applications from non-resident institutions for approval to do the things referred to in section 106(1) [offering degrees], including regulations

- i. respecting the form of an application for approval;
- ii. respecting conditions to be met by applicants for approval;
- iii. respecting the renewal and cancellation of an approval.

Consequently, the [Programs of Study Regulation \(AR 91/2009\)](#) under the [Post-secondary Learning Act](#) applies to non-resident institutions in the same manner as for resident institutions. Article 2(b) of the *Regulation* states that a resident private college or non-resident institution that proposes to establish, extend, expand, reduce, suspend, terminate or transfer a degree program offered or to be offered in Alberta must apply to the Minister for approval to do so.

The Campus Alberta Quality Council is charged with reviewing all non-resident degree proposals referred to it by the Minister, including the following:

- i. degree programs from both public and private (for-profit and not-for-profit) non-resident institutions;
- ii. degree programs offered through distance learning by non-resident institutions in instances where these programs are being specifically marketed to Alberta students; and
- iii. degree programs offered by non-resident institutions at an Alberta institution that is acting as an agent or broker for the non-resident institution.

2.3.1 APPLICATIONS UNDERGOING A FULL REVIEW

In certain cases, a non-resident applicant institution may be required to undergo a full Council review that includes both an organizational review (the readiness of the institution to mount and sustain the degree program) and a program review (the quality of the degree program being proposed) using external evaluators hired by Council. The focus of the organizational review will primarily be on the institution's operations in Alberta.

1. Non-resident institutions that are proposing
 - a first degree program in Alberta (e.g., first baccalaureate),
 - a first degree program at a new level in Alberta (e.g., first graduate degree), or
 - other precedent-setting degree (e.g., first BSc when only BA programs offered),may be subject to the full Council review process. In other words, both the organizational and program review phases will normally be followed. It is often desirable to schedule a meeting with the Council Chair and Secretariat staff early in your preparation of the application.
2. Prospective applicants seeking to offer a new degree program are encouraged to discuss their plans with the CAQC Secretariat prior to forwarding the application to the Minister of Advanced Education and Technology. Please contact the CAQC Secretariat by phone at 780 427 8921, by fax at 780 422 3688, or by e-mail at caqc@gov.ab.ca.
3. All applications from non-resident institutions to offer a proposed degree program are to be submitted to the Minister of Advanced Education and Technology at:

Honourable Greg Weadick
Minister of Advanced Education and Technology
324 Legislature Building
Edmonton, AB T5K 2B6

4. Applications to the Minister consist of the following:
 - a. A covering letter to the Minister normally signed by the President, CEO or designate
 - b. Evidence
 - that the non-resident institution has the authority to offer the same degree program in its home jurisdiction (i.e. is appropriately recognized either at the program or institutional level by an accrediting body or quality assurance agency acceptable to the Ministry, where such a body or agency exists, and/or by the appropriate public authority);
 - that the applicable oversight body in the home jurisdiction has approved or does not object to the institution's request for approval to offer the program in Alberta (evidence should be in the form of a letter from the oversight body);
 - of the non-resident institution's status, whether public or private, in the home jurisdiction.

- that the admission policies of Canadian non-resident institutions do not automatically prohibit consideration of graduates of Alberta approved degree programs.

Last bullet added March 2009

- c. 5 copies of Part A of the Program Proposal
 - d. An electronic copy of Part A of the Program Proposal via e-mail (preferably in Word) to eileen.passmore@gov.ab.ca
5. The Minister initially has the Ministry conduct a system coordination review (Stage 1) to determine the need for the program in the context of the post-secondary system in Alberta. The review will:
- examine the non-resident institution's rationale for the program in the context of related Alberta system programming;
 - consider documented evidence of institutional assessment of student and employer demand; and
 - examine institutional program financing plans and implications for Alberta students and taxpayers.

For information with respect to the criteria that will be used by the Ministry in conducting the system coordination review (Stage 1), contact Eileen Passmore, Director of the Post-secondary Programs Branch of Alberta Advanced Education and Technology, by phone at 780 427 5710, by fax at 780 427 4185, or by e-mail at eileen.passmore@gov.ab.ca.

6. Alberta institutions that deliver ministerially approved degrees and non-resident institutions with approved degrees or proposals under review are invited to make comments on proposed degree programs during the system coordination review phase. Notification of receipt of new degree proposals will be sent to the Vice-President, Academic who may request a copy of the Part A proposal. Should you wish to comment on a proposal, you may provide your comments in writing to the Vice-President, Academic at the proposing institution and forward a copy to Ms. Connie Harrison, Assistant Deputy Minister, Post-secondary and Community Education, Alberta Advanced Education and Technology, 10155 - 102 Street, Edmonton, Alberta, T5J 4L5, or connie.harrison@gov.ab.ca. Comments should be forwarded within two months of a proposal being identified as new. Institutions receiving comments on their degree proposals are expected to respond to those comments by writing to the Vice-President, Academic of the sending institution and copying the Assistant Deputy Minister in the response.
7. Following a successful system coordination review, the Minister will inform the applicant non-resident institution and will ask the Campus Alberta Quality Council to conduct its quality review (Stage 2). Council will then invite the applicant institution to provide the necessary documentation to Council at:

Dr. Ron Bond, Chair
Campus Alberta Quality Council
11th Floor, Commerce Place
10155 - 102 Street
Edmonton, AB T5J 4L5

8. Applicants should familiarize themselves with the review process and assessment standards for non-resident institutions that will be used by Council and its reviewers to ensure the documentation provided as part of the application is complete and gives evidence to show the standards are or will be met should the institution be authorized to offer the degree program. The onus is on the applicant to make the strongest case possible.
9. The information needs of Council expand on what is required for the system coordination review by the Ministry. The following information is needed for a full Campus Alberta Quality Council review:

- a. A copy of the letter of application to the Minister, including the evidence noted in no. 4 (above).
- b. Payment of the application fee of \$2,500 (private institutions only). The application fee, payable to Alberta's Minister of Finance, should be submitted to the Campus Alberta Quality Council Secretariat in Canadian funds and is due at the time the program has been referred to the Quality Council. Further information and the Fee Schedule are available on Council's website at www.caqc.gov.ab.ca.
- c. A signed Statement of Institutional Integrity (Appendix D).
- d. The proposed location(s) of the program in Alberta.
- e. Evidence that the following assessment standards have been met:
 - i. Equivalence of standards
The standards of the degree program provided by the non-resident institution are comparable to or commensurate with Council's guidelines and assessment standards for resident institutions, which can be found in [Chapter 3 – Organizational Evaluation](#) and [Chapter 4 – Program Evaluation](#). Provide a copy of the assessment standards used in the home jurisdiction.
 - ii. Degree program comparability
The non-resident institution is providing the same program to students in its home jurisdiction, and the institution must demonstrate to Council that the course(s) are comparable in requirements and learning outcomes to courses at the same level in a similar field in Alberta. The curriculum and delivery methodologies used for degree programs delivered by the non-resident institution are substantively the same as, or of comparable quality to those used for the same or similar degree program in the institution's home jurisdiction, or a sound rationale for any differences is clearly demonstrated.
 - iii. Canadian content
Where appropriate, consideration has been given to ensure that the curriculum demonstrates relevant levels of Canadian content.
 - iv. Admissions and transfer
Admissions standards and policies are appropriately stated such that they conform to Alberta's post-secondary educational context and are understandable to Alberta students. Credits earned by students in programs offered by the non-resident institution in Alberta will be accepted as credit towards degrees offered in its home jurisdiction. The institution demonstrates that it has established policies and procedures that outline the process by which transfer of academic credits is awarded, and is committed to exploring and maximizing transfer opportunities between its Alberta students and relevant Alberta educational institutions.
 - v. Credential recognition
If the degree program is intended specifically to prepare graduates for employment or licensure in a particular profession or occupation, the institution provides evidence that the degree conferred on graduates will be recognized by Alberta employers or by relevant Alberta professional or occupational associations as being acceptable for employment or licensure.
 - vi. Financial and academic resources
Appropriate financial, academic and other resources exist to permit the successful delivery of the program in Alberta.

- f. 6 copies of a self-assessment (self-study) proving the applicant's readiness to mount and sustain the proposed degree programs, including appropriate supporting documentation such as audited financial statements, planning documents, faculty handbook (or equivalent) and CVs of key administrators. The [Institutional Self-Study Guidelines for Organizational Evaluations](#) (Chapter 3.8) outline the 11 categories that must be addressed in the self-study. The self-study is the primary document used by Council's external organizational review team.
 - g. 5 copies of the program proposal (Parts A and B) - Part A must reflect any changes as a result of discussions with the Ministry during the system coordination stage. Part B is the additional information Council needs. Include supporting documentation such as calendar descriptions of courses offered in the program, CVs of instructors and relevant academic administrators, assessment of learning resources and plans to augment them as needed and the institutional calendar. To ensure you have all the information included in your final program proposal, refer to the [Non-resident Institutions – Degree Program Proposal Checklist](#) (Appendix J) document. In addition to the 4 paper copies of the program proposal, please send an electronic copy of Parts A and B via email (preferably in Word) to caqc@gov.ab.ca.
 - h. A list of possible organizational and program reviewers (if required), together with their coordinates (i.e., rank/position, institution, areas of expertise/specialization, professional experience, how to reach the individual), identification of any previous affiliation with the applicant institution and the reason for recommending each. You do not need to contact the individuals to see if they are available prior to submitting their names. As reviewers will be asked to sign a conflict of interest statement, please do not suggest names of individuals who have been involved in any way with the proposed program.
10. Please use Council's [CV Template](#) (Appendix F) when submitting CVs as part of your application and ensure that you have approval from the individual to do so.
11. Once the application has been received, Council will engage a team of external experts to assess the institution's readiness to implement and sustain the proposed degree program using Council's organizational assessment standards. The team initially reviews the self-study and other information provided by the applicant institution. Once the team's report is written, it is forwarded to the institution for response. Both the report and response are then discussed at a Council meeting.
12. Following a successful organizational evaluation, Council engages a team of external subject experts to assess the quality of the proposed degree program using Council's program assessment standards. The team reviews the program proposal and conducts interviews during a site visit. Once again, the team's report and the institution's response to it are discussed by Council. The decision on whether or not to recommend that the program be approved is sent to the Minister. At the same time, Council sends a letter to the applicant institution conveying the recommendation and outlining any expectations with respect to implementation and monitoring if the program is approved. The process culminates with the Minister's notification of decision.
13. Council also has a role in the accountability and on-going monitoring of all approved degree programs to ensure quality standards continue to be met. The following are the accountability and monitoring criteria for non-resident degree programs:
- i. Accountability agreement
Before the approval to offer the degree program can be finalized, the non-resident institution must sign a copy of an accountability agreement specifying any conditions of approval required by Council and the Ministry. The non-resident institution also agrees to abide by any additional accountability and monitoring

requirements that Council may require, including external evaluation reports from the home jurisdiction's accrediting and/or oversight body.

ii. Time limit on program implementation

Approvals of non-resident degree programs are neither time definite nor term certain. If the program is not offered within three years of being approved by the Minister, Council may recommend that approval be revoked.

iii. Annual reporting requirements

Council may impose annual reporting requirements on institutions offering approved non-resident degree programs, and may request that institutions submit data on enrolments, graduates, faculty and staffing, and courses offered. In addition, Council may request a letter from the institution attesting that the approval conditions are still in place.

iv. Periodic review

When circumstances warrant, Council may conduct a more extensive review with respect to any approved degree program offered by a non-resident institution.

v. Notification of change or discontinuance

The non-resident institution agrees to notify the Minister and Council if there is a

- a. change in ownership;
- b. change in location;
- c. material change to the approved program; or
- d. plans to discontinue an approved program.

14. Approved degree programs offered by private non-resident institutions are subject to a [Financial Security Requirement](#) (Chapter 2.3.4).

2.3.2 ELIGIBILITY FOR AN EXPEDITED REVIEW

June 2005

With revisions to May 2008

Expedited Review

A non-resident applicant institution may formally request a partially or fully expedited review and is expected to make its case based on Council's criteria for such a review. The Proposal Review Standing Committee (PRSC) normally acts on Council's behalf to review requests for expedited reviews and to conduct proposals accorded fully expedited reviews.

If the case presented is not accepted, the application will be subject to a full review (or partially expedited review) where the Council will appoint external evaluators. Applicants considering seeking partially or fully expedited reviews are encouraged to consult the CAQC Secretariat prior to making the request.

A. Partially Expedited Review

A request from a non-resident institution for a partially expedited review will be considered if the following criteria are met:

1. an institution has had approval in its home jurisdiction to offer the same degree program in its own name for at least five years;

2. an institution has been appropriately recognized (either at the program or institutional level) by an accrediting body or quality assurance agency acceptable to the Council, where such a body or agency exists, and/or by the appropriate public authority for at least five years; and
3. an institution has been successfully enrolling students in approved degree programs at that level in its home jurisdiction for at least five years.

A recent completion of a successful organizational review conducted by an accrediting body, quality assurance agency or appropriate public authority acceptable to the Council strengthens the case for a partially expedited review.

B. Fully Expedited Review

A request for a fully expedited review from a non-resident institution will be considered on its own merits: an institution should not assume that Council's willingness to conduct a fully expedited review in the same discipline at one level (e.g., a concentration in a 3-year BA) entitles it to a fully expedited review at another level (e.g., a major in a 4-year BA). An institution will not normally be eligible for a fully expedited review if the degree is considered precedent-setting for the system.

The following are the criteria to be met:

1. The proposal is for
 - a new major/specialization/concentration (e.g., History) in an already approved degree program (e.g., BA, BSc, etc.) that has been offered by the same institution across a range of disciplines in Alberta (i.e., the institution has a successful track record in implementing new programs and has experience in offering that level of degree in Alberta), or
 - a new degree program that is building on an existing major/specialization currently offered by the same institution under another program in Alberta and is at the same level (e.g., Bachelor of International Studies where a Bachelor of Arts with a major in International Relations exists).
2. An appropriate number of permanent, qualified faculty are in place in the department/discipline.
3. Degree nomenclature of the proposed program is widely recognized.
4. Program scale is well within the capacity and the resources of the institution to implement and sustain the program.
5. Evidence of risk assessment both with respect to risks to existing programs and to the program under review (i.e., unexpected enrolment, inability to procure staff) is presented and no financial concerns are apparent.

Internal vetting and assessment practices, including those for post-implementation review, are well established and clearly documented. The use of external assessment and consultation with stakeholders in the initial proposal strengthens the case for an expedited review. Normally, this external assessment and the institution's response to it must accompany the proposal and request. In engaging external experts, institutions should be guided by Council's guideline on [Independent Academic Experts](#) (Appendix I).

2.3.3 APPLICATIONS UNDERGOING AN EXPEDITED REVIEW

January 2006

With revisions to March 2009

Mature institutions will not usually undergo a full Council review requiring a separate organizational evaluation. However, some elements of an organizational review may be combined within a program review. For example, if a non-resident institution plans to offer a degree program under a collaborative arrangement with a resident Alberta institution, the capacity of the Alberta institution may also be examined. In all cases, the institution must satisfy Council that it has the academic and administrative capacity to provide effective oversight to ensure the quality of the degree program being offered in Alberta.

Such mature institutions may therefore be eligible for either a partially expedited review (one that does not require an organizational evaluation) or a fully expedited review (one where Council's PRSC does a desk review rather than using external evaluators for the program review). Applicants must apply to Council for either type of review using the criteria outlined above in Chapter 2.3.2.

1. Prospective applicants seeking to offer a new degree program are encouraged to discuss their plans with the CAQC Secretariat prior to forwarding the application to the Minister of Advanced Education and Technology. Please contact the CAQC Secretariat by phone at 780 427 8921, by fax at 780 422 3688, or by e-mail at caqc@gov.ab.ca.
2. All applications from non-resident institutions to offer a proposed degree program are to be submitted to the Minister of Advanced Education and Technology at:

Honourable Greg Weadick
Minister of Advanced Education and Technology
324 Legislature Building
Edmonton, AB T5K 2B6

3. At the same time as the application is sent to the Minister, applicants should write to the Chair of Council to apply for either a partially or fully expedited review providing its rationale for the request. This enables Council to rule on requests for partially expedited reviews (no organizational evaluation) prior to referral to Council by the Minister. However, Council is not able to decide on a fully expedited review until the final program proposal (Parts A and B) has been received. See Chapter 2.3.2 for criteria explaining [Eligibility for an Expedited Review](#).

4. Applications to the Minister consist of the following:
 - a. A covering letter to the Minister normally signed by the President, CEO or designate
 - b. Evidence
 - that the non-resident institution has had, for at least the previous five years, the authority to offer (and has been offering) the same or similar degree program in its home jurisdiction (i.e., is appropriately recognized either at the program or institutional level by an accrediting body or quality assurance agency acceptable to the Ministry, where such a body or agency exists, and/or by the appropriate public authority);
 - that the applicable oversight body in the home jurisdiction has approved or does not object to the institution's request for approval to offer the program in Alberta (evidence should be in the form of a letter or official document from the oversight body);
 - of the non-resident institution's status, whether public or private, in the home jurisdiction; and

- that the admission policies of Canadian non-resident institutions do not automatically prohibit consideration of graduates of Alberta approved degree programs.

Last bullet added March 2009

- c. 2 copies of Part A of the Program Proposal.
 - d. An electronic copy of Part A of the Program Proposal via e-mail (preferably in Word) to eileen.passmore@gov.ab.ca.
5. The Minister initially has the Ministry conduct a system coordination review (Stage 1) to determine the need for the program in the context of the post-secondary system in Alberta. The review will:
- examine the non-resident institution's rationale for the program in the context of related system programming;
 - consider documented evidence of institutional assessment of student and employer demand; and
 - examine institutional program financing plans and implications for students and taxpayers.

For information with respect to the criteria that will be used by the Ministry in conducting the system coordination review (Stage 1), contact Eileen Passmore, Director of the Post-secondary Programs Branch of Alberta Advanced Education and Technology, by phone at 780 427 5710, by fax at 780 427 4185, or by e-mail at eileen.passmore@gov.ab.ca.

6. Alberta institutions that deliver ministerially approved degrees and non-resident institutions with approved degrees or proposals under review are invited to make comments on proposed degree programs during the system coordination review phase. Notification of receipt of new degree proposals will be sent to the Vice-President, Academic who may request a copy of the Part A proposal. Should you wish to comment on a proposal, you may provide your comments in writing to the Vice-President, Academic at the proposing institution and forward a copy to Ms. Connie Harrison, Assistant Deputy Minister, Post-secondary and Community Education, Alberta Advanced Education and Technology, 10155 - 102 Street, Edmonton, Alberta, T5J 4L5, or connie.harrison@gov.ab.ca. Comments should be forwarded within two months of a proposal being identified as new. Institutions receiving comments on their degree proposals are expected to respond to those comments by writing to the Vice-President, Academic of the sending institution and copying the Assistant Deputy Minister in the response.
7. Following a successful system coordination review, the Minister will inform the applicant non-resident institution and will ask the Campus Alberta Quality Council to conduct its quality review (Stage 2). Council will then invite the applicant institution to provide the necessary documentation to Council at:

Dr. Ron Bond, Chair
Campus Alberta Quality Council
11th Floor, Commerce Place
10155 - 102 Street
Edmonton, AB T5J 4L5

8. Applicants should familiarize themselves with the review process and assessment standards for non-resident institutions that will be used by Council and its reviewers to ensure the documentation provided as part of the application is complete and gives evidence to show the standards are or will be met should the institution be authorized to offer the degree program. The onus is on the applicant to make the strongest case possible.
9. The information needs of Council expand on what is required for the system coordination review by the Ministry. The following information is needed for a full Campus Alberta Quality Council review:

- a. A copy of the letter of application to the Minister, including the evidence noted in no. 4 (above).
- b. Payment of the application fee of \$2,500 (private institutions only). The application fee, payable to Alberta's Minister of Finance, should be submitted to the Campus Alberta Quality Council Secretariat in Canadian funds and is due at the time the program has been referred to Council. Further information and the Fee Schedule are available on Council's website at www.caqc.gov.ab.ca.
- c. A signed Statement of Institutional Integrity (Appendix D).
- d. The proposed location(s) of the program in Alberta.
- e. Evidence that the following assessment standards have been met:
 - i. Equivalence of standards
The standards of the degree program provided by the non-resident institution are comparable to or commensurate with Council's guidelines and assessment standards for resident institutions, which can be found in [Chapter 3 – Organizational Evaluation](#) and [Chapter 4 – Program Evaluation](#). Provide a copy of the assessment standards used in the home jurisdiction.
 - ii. Degree program comparability
The non-resident institution is providing the same program to students in its home jurisdiction, and the institution must demonstrate to the Council that the course(s) are comparable in requirements and learning outcomes to courses at the same level in a similar field in Alberta. The curriculum and delivery methodologies used for degree programs delivered by the non-resident institution are substantively the same as, or of comparable quality to, those used for the same or similar degree program in the institution's home jurisdiction, or a sound rationale for any differences is clearly demonstrated.
 - iii. Canadian content
Where appropriate, consideration has been given to ensure that the curriculum demonstrates relevant levels of Canadian content.
 - iv. Admissions and transfer
Admissions standards and policies are appropriately stated such that they conform to Alberta's Post-secondary educational context and are understandable to Alberta students. Credits earned by students in programs offered by the non-resident institution in Alberta will be accepted as credit towards degrees offered in its home jurisdiction. The institution demonstrates that it has established policies and procedures that outline the process by which transfer of academic credits is awarded, and is committed to exploring and maximizing transfer opportunities between its Alberta students and relevant Alberta educational institutions.
 - v. Credential recognition
If the degree program is intended specifically to prepare graduates for employment or licensure in a particular profession or occupation, the institution provides evidence that the degree conferred on graduates will be recognized by Alberta employers or by relevant Alberta professional or occupational associations as being acceptable for employment or licensure.
 - vi. Financial and academic resources
Appropriate financial, academic and other resources exist to permit the successful delivery of the program in Alberta.

- f. 2 copies of the program proposal (Parts A and B) – Part A must reflect any changes as a result of discussions with the Ministry during the system coordination stage. Part B is the additional information Council needs. Include supporting documentation such as calendar descriptions of courses offered in the program, CVs of instructors and relevant academic administrators, assessment of learning resources and plans to augment them as needed and the institutional calendar. To ensure all the information is included in the final program proposal, refer to the [Non-resident Institutions – Degree Program Proposal Checklist](#) (Appendix J) document. In addition to the 2 paper copies of the program proposal, please send an electronic copy of Parts A and B via email (preferably in Word) to caqc@gov.ab.ca.
 - g. A list of possible organizational and program reviewers (if required), together with their coordinates (i.e., rank/position, institution, areas of expertise/specialization, professional experience, how to reach the individual), identification of any previous affiliation with the applicant institution and the reason for recommending each. You do not need to contact the individuals to see if they are available prior to submitting their names. As reviewers will be asked to sign a conflict of interest statement, please do not suggest names of individuals who have been involved in any way with the proposed program.
10. Please use Council's [CV Template](#) (Appendix F) when submitting CVs as part of your application and ensure that you have approval from the individual to do so.
11. When a partially expedited review process is to be followed, once the application has been received, Council engages a team of external subject experts to assess the quality of the proposed degree program using Council's program assessment standards. The team reviews the program proposal and conducts interviews during a site visit. The team's report and the institution's response to it are discussed by Council. The decision on whether or not to recommend that the program be approved is sent to the Minister. At the same time, Council sends a letter to the applicant institution conveying the recommendation and outlining any expectations with respect to implementation and monitoring if the program is approved.
12. When a fully expedited review process is to be followed, a desk review of the proposed program is conducted by the Secretariat and Council. The review culminates in a decision on whether or not to recommend that the program be approved. The recommendation is sent to the Minister. At the same time, Council conveys the recommendation to the institution along with any expectations with respect to implementation and monitoring if the program is approved. The process culminates with the Minister's notification of decision.
13. Council also has a role in the accountability and on-going monitoring of all approved degree programs to ensure quality standards continue to be met. The following are the accountability and monitoring criteria for non-resident degree programs:
- i. **Accountability agreement**
Before the approval to offer the degree program can be finalized, the non-resident institution must sign a copy of an accountability agreement specifying any conditions of approval required by Council and the Ministry. The non-resident institution also agrees to abide by any additional accountability and monitoring requirements that Council may require, including external evaluation reports from the home jurisdiction's accrediting and/or oversight body.
 - ii. **Time limit on program implementation**
Approvals of non-resident degree programs are neither time definite nor term certain. If the program is not offered within three years of being approved by the Minister, Council may recommend that approval be revoked.

iii. Annual reporting requirements

Council may impose annual reporting requirements on institutions offering approved non-resident degree programs, and may request that institutions submit data on enrolments, graduates, faculty and staffing, and courses offered. In addition, Council may request a letter from the institution attesting that the approval conditions are still in place.

iv. Periodic review

When circumstances warrant, Council may conduct a more extensive review with respect to any approved degree program offered by a non-resident institution.

v. Notification of change or discontinuance

The non-resident institution agrees to notify the Minister and Council if there is a

- a. change in ownership;
- b. change in location;
- c. material change to the approved program; or
- d. plans to discontinue an approved program.

14. Approved degree programs offered by private non-resident institutions are subject to a [Financial Security Requirement](#) (Chapter 2.3.4).

2.3.4 FINANCIAL SECURITY REQUIREMENTS FOR PRIVATE NON-RESIDENT INSTITUTIONS

With revisions to May 2011

As part of the initial application, private non-resident institutions will be required to provide satisfactory proof that they will be able to provide suitable financial security. If a private non-resident institution offering an approved collaborative or dual degree program in Alberta is not collecting tuition from students then no financial security will be required.

For details, please contact the CAQC Secretariat by phone at 780 427 8921, by fax at 780 422 3688, or by e-mail at caqc@gov.ab.ca.

2.4 POLICY ON RELEASE OF INFORMATION

July 2007

Council has adopted the following policies regarding the release of information about its review processes and decisions.

PREAMBLE

As a public body, the Campus Alberta Quality Council is subject to the [Post-secondary Learning Act](#) (Appendix A), the [Freedom of Information and Protection of Privacy Act](#) and the [Programs of Study Regulation \(AR 91/2009\)](#) (Appendix A) in the province of Alberta.

In evaluating program proposals, Council is committed to the principle of openness and transparency. While a review by Council is underway, or while the Minister is deliberating on a recommendation from Council, it is imperative that evaluation reports and institutional responses to these reports be regarded as components of a larger process. It is therefore necessary that Council distinguish between the release of material while a review is in process and the release of material after the Minister's decision. To ensure that institutions and those to whom they are accountable are clear

on Council's aims and objectives with respect both to release of information and to protection of privacy, the following proviso will be included on all evaluation team reports when forwarded to institutions:

"Reports of CAQC's evaluation teams are prepared exclusively for the purpose of evaluating the quality of proposed post-secondary degree programs in Alberta and with consent of the respective institutions. All evaluation reports are based upon CAQC's policies and procedures which are available to all participants of the review process. Reports of Council's evaluation teams are only one form of information considered during the program approval process in Alberta, and Council may not accept or endorse all recommendations or comments contained in these reports."

RESPONSIBILITIES OF COUNCIL

1. Public Announcements

Council may make public announcements of any decisions, actions, or recommendations it has taken (once the Minister has acted on its recommendation). These announcements pertain chiefly to the consequences of the three types of review it is legislatively mandated to conduct (organizational, program, or comprehensive).

2. Evaluation Team Reports

All evaluation team reports (including those arising from any periodic review process and including associated correspondence) that result from the evaluation of an institution or its programs pursuant to Council's policies and procedures are under the custody and control of Council until a final decision has been made by Council or the Minister, as appropriate.

At that time, the responsibility for distributing or providing access to these documents rests with the institution, which may supply copies of evaluation reports, with the proviso referenced above, and any ensuing correspondence, to any party. In the first instance, Council will endeavour to work cooperatively with the institution to ensure that communications about Council's policies, processes, recommendations and decisions are accurate.

To ensure accurate representation, Council reserves the right to release the full report if it finds that an institution has misrepresented the contents or context of the report, misquoted excerpts from it, used those excerpts out of context, or relied on the report to create a misleading impression about the institution, its degree programs, or the processes administered by Council.

Council may provide copies of any evaluation reports, and any ensuing correspondence, to any person engaged by Council to evaluate an institution or its programs, to assist it in the development of policy, to advise it in the conduct of its statutory duties, or to aid it in the correction of the public record, should that intervention be necessary.

RESPONSIBILITIES OF THE REVIEWERS

Reviewers engaged by Council are entrusted, on a need-to-know basis, with information about the operations and policies of institutions and the programs they deliver or propose to deliver. It is imperative that members of evaluation teams and others engaged by Council hold this information, particularly information about academic staff, internal financial affairs, or other proprietary information, in absolute confidence. Reviewers must not communicate publicly about the materials provided to them or the impressions they have formed either before or after a site visit and must return to the Secretariat all written materials to which they are given access during the course of the review.

In order to encourage candour, the Chair of an evaluation team shall speak in confidence to Council at a duly constituted Council meeting about the report produced and the institution's response to it. Council expects the Chair not to disclose, either at that time or later, the nature of that discussion.

RESPONSIBILITIES OF INSTITUTIONS

1. Public Announcements

During its early contacts with an institution that is applying to have one or more of its degree programs recommended for approval, Council will secure the institution's written commitment to abide by the following advice regarding public statements:

- a. The review process may be lengthy and will proceed by stages. At each stage Council may, for good reason, delay the application, refer it back to the institution for further consideration, or recommend that it not be approved. The institution, therefore, shall avoid any public statement in calendars, on websites or in any other form of communication which, for whatever reason, may be construed as an attempt to influence, pre-empt or circumvent the process, or which may later embarrass or create pressure upon the institution, Council or the Ministry of Advanced Education and Technology.
- b. Any public statement made by the institution about Council's work shall be confined to facts that are appropriate to the status of the institution's proposals with Council at the time of the statement. Any uncertainty about the nature of the facts that can be publicized will be resolved by the Chair of Council in consultation with the Secretariat.
- c. An institution's public statements making reference to programs being planned or proposed should specify particular degree programs, keeping in mind that Council recommends specific program approval, not approval or accreditation of an institution, per se.
- d. No public statements shall be made that state or imply that the institution seeks, or has been given, "full" or "institutional" approval or "accreditation", notwithstanding Council's mandate to conduct both organizational and comprehensive reviews.
- e. In its public statements about proposals for new programs, an institution must avoid expressions to the effect
 - that it anticipates receiving program approval from Council, or
 - that approval from Council or the Minister is imminent or anticipated, or
 - that potential students may seek admission to the program on the basis of anticipated approval.

It is preferable for an institution to report that the proposal is under consideration and that the outcome is not a foregone conclusion.

2. Evaluation Team Reports

Reports of Council's evaluation teams are only one form of information considered during the program approval process in Alberta. It should be noted that Council may not accept or endorse all recommendations or comments contained in these reports. Consequently, it is incumbent on the institution to provide this context if and when, at the conclusion of the review process and after the Minister has made a decision about a recommendation from Council, it distributes a report of an evaluation team. The same is true of excerpts from evaluation team reports — appropriate context must be provided if an institution uses excerpts from an evaluation team report, and the institution must offer to make the full report available on request.

CHAPTER 3 – ORGANIZATIONAL EVALUATION

3.1 PURPOSE

The purpose of the organizational evaluation is to examine the extent to which the systems and processes of the institution are clearly established to achieve excellence in learning. That is, the evaluation will establish the extent to which the institution has created sustainable processes within the organization, the extent to which its financial and operational resources are adequate to sustain the learning processes students will experience, and the link between students' experiences and demonstrable needs.

3.2 EXTERNAL ORGANIZATIONAL EVALUATION TEAM

Peer evaluation is an essential component of Council's evaluation. To assist in the assessment of an institution's application for a degree program, Council appoints an external evaluation team to provide independent opinion with respect to the organizational evaluation. The team's review of the application documentation, its on-site appraisal and its report to Council are expected to aid Council's understanding of the relative strengths and weaknesses of the institution's readiness to implement and sustain degree programs of the type and level for which the institution is applying.

In the cases where an organizational evaluation or a comprehensive evaluation (a combined organization and program evaluation after five years of offering a first degree program) is to be conducted, Council requires the institution to conduct a self-study. The self-study is a key document for organizational evaluation teams. Council provides [Institutional Self-study Guidelines](#) (Chapter 3.8) for this purpose.

Using the institution's self-study and insights gained from a site visit to the applicant institution, the external evaluation team provides thoughtful assessment of the applicant institution's readiness and capacity to offer and sustain the proposed programs. Please see Council's guide on *Hosting an Institutional Site Visit* on its website at www.caqc.gov.ab.ca.

Using Council's [Organizational Assessment Standards](#) (Chapter 3.3) and its [Organizational Evaluation Framework](#) (Appendix G) the evaluators will develop a report providing an independent opinion on:

- the extent to which the systems and processes of the institution are clearly established to achieve excellence in learning outcomes,
- the extent to which the institution has created sustainable processes within the organization,
- the extent to which its financial and operational resources are adequate to sustain the learning process students will experience,
- the link between students' experiences and demonstrable needs, and

for private institutions, an assessment of risk to help determine Council's financial security requirements should the program be approved.

3.3 ORGANIZATIONAL ASSESSMENT STANDARDS

December 2004
With revisions to March 2008

In making its recommendation to the Minister, the *Post-secondary Learning Act* (Appendix A) requires the Campus Alberta Quality Council to consider the ability (readiness) of institutions to deliver and sustain high quality degree programs. To meet this goal, all degree programs recommended by the Council must offer an education of sufficient breadth and rigour to meet national and international standards of programs at recognized post-secondary institutions.

1. Mandate and mission

- The organization has a clearly articulated and published mandate (public institutions) or mission (private institutions) and academic goals statement, approved by the governing board and appropriate for a degree-granting institution, and has academic policies and standards that support the organization's mission and educational objectives to ensure degree quality and relevance. The mission includes a commitment to the dissemination of knowledge through teaching and, where applicable, the creation of knowledge and service to the community or related professions.

2. Governance and administrative capacity

- The organization has the legal characteristics and the leadership, through a governance structure and administrative capacity, necessary to organize and manage a reputable, effective and high quality degree-granting institution.

Please see Council's policy on [Governance and Administration](#) in Chapter 3.6.

3. Academic freedom and integrity

- The organization maintains an atmosphere in which academic freedom exists. Where adherence to a statement of faith and/or code of conduct might constitute a constraint upon academic freedom, the conditions of membership in that institution's community must be clear prior to admission or employment. Student and academic staff display a high degree of intellectual independence. Academic activity is supported by policies, procedures and practices that encourage academic honesty and integrity.

Please see Council's policy on [Academic Freedom and Scholarship](#) in Chapter 3.7.

4. Academic policies

- The organization has published admission, continuation and graduation policies consistent with the objectives of its programs and has the capacity to ensure that academic records of students are secure.

5. Organizational policies, strategic planning and periodic review

- The organization has appropriate policies and processes in place to assess the effectiveness, continuous growth and improvement of its educational programs and services, including a strategic planning process (both for short and long range plans) that enables the organization to respond in a focused, effective and innovative way to the challenges of its environment and constituents. Policies and procedures are in place which address internal curriculum development and periodic program review to ensure the ongoing quality of its programs and learning outcomes. Such assessments normally include the advice of external experts.

6. Financial planning and resources

- The organization has the financial management procedures, resources and appropriate planning to provide a stable learning environment and to ensure that students can complete the degree program.

7. Ethical conduct

- The organization values and upholds integrity and ethical conduct as demonstrated by the relevant policies and practices by which it conducts its business. It has fair and ethical policies in place governing admissions and recruitment of students, and a systematic method for evaluating and awarding academic credit.

8. Faculty and staff

- The organization has the human resources, including appropriately qualified faculty and instructional staff, necessary to achieve its mission and academic goals. The organization has policies and procedures with respect to appointment, evaluation, employment conditions including employment equity, promotion, termination and professional development for faculty and staff.

9. Information services and systems

- The organization has the information services and learning resources to support the academic programs for students and faculty, as well as an established method of setting priorities with respect to their acquisition. The institution is committed to maintaining and supplementing them as needed. As well, the organization has the systems in place to gather and analyze data, which are used for planning and decision-making purposes. It establishes specific performance indicators and benchmarks by which programs and academic units are assessed.

Revised to add "including employment equity," March 2008

10. Student services and student protection

- The organization values and upholds integrity and ethical conduct in its relations with students through the availability of full, accurate and truthful material regarding its mission and goals; history; governance and academic structure; program and subject descriptions; faculty and administrator credentials; entrance requirements including credit transfer and prior learning assessment policies; clear and informative student enrollment agreements verifying student awareness of relevant policies; support services; payment requirements and refund policies; financial assistance; and transcript protection.

11. Dispute resolution

- The organization has policies for dealing with disputes between the organization and its students, the organization and its faculty, and between faculty and students where complaints, grievances, and/or disputes of students, faculty, staff and administration are dealt with in accordance with the principles of natural justice.

12. Scholarly and research support

- The organization has policies and procedures in place to support and facilitate engagement by academic staff in scholarship and, where appropriate, research or creative activity.

Please see Council's [Research and Scholarship in Campus Alberta: CAQC Interpretation of Roles and Mandates Policy Framework for Alberta's Publicly Funded Advanced Education System \(March, 2008\)](#) in Appendix M, and Council's policy on [Academic Freedom and Scholarship](#) in Chapter 3.7.

13. Physical plant

- The organization has the facilities, including laboratories, classrooms, technology and specialized equipment, as well as the existence of plans and methods for managing health and safety issues, appropriate to support degree programming in the program(s) it offers or proposes to offer.

14. Graduate program policies

- Organizations proposing graduate programs have policies, structures and mechanisms in place appropriate to graduate studies and research.

3.4 ORGANIZATIONAL ASSESSMENT STANDARDS FOR GRADUATE PROGRAMS*February 2005*

In addition to the regular organizational assessment standards, the following standards shall be applied to institutions proposing graduate programs. These organizational assessment standards may be applied in the case of an institution proposing to offer its first graduate degree program, in which case the Council will, to

some extent, be evaluating the institution's potential and plans to put in place the resources, personnel and organizational support to deliver and sustain graduate programs.

1. Graduate program policies

- Organizations proposing graduate programs have policies, structures and mechanisms in place appropriate to graduate studies and research (e.g., policies concerning supervisory responsibilities, appeal systems, satisfactory standing, etc.).

2. Commitment to graduate students

- The institution has core faculty committed to the graduate program(s) and to the intellectual life of graduate students through sustained participation in activities involving graduate students (seminars, colloquia, conferences, journal clubs, etc.). The organization is committed to the timely program completion of its graduate students and to their financial support through such means as teaching assistantships, scholarships, bursaries, faculty research grants, research contracts, etc. The quality of graduate supervision is commensurate with an excellent program.

3. Faculty

- Faculty, as a group, should provide intellectual leadership. In doctoral and research-oriented master's programs, the scholarly activity and intellectual atmosphere of the academic unit is based on the number and quality of significant publications or creative research output of the members and on the unit's continuing insistence on originality and excellence. In the case of programs in professional areas, there must be a solid basis of appropriate scholarly or creative activities.
- The evidence of accomplishment must be demonstrated through peer review and critical analysis, with peer-adjudicated publication as the predominant way of assessing scholarly achievement in the traditional disciplines. For some fields of study, evidence of professional achievement and intellectual leadership may be inferred from other scholarly or creative activities.
- It is essential that the intellectual engagement of faculty, as a whole, be maintained through regular participation in scholarly activities, the validity of which has been verified by peer review. Most members of the unit must be involved in ongoing research and publication of findings, or other scholarly activity as appropriate. The commitment to graduate students, above, also requires a faculty involved in the scholarly life of the department and institution.
- Research done by the department or unit should have, or have the potential to have, a significant impact provincially, nationally and internationally, commensurate with the size of the department or unit, and appropriate to the program being proposed.

4. Library and information resources

- The institution must provide the essential information resources and support appropriate to graduate student work. These resources must be adequate for the number of students enrolled and for the level of study.

5. Research facilities

- The institution has laboratory, computer, studio, and/or creative facilities, as well as essential resources, to support the faculty and students adequately in their research.

3.5 ORGANIZATIONAL EVALUATION FRAMEWORK

INTRODUCTION

Resident institutions that are proposing a first degree program, a first degree at a new level, or other precedent-setting degree will normally undergo an organizational evaluation.

As noted in Chapter 3.1, the purpose of the organizational evaluation is to examine the extent to which the systems and processes of the institution are clearly established to achieve excellence in learning.

As part of its organizational evaluation, an institution must provide evidence of the following:

1. the name of the Chief Executive Officer or, especially in the case of organizations with other than educational missions, other officer with overall responsibility for the program being proposed;
2. audited financial processes;
3. provision for continuity of leadership (in relation to #1 above);
4. procedures for collection, maintenance and security of student personnel records;
5. a three-year business plan which includes:
 - clear plans for development, delivery and assessment of curriculum,
 - financial projections,
 - a marketing plan,
 - a staffing plan,
 - risk analysis;
6. adequate financial backing to launch and sustain the proposed program;
7. ability to post a bond or irrevocable letter of credit prior to admitting students (for private for-profit and private non-resident institutions);
8. a clearly articulated mission/mandate statement that includes the offering of the proposed program; and
9. sufficient academic or educational expertise, or a credible plan to obtain it, to launch the proposed program.

The [Organizational Evaluation Framework](#) (Appendix G) has been freely adapted from the Malcolm Baldrige Award for Quality, established as a world standard in the United States for practices intended to produce excellence. Institutions may adopt any paradigm for institutional assessment they wish in meeting the requirement to demonstrate effectiveness in a number of categories. The Council will examine the report of the evaluators by category and determine whether or not standards have been met. The guidelines below are written in such a way as to both encourage and enable organizational innovation. The evaluation is based on the statement of vision, strategy and goals provided by the institution, not on a comparison of the institution with "traditional" and "established" modes of operating for organizations delivering degree level education.

The evaluators will be a varied group and may include (a) educators with significant experience in post-secondary educational management and financing; (b) organizational design and behavior consultants; and (c) individuals trained in assessment and evaluation. Each will have an orientation in the use of the instrument that follows. The Council will be free, however, to call for other assessments of specific features of

an organization (e.g. its information technology platform for distance learning; its prior learning assessment processes) should it wish to do so. It will ask the evaluators to use Council's organizational assessment standards.

The evaluators may require access to all relevant documentation: such financial records as are available, minutes of meetings throughout the organization, planning and related documents, measurement instruments and performance data. Most specifically, they will use the institutional self-study required on application dealing with all of the categories for evaluation detailed below. Documents which are confidential to the evaluators should be clearly marked as such, but evaluators should be given such access to documents as they require to complete their task.

NEW INSTITUTIONS

This [Organizational Evaluation Framework](#) (Appendix G) is designed to serve as a matrix for the evaluation of an institution throughout its lifetime. However, the peculiar situation facing a new institution as it approaches the challenge of launching a degree program calls for a different approach by the Council. Clearly a new institution will not have financial statements for previous years of operation or an existing calendar of course offerings and programs. In the case of a proposal by a new institution, the Council will look for a thorough planning process and evidence that the institution will have in place the resources, personnel, and organizational ability for launching the proposed project. This preparation must include the nine required items listed in the Introduction above. The criteria used to evaluate the new institution will be prospective, intended to detect the promise the institution shows of being able to produce the structures, processes, and outcomes outlined in this document.

EVALUATION CATEGORIES

The evaluation categories used in the organizational evaluation are these:

- | | |
|--------------------------------------|---|
| (1) Financial Planning and Resources | (5) Human Resource Development and Management |
| (2) Leadership | (6) Management of Process |
| (3) Information and Analysis | (7) Outcomes |
| (4) Strategic Planning | (8) Student Focus and Student Satisfaction |

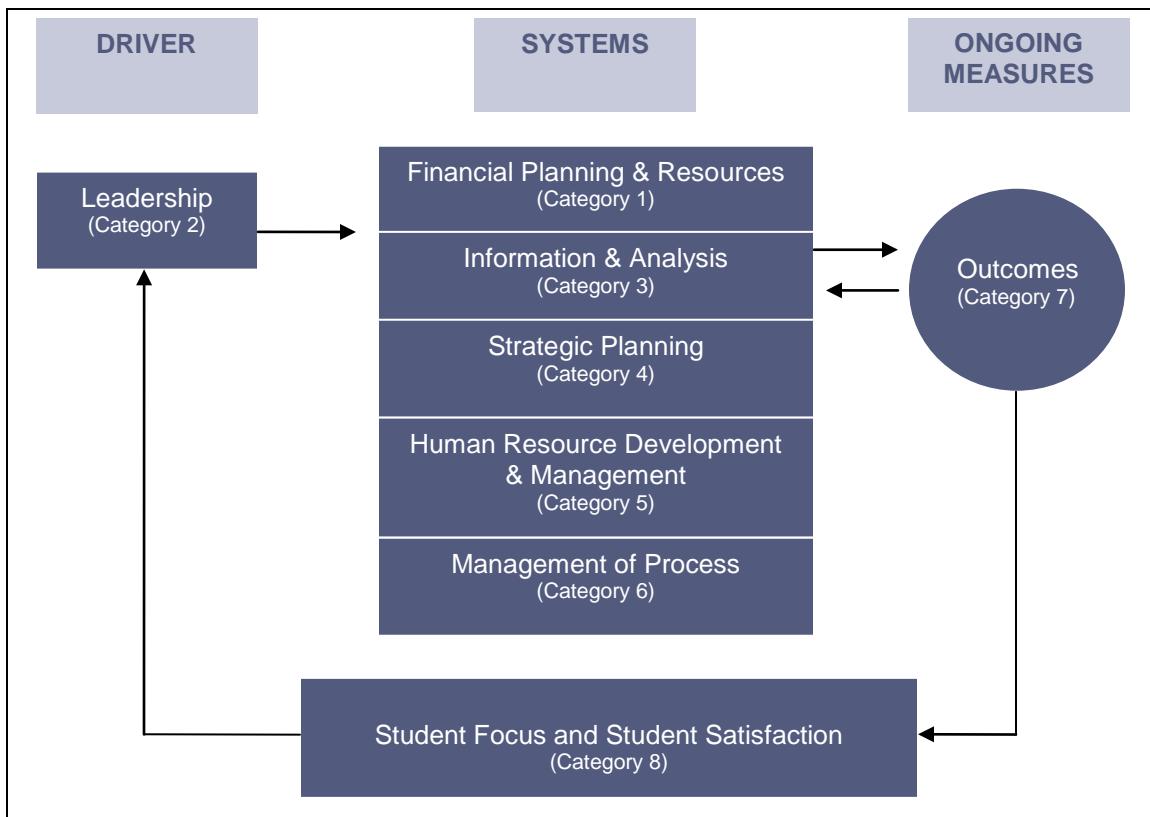
For a detailed description of these categories, please see the [Organizational Evaluation Framework](#) document in Appendix G.

The process begins with a self-study by the institution dealing with 11 major categories (see the [Institutional Self-study Guidelines](#) in Chapter 3.8 and measuring them against the indicators outlined in this framework tool. The external evaluation team then evaluates the self-study and other documentation, visits the campus, and consults with personnel and students. For each of the eight categories noted in this framework, the evaluation team will be looking for the approach taken by the organization; the way in which the approach is deployed within the organization; and the results of such deployment.

Categories carry the same weights, and the emphasis throughout is being placed on performance (outcome) and process management practices. Overall, there are 1000 points allocated across all categories. Institutions are expected to score acceptably in all categories if they wish to proceed to the next level of evaluation by Council.

OVERVIEW OF THE KEY FEATURES OF ORGANIZATIONAL EVALUATION

The following chart shows the inter-relationship among the categories used in the organizational evaluation.



3.6 GOVERNANCE AND ADMINISTRATION

June 2009

Governance is a process through which an institution achieves its mission and vision. Administration is the process of managing an institution.

Governance is broader than the institution's governing board. Council recognizes that, depending on the type of institution, governance and administration will vary from one institution to another. For Alberta public institutions, the [Post-secondary Learning Act](#) (Appendix A) describes the powers, duties and composition of their governing boards and general faculties councils/academic councils, and prescribes key officers and staff. In order to ensure effective governance and administration of other institutions which may apply to offer degrees in Alberta, Council expects certain elements to be in place and will look for evidence of the following:

- An institution must have a governing board which has the authority to carry out the mandate/mission of the institution, and which operates as an independent policy-making body. The governing board should normally have at least five voting members, a majority of whom are without any contractual, employment or ownership interest in the institution.
- An institution must have a chief executive officer whose full-time or major responsibility is to the institution, and sufficient administrative staff to conduct the affairs of the institution.

- The governing board shall make provisions for adequate academic staff participation in academic decision-making and for faculty, staff, students and administrators to be involved in the development of institutional policies.
- It is within the discretion of the institution to determine the form of participation. Normally, however, faculties (academic units) will conduct much of their business through structures such as committees, councils, and senates, operating within the broad policies determined by the governing boards.
- An institution must have a strategic plan which addresses its future educational, physical and fiscal growth. It must have in place effective procedures for on-going institutional self-study and planning which involves its academic staff and its students. Basic planning for the development of the institution must integrate plans for facilities, services, academic personnel, resource centre and library, and financial development, as well as procedures for program review and institutional improvement.

3.7 ACADEMIC FREEDOM AND SCHOLARSHIP

June 2006

As stated in its Key Operating Principles, Council respects the foundational role of academic freedom in the provision of high quality degree programs. Thus, Council requires that institutions meet its organizational assessment standards on academic freedom, institutional integrity, and scholarly and research activity. In making its recommendation to the Minister, the [Post-secondary Learning Act](#) (Appendix A) requires the Campus Alberta Quality Council to consider the ability (readiness) of institutions to deliver and sustain high quality degree.

3.7.1 ACADEMIC FREEDOM

An institution must ensure that it maintains an atmosphere in which intellectual freedom exists. Although it is understood that an institution will be in reasonable harmony with its founding and sustaining organizations, a high degree of intellectual independence is expected of its academic staff and students.

An institution's academic staff and students must be free to examine and to test all knowledge appropriate to their disciplines as judged by the academic community in general.

An institution must adopt and distribute to all members of the academic staff a statement of the principle of academic freedom as established by the governing board of the institution, assuring freedom in teaching, scholarship/research and publication (see below), and community activities. Written policy and procedures that ensure the principles of natural justice are followed in the event of alleged violations of the policy must be clearly stated, widely available, and actively followed.

3.7.2 INSTITUTIONAL INTEGRITY

In general terms, the institution must recognize and protect the right of the individual to the honest search for knowledge, wherever knowledge is to be found, without fear of reprisals by the institution or by third parties. Academic freedom implies the right to communicate freely the acquired knowledge and the result of scholarship/research. It implies the duty, however, to respect the rights of others, to exercise that freedom in a reasonable and responsible manner, and to respect the academic objectives of the institution.

When an institution requires adherence to a statement of faith and/or a code of conduct that might constitute a constraint upon academic freedom as defined above, the conditions of membership in that institutional community, including any sanctions that may be invoked, shall be made clear to staff and students prior to employment or admission, as the case may be. Further, adequate procedures shall be in place to ensure natural justice in the event of alleged violations of any contractual arrangement touching such required statement of faith and/or code of conduct.

The institution must present itself accurately and truthfully in all of its written documents. This includes the manner in which it describes its qualities and programs and compares them with other institutions. Full compliance with legal matters such as copyright law is expected.

3.7.3 SCHOLARSHIP / RESEARCH / CREATIVE ACTIVITY

Scholarship is a multi-faceted activity involving the creation, integration and dissemination of knowledge. Scholarship can take many forms including the following:

- Independent or collaborative research across the full spectrum (basic, applied, educational, policy, quantitative, qualitative, etc)
- Staying current and maintaining competency in the content and methodology in one's field and related fields
- Inquiry and reflective practice
- Innovation in pedagogy
- Knowledge translation and reformulation for new applications
- Composition, creative activity and performance
- Publication
- Presentation at scholarly conferences or expert groups
- Applied scholarship through problem solving practices, innovation, product development (tools, handbooks, manuals, software, etc)
- Technology development, patents, technology transfer and commercialization
- Developing standards, guidelines, and best practices

See also [Research and Scholarship in Campus Alberta: CAQC Interpretation of the Roles and Mandates Policy Framework for Alberta's Publicly Funded Advanced Education System \(March, 2008\)](#) in Appendix M.

3.7.4 INSTITUTIONAL POLICIES ON SCHOLARLY ACTIVITY

- The institution's organization, administrative structure and policies should facilitate the expectations in scholarship (and in research where applicable).
- Institutions which include research in their mission statement should have supportive policies, e.g. sabbatical leaves, research leaves, in-house grants to support research, a system which supports research grant applications to external agencies, recognition of research time demands in the assignment of teaching loads, recognition of research output in salary rewards, etc.
- The scholarship, research and creative activities policies and practices of the institution should be developed and administered under the direction of a representative committee.
- The investigator's freedom in research, including the communication of results, shall be preserved.

- In support of research activities, the institution must have appropriate policies and procedures related to ethical conduct and reviews, intellectual property and ownership, safety and biohazards, responsibility and accountability, animal care and maintenance, technology transfer and commercialization, etc, that meet all accreditation standards and requirements.
- Staffing policies must make certain that academic staff engage in scholarly activities to ensure that their course content remains current.
- An institution may require a specific level of scholarship productivity (or other equivalent research or creative activity) and if so must state this clearly in its mission statement and include this expectation in its contractual employment documents.

3.8 INSTITUTIONAL SELF-STUDY GUIDELINES FOR ORGANIZATIONAL EVALUATIONS

January 2006

With revisions to December 2011

Institutions whose proposals for new degree programs have been referred to the Campus Alberta Quality Council and whose application will undergo a full review by Council must present an institutional self-study in addition to the program proposal. The self-study is the main documentation needed for the organizational evaluation stage of Council's review which assesses the institution's readiness to implement and sustain the degree program(s).

PURPOSES

The institutional self-study serves three purposes:

1. For an institution, it provides a very useful analysis of its objectives, resources, students and achievements and of the relationships among them that is valuable for the institution's strategic planning and improvement.
2. For the Council and its evaluators, it provides the detailed information whereby they become familiar with the institution.
3. It reveals the strengths, weaknesses and opportunities of an institution in relation to the achievement of its purposes and objectives. Thus, the self-study indicates to both the Council and the institution the areas with respect to which the institution must change and improve.

GENERAL GUIDELINES

The nature of the self-study is to be comparative, reflective, and outcome oriented. Where possible it should include feedback from students, alumni, transfer institutions, employers, and graduate programs. The self-study should be attentive to the institution's current place in the broader Alberta educational context and should address any concerns identified in previous reviews.

In preparation for a comprehensive evaluation the institution should apply the above process to an analysis and evaluation relating to all approved degree programs. Council expects that self-studies prepared for comprehensive evaluations will be more analytical than those prepared for organizational evaluations.

The following are intended to guide the preparation of the self-study:

1. All institutions shall include an analytical summary of the major strengths and weaknesses of the institution and the challenges encountered in the achievement of its objectives.
2. Commentary on the major categories should be included in the body of the document while supporting documentation is to be placed in appendices.

3. An institution that previously provided Council (or the Private Colleges Accreditation Board) with a self-study should focus its subsequent self-study on changes that have taken place since that submission rather than duplicating previously presented information.

ESSENTIAL CONTENTS OF THE SELF-STUDY

The self-study should address each of the following 11 categories and measure them against the indicators contained in the [Organizational Evaluation Framework](#) (Appendix G) to examine the extent to which the systems and processes of the institution are clearly established to achieve excellence in learning outcomes. Immediately following each category is listed the applicable [Organizational Assessment Standard](#) (Chapters 3.3) and [Organizational Assessment Standards for Graduate Programs](#) (Chapter 3.4) that will be used by Council and its evaluators. Please note that a standard may apply to more than one category.

Category 1: Mission/Mandate Educational Objectives and Academic Freedom

Applicable Organizational Assessment Standards:

Mandate and mission

- The organization has a clearly articulated and published mandate (public institutions) or mission (private institutions) and academic goals statement, approved by the governing board and appropriate for a degree-granting institution, and has academic policies and standards that support the organization's mission and educational objectives to ensure degree quality and relevance. The mission includes a commitment to the dissemination of knowledge through teaching and, where applicable, the creation of knowledge and service to the community or related professions.

Academic freedom and integrity

- The organization maintains an atmosphere in which academic freedom exists. Where adherence to a statement of faith and/or code of conduct might constitute a constraint upon academic freedom, the conditions of membership in that institution's community must be clear prior to admission or employment. Student and academic staff display a high degree of intellectual independence. Academic activity is supported by policies, procedures and practices that encourage academic honesty and integrity.

The institution might include information on the following items in its self-study:

1. a brief history of the institution
2. official mandate/mission statement and specific educational objectives
3. statement of educational philosophy
4. relevant constitutional statements
5. academic freedom and academic honesty policies, procedures and practices as they pertain to faculty and students

Category 2: Organization and Administration

Applicable Organizational Assessment Standards:

Governance and administrative capacity

- The organization has the legal characteristics and the leadership, through a governance structure and administrative capacity, necessary to organize and manage a reputable, effective and high quality degree-granting institution.

Dispute resolution

- The organization has policies for dealing with disputes between the organization and its students, the organization and its faculty, and between faculty and students where complaints, grievances, and/or disputes of students, faculty, staff and administration are dealt with in accordance with the principles of natural justice.

Ethical conduct

- The organization values and upholds integrity and ethical conduct as demonstrated by the relevant policies and practices by which it conducts its business. It has fair and ethical policies in place governing admissions and recruitment of students, and a systematic method for evaluating and awarding academic credit.

The institution might include information on the following items in its self-study:

1. ownership of the institution
2. relationship to other organizations (government, university, church, business, etc.)
3. composition and responsibilities of the institution's governing bodies
4. organizational and decision-making flow charts of the institution
5. CEO or other officer with overall responsibility for degree programs and other key administrative staff, their abbreviated vitae and position descriptions
6. provision for continuity of leadership
7. policies regarding hiring, employment conditions and benefits, dismissal of administrative officers, health and safety, codes of staff and student behaviour and dispute resolution policies
8. procedures for the evaluation and improvement of administrative effectiveness
9. academic staff organization and administration
10. effectiveness of the methods used to communicate with faculty: do faculty perceive themselves to be well informed about important issues at the institution? Do faculty believe that they have sufficient opportunities to make themselves heard?
11. information systems that support the administrative structure and plans to meet future needs

Category 3: Financial Structure

Applicable Organizational Assessment Standard:

Financial planning and resources

- The organization has the financial management procedures, resources and appropriate planning to provide a stable learning environment and to ensure that students can complete the degree program.

The institution might include information on the following items in its self-study:

1. financial resources and sources of revenue
2. financial obligations and expenditures
3. 3 or 4 year business plan
4. financial ratios (cost per student per course completion, cost per student per credit hour, cost per graduate, ratio of teaching costs to overhead costs per year, % of budget allocated to learning resources and library each year, % of expenditures on contracts for teaching staff who are not full-time employees of the organization per year, net of earned revenue minus costs per year, information technology expenditure per student per year, information technology expenditure per graduate per year)
5. organization and staffing of the business office
6. budget preparation, financial control, and audit
7. recent audited financial statements
8. fund-raising policies and procedures
9. degree to which pressures to generate revenue (e.g., from tuition or research funding) affect the desired balance of activities of faculty members. If so, which mechanisms are in place to protect the accomplishment of the institution's mission?
10. evidence of methods to protect student financial involvement in the case of the cessation of activity
11. policies and procedures regarding student fees
12. future fiscal priorities
13. process of costing new programs and assessing risks

Category 4: Curricula and Instruction

Applicable Organizational Assessment Standard:

Organizational policies, strategic planning and periodic review

- The organization has appropriate policies and processes in place to assess the effectiveness, continuous growth and improvement of its educational programs and services, including a strategic planning process (both for short and long range plans) that enables the organization to respond in a focused, effective and innovative way to the challenges of its environment and constituents. Policies and procedures are in place which address internal curriculum development and periodic program review to ensure the ongoing quality of its programs and learning outcomes. Such assessments normally include the advice of external experts*.

* CAQC's guidelines with respect to selection and use of [Independent Academic Experts](#) are available in Appendix I.

The institution might include information on the following items in its self-study:

1. programs currently offered²
2. transferability of course credits to other educational institutions and historical performance of students after transfer
3. procedures for curricular development, approval, implementation and change
4. instructional methods and procedures (including the provision of support for engaged and active learning and the application of technology in the teaching/learning process)
5. class-size analysis and student-instructor ratio
6. procedures for the evaluation and improvement of instruction
7. future plans and priorities regarding curricula and instruction
8. feedback from students and alumni
9. retention of students
10. success of graduates
11. historical performance of the institution in providing learning and support to students (outcomes) – new institutions should provide performance indicators and predictions of targets

Category 5: Academic Staff

Applicable Organizational Assessment Standards:

Faculty and staff

- The organization has the human resources, including appropriately qualified faculty and instructional staff, necessary to achieve its mission and academic goals. The organization has policies and procedures with respect to appointment, evaluation, employment conditions including employment equity, promotion, termination and professional development for faculty and staff.

Scholarly and research support

- The organization has policies and procedures in place to support and facilitate engagement by academic staff in scholarship and, where appropriate, research or creative activity.

The institution might include information on the following items in its self-study:

1. academic staff members and their abbreviated vitae³ (include any key academic administrators not already included under Category 1)
2. academic staff profile with respect to number, discipline, degrees, rank, tenure, teaching experience, age, gender, and salary
3. policies with respect to the employment of full-time and part-time academic staff
4. teaching loads, committee work, and administrative duties of academic staff members
5. policies and practices regarding academic staff involvement in scholarship and/or research in the context of the institution's mission statement

² For self-studies prepared for comprehensive evaluations, institutions must provide an assessment for each degree program approved on recommendation of either the Campus Alberta Quality Council or the Private Colleges Accreditation Board.

³ For organizational evaluations, only key academic administration staff abbreviated CVs are needed. For comprehensive evaluations, abbreviated CVs are needed for key academic administration staff and academic staff teaching in the approved degree programs.

6. policies regarding hiring, evaluation, promotion, tenure, employment conditions and benefits, and dismissal of academic staff members
7. policies regarding academic freedom and ethical conduct
8. adequacy of institutional and departmental conflict of interest policies relating to faculty members' performance of their academic responsibilities
9. communication of academic staff responsibilities, obligations, employment conditions, and benefits
10. provisions for academic staff participation in governance
11. opportunities and support for professional development and improvement of instruction
12. future plans and priorities regarding academic staff. For new institutions or those proposing to offer a first degree, provide evidence of sufficient academic expertise or concrete plans to obtain it in order to launch the proposed program(s)

Category 6: Strategic Planning

Applicable Organizational Assessment Standard:

Organizational policies, strategic planning and periodic review

- The organization has appropriate policies and processes in place to assess the effectiveness, continuous growth and improvement of its educational programs and services, including a strategic planning process (both for short and long range plans) that enables the organization to respond in a focused, effective and innovative way to the challenges of its environment and constituents. Policies and procedures are in place which address internal curriculum development and periodic program review to ensure the ongoing quality of its programs and learning outcomes. Such assessments normally include the advice of external experts.

The institution should have in place an integrated, comprehensive planning process that links the institution's various planning initiatives (program, staffing, facilities, marketing, etc.).

The institution might include information on the following items in its self-study:

1. strategic plan or planning document that outlines the institution's major directions
2. executive summary highlighting the main priorities
3. statement regarding how the planning process reflects and supports the institution's mission
4. explanation of how the strategic plan guides decision-making at the institution
5. description of the institution's overall planning process that links and coordinates the institution's different planning activities. The description might include the following:
 6. who at the institution has major responsibility for coordinating institution-wide planning
 7. who else participates and how various stakeholders are involved in the process
 8. timeframe or length of the planning cycle
 9. how academic, financial, facilities, etc. planning is integrated into an overall comprehensive planning process.
10. information about how the planning process is disseminated and understood throughout the institution
11. explanation of environmental scanning or similar mechanism used to update the strategic plan/ensure that the plan remains current

Category 7: Information Services

Applicable Organizational Assessment Standard:

Information services and systems

- The organization has the information services and learning resources to support the academic programs for students and faculty, as well as an established method of setting priorities with respect to their acquisition. The institution is committed to maintaining and supplementing them as needed. As well, the organization has the systems in place to gather and analyze data, which are used for planning and decision-making purposes. It establishes specific performance indicators and benchmarks by which programs and academic units are assessed.

The information services which support the institution's academic programs include resource centres and libraries but also extend beyond these to convenient access to information held in other depositories and information available through electronic means.

The institution might include information on the following items in its self-study:

1. quality, quantity, and accessibility of library collection on site as a resource for students and faculty members to support the available degree programs
2. summary of holdings in various subject areas
3. collection policies
4. policies regarding ordering and budget allocations
5. accessibility and usage of information services
6. information technology services sufficiently well integrated to assure achievement of institution's missions
7. space analysis (including student study space)
8. resource staff and their vitae and job descriptions
9. agreements regarding student access to other conveniently located libraries
10. provisions for student access to information by electronic means (e.g. CD-ROM, internet)
11. future plans and priorities regarding resource centres, libraries and other information services

Category 8: Academic Policies and Records

Applicable Organizational Assessment Standards:

Academic policies

- The organization has published admission, continuation and graduation policies consistent with the objectives of its programs and has the capacity to ensure that academic records of students are secure.

Student services and student protection

- The organization values and upholds integrity and ethical conduct in its relations with students through the availability of full, accurate and truthful material regarding its mission and goals; history; governance and academic structure; program and subject descriptions; faculty and administrator credentials; entrance requirements including credit transfer and prior learning assessment policies; clear and informative student enrollment agreements verifying student awareness of relevant policies; support services; payment requirements and refund policies; financial assistance; and transcript protection.

Ethical conduct

- The organization values and upholds integrity and ethical conduct as demonstrated by the relevant policies and practices by which it conducts its business. It has fair and ethical policies in place governing admissions and recruitment of students, and a systematic method for evaluating and awarding academic credit.

Policies concerning the requirements for admission, progression, and graduation should be consistent with both the educational objectives of the institution and the practice of Canadian universities. Students' academic files should be accurately maintained.

The institution might include information on the following items in its self-study:

1. policies and procedures regarding student recruitment, including financial aid
2. policies and procedures regarding admissions
3. policies and procedures regarding registration
4. policies and procedures regarding transfer students and evaluating and awarding of transfer credit
5. policies and procedures regarding class schedules and length of academic terms
6. policies and procedures regarding student and alumni records, including the confidentiality of these records
7. demographic profile of the student body
8. policies and procedures regarding academic behavior (attendance, completion of assignments, plagiarism, etc.)
9. policies and practice regarding evaluation of students (methods, grading system and grading distribution, examination policy, appeal process, etc.)
10. policies and procedures regarding academic probation and academic honours
11. graduation requirements
12. communication of academic policies to students and academic staff
13. future plans regarding academic policies and records
14. residence requirements
15. policies in place to ensure that academic records of students are secure

Category 9: Student Services

Applicable Organizational Assessment Standard:

Student services and student protection

- The organization values and upholds integrity and ethical conduct in its relations with students through the availability of full, accurate and truthful material regarding its mission and goals; history; governance and academic structure; program and subject descriptions; faculty and administrator credentials; entrance requirements including credit transfer and prior learning assessment policies; clear and informative student enrollment agreements verifying student awareness of relevant policies; support services; payment requirements and refund policies; financial assistance; and transcript protection.

The provision of student services, such as counselling, extracurricular activities, and residential accommodations, should be appropriate to the institution's mission and educational objectives.

The institution might include information on the following items in its self-study:

1. services provided (counselling, residence, athletics, recreation, student government, clubs and other extracurricular activities, food, health services, financial aid, etc.)
2. policies and practices regarding each service provided
3. policies relating to such matters as equality and diversity, anti-bullying, disability, gender, race, sexual orientation, etc.
4. future plans and priorities regarding student services

Category 10: Physical Plant and General Facilities

Applicable Organizational Assessment Standard:

Physical plant

- The organization has the facilities, including laboratories, classrooms, technology and specialized equipment, as well as the existence of plans and methods for managing health and safety issues, appropriate to support degree programming in the program(s) it offers or proposes to offer.

The institution's buildings, classrooms, laboratories, and their furnishings should be appropriate to support the institution's curricula and instructional methods.

The institution might include information on the following items in its self-study:

1. facilities available
2. policies and practices regarding utilization and maintenance
3. future plans and priorities regarding physical plant facilities
4. computer and related equipment to support information services and technology used in the teaching/learning process
5. adequacy of security systems on campus and at affiliated sites

Category 11: Institutional Publications

Applicable Organizational Assessment Standard:

Student services and student protection

- The organization values and upholds integrity and ethical conduct in its relations with students through the availability of full, accurate and truthful material regarding its mission and goals; history; governance and academic structure; program and subject descriptions; faculty and administrator credentials; entrance requirements including credit transfer and prior learning assessment policies; clear and informative student enrollment agreements verifying student awareness of relevant policies; support services; payment requirements and refund policies; financial assistance; and transcript protection.

Institutional publications and promotional material should accurately describe the institution and its programs, and how students can access them.

The institution might include information on the following items in its self-study:

1. statement of policies regarding production of institution publications
2. current academic calendar samples of institution publications (brochures, newsletters, handbooks for internal use, etc.), or alternately an institution may wish to provide samples of publications for review at the site visit
3. statement of future plans regarding institutional publications

CHAPTER 4 – PROGRAM EVALUATION

4.1 PURPOSE

In making its recommendation to the Minister, the [Post-secondary Learning Act](#) (Appendix A) requires the Campus Alberta Quality Council to consider the ability of institutions to deliver and sustain high quality undergraduate and graduate degree programs.

While the organizational evaluation has already examined the way the institution is organized to support excellence in learning, and the extent to which the institution's financial and operational resources are adequate to sustain the student learning processes, Council's program evaluation also provides a measure of assurance to students, other post-secondary institutions and prospective employers that the program is recognized as having met certain standards. This has two basic purposes: quality assurance and institutional and program improvement.

An institution that has satisfied Council with respect to the organizational evaluation may submit one or more program proposals.

The onus is on the institution to satisfy Council that the level of learning to be achieved is consistent with that which is expected at the applicable degree level, and that the program is comparable in quality to similar programs (if any) offered in Alberta and elsewhere. Council has adopted the [Canadian Degree Qualifications Framework](#) (Appendix B) for use when assessing the level of proposed degree programs.

Program proposals should also demonstrate how their unique dimensions set them apart from similar programs offered elsewhere, and thus provide new educational opportunities for students. Proposals must meet Council's general guidelines on [Program Assessment Standards](#) (Chapter 4.3.1) with respect to degree programs and academic staff.

4.2 EXTERNAL PROGRAM EVALUATION TEAM

To assist in the assessment of an institution's application, Council appoints an external evaluation team to provide independent opinion about the potential academic merits of the proposed program(s) and to advise Council as to whether, in its opinion, the proposed program(s) should be recommended for approval by Council. As Council wants to ensure that all degree programs it recommends to the Minister are of sufficient breadth and rigour to meet national and international standards, it asks its teams to assess whether or not the level of learning to be achieved is consistent with that which is expected at the proposed degree level, and whether it is comparable in quality to similar programs (if any) offered in Alberta and elsewhere. The team's on-site appraisal and report are expected to aid Council's understanding of the relative strengths and weaknesses of the institution's proposal. In addition, the team's visit and report are intended to facilitate program refinement by the institution.

The primary purpose of the external evaluation team is to provide Council with information about the academic merits of the proposed program(s) as well as the institution's capacity to support them. This information will help Council decide on its recommendation to the Minister.

4.3 UNDERGRADUATE PROGRAMS

4.3.1 PROGRAM ASSESSMENT STANDARDS

April 2005

With revisions to December 2011

The responsibility for the quality of programs and for their ongoing review and improvement rests with the institution. It is Council's responsibility to ensure that appropriate standards are met. This process begins with the institution's preparation of a program proposal (see [Resident Institutions – Degree Program Proposal Checklist](#) in Appendix C or [Non-resident Institutions – Degree Program Proposal Checklist](#) in Appendix J), in which the institution is required to engage in a self-analysis and to seek the advice of [Independent Academic Experts](#) (Appendix I) in the particular field.

Proposals for undergraduate degrees must meet the [CAQC Expectations for Design and Structure of Undergraduate Degrees](#) in Chapter 4.3.3. Please note that degree programs delivered in whole or in part in blended, distributed or distance modes are expected to also meet Council's [Additional Quality Assessment Standards for Programs Delivered in Blended, Distributed or Distance Modes](#) in Chapter 4.5.

Last sentence added April 2011

NOTE: Unless otherwise indicated, where a separate standard is listed for a particular degree level/category (i.e. 'For Applied Degrees'), that standard completely replaces the main standard.

1. Faculty and staff

- The program is supported by an appropriate number of suitably qualified academic faculty and instructional staff to develop and deliver the degree program. Faculty shall have an appropriate level of scholarly output and/or research or creative activity for the baccalaureate or graduate program involved.

For Applied Degrees: The program is supported by an appropriate number of suitably qualified academic faculty and instructional staff to develop and deliver the degree program. Faculty shall maintain continuing academic and professional competence and accreditation in their discipline or field appropriate to the specific applied degree program.

Council has separate [Standards on Academic Staff for Baccalaureate Programs](#) (Chapter 4.3.4).

2. Academic policies

- The program has academic policies such as those dealing with admissions, promotion and graduation requirements, mature students, credit transfer and prior learning assessment, appeals, and academic dishonesty consistent with the level of the degree program. It has established policies and procedures that outline the process by which transfer of academic credit is awarded.

For Applied Degrees: By definition, applied degrees must have a work-related experience component. Therefore, in addition to the above, the institution must have policies and procedures which define the roles of the institution, employer and student in the directed field studies component of the program and resources in place to effect these policies. Work placements and learning outcomes must be directly related to the practical and work experience program outcomes.

3. Resource capacity

- The program is supported by the physical resources, both start-up and development, needed to assure the quality of the degree program. These include, where applicable, equipment, library and learning resources (physical and electronic), laboratories, computing facilities, shops, specialized equipment, etc., and work placements where this is a component of the program. There is an institutional commitment to maintaining and supplementing resources and equipment as needed to meet standards applicable to the field.

4. Credential recognition

- The credential is or can be recognized and accepted by other post-secondary institutions, employers, and professional and licensing bodies, where applicable. There is an appropriate fit between the nomenclature of the credential and the content of the degree. The name of a degree should convey long-term meaning, and the content of the degree program should be consistent with the name.

For Applied Degrees: The credential is or can be recognized and accepted by other post-secondary institutions, employers, and professional and licensing bodies, where applicable. There is an appropriate fit between the nomenclature of the credential and the content of the degree. The name of a degree should convey long-term meaning, and the content of the degree program should be consistent with the name. Institutions are responsible for advising students of the nature of the applied degree with respect to its recognition for further study.

5. Program delivery

- Learning methodologies are the methods of delivery that will be used to achieve the desired learning outcomes at an acceptable level of quality. The institution must demonstrate that it has the expertise and resources to support the proposed methods of delivery and ensure their effectiveness. The institution should also demonstrate the ways in which it understands and attends to the learning needs of students in the program, and supports their engaged and active learning.

Revised December 2011

6. Program content

- The program offers education of sufficient breadth and rigour to meet relevant national and international standards, and the content of the program, in both subject matter and outcome standards, is appropriate to the level of the degree program and the field of study. Its curriculum must be current and reflect the state of knowledge in the field, or fields in the case of interdisciplinary and multidisciplinary programs. The institution must have a process to maintain the currency of the program and the quality of its learning outcomes.

7. Program structure

- The structure of the degree is such that there is an appropriate balance between core requirements and specialized courses, for example, between Arts and Science courses and discipline specific courses, and between the proposed program and existing programs.

8. Program evaluation

- The program is subject to a formal, approved policy and procedure requiring a periodic review and improvement process. The policy and procedure includes assessment of the program against published standards (including the institution's own learning outcome standards for the program), and assessment of individual student work in the terminal stage of the program against program outcomes. Such assessments normally include the advice of external experts.

9. Regulation and accreditation

- Learning outcomes and other requirements for graduation in programs leading to professions are designed to prepare students to meet the requirements of the relevant regulatory, accrediting, quality assurance or professional body.

4.3.2 PROGRAM EVALUATION FRAMEWORK

This framework is designed to be used by the Campus Alberta Quality Council's program evaluation teams when conducting evaluations of degree programs being proposed by institutions. In addition, evaluators will review the Program Proposal (see [Resident Institutions – Degree Program Proposal Checklist](#) (Appendix C) or [Non-resident Institutions – Degree Program Proposal Checklist](#) (Appendix J)) and any supporting documentation provided by the applicant institution against the [Program Assessment Standards](#) (Chapter 4.3.1) of Council. The program evaluation team will address each criterion in its final report to Council.

The evaluation criteria used in the program evaluation are these:

- | | |
|--|---|
| (1) Appropriate fit between name, program content, and nomenclature for credential | (8) Faculty resources |
| (2) Appropriate program implementation date | (9) Design of interdisciplinary programs |
| (3) Program learning objectives and student outcomes | (10) Teaching approach and objectives |
| (4) Adequate level of student demand | (11) Program evaluation |
| (5) Program curriculum | (12) Academic policies |
| (6) Relationship between proposed program and existing programs within and outside the institution | (13) Consultation with other institutions and professional licensing or regulatory bodies |
| (7) Program resources | (14) Independent academic expert reports |

The Quality Council wants to ensure that all degree programs it recommends to the Minister of Advanced Education and Technology offer an education of sufficient breadth and rigour to meet national and international standards of

programs at recognized post-secondary institutions. The onus is on the institution to satisfy the Council that the level of learning to be achieved is consistent with that which is expected at the applicable degree level, and that the program is comparable in quality to similar programs (if any) offered in Alberta and elsewhere. Program proposals should demonstrate how their unique dimensions set them apart from similar programs offered elsewhere, and thus provide new educational opportunities for students. The program evaluation team will assess the program being proposed by an institution under 14 criteria, each of which has several examples (see [Undergraduate Program Evaluation Framework](#) (Appendix H)).

4.3.3 CAQC EXPECTATIONS FOR DESIGN AND STRUCTURE OF UNDERGRADUATE DEGREES

May 2007
With revisions to December 2011

The following expectations use the language of Part A (Description of Degree Categories) of the [Canadian Degree Qualifications Framework](#) (Appendix B), which has been endorsed by Alberta and all other Canadian jurisdictions.⁴

To assist both the applicant institution in preparing new degree proposals and CAQC's evaluators in assessing the quality of degree programs, with input from three institutional stakeholder groups namely the Alberta Universities Association (AUA), the Alberta Association of Colleges and Technical Institutes (AACTI) and the Independent Academic Institutions Council (IAIC)⁵, CAQC has developed the following specific expectations with respect to the most commonly offered undergraduate degree programs. They add further detail to the description of undergraduate programs to be offered in Alberta.

Although it has specified its expectations here, CAQC is open to innovation in degree programming and recognizes that boundaries between and among disciplines may be blurred in emerging areas. Further, CAQC recognizes that degrees may be offered concurrently, and that degree programs fall within a wide spectrum – with one extreme being the most liberal-arts or liberal-science programs and the other being the most applied programs, some but not all of them in professional areas.

EXPECTATION 1

Each proposed program must be consistent with the applicant institution's approved mandate or mission statement and educational objectives.⁶ It must also meet the following criteria:

- a. Applicants must demonstrate how the proposal conforms to the structure and meets the quality standards expected for the proposed degree.
- b. Applicants must show that the expectations of graduates of the program are at the baccalaureate level as defined in Part B of the [Canadian Degree Qualifications Framework](#) (Appendix B) in terms of: i) depth and breadth of knowledge, ii) knowledge of methodologies and research, iii) application of knowledge, iv) communication skills, v) awareness of limits of knowledge, and vi) professional capacity/autonomy.
- c. In the case of professional degrees, the proposal will also be evaluated within the context of any pertinent professional guidelines, accreditation requirements, or regulatory requirements in effect at the time of application.

⁴ The complete Framework is part of a larger *Ministerial Statement on Quality Assurance of Degree Programs in Canada* which is found on CAQC's website at www.caqc.gov.ab.ca.

⁵ Formerly known as the Private Accredited Post-secondary Institutions Council (PAPIC).

⁶ The mandate of public Alberta post-secondary institutions must be approved by the Minister of Advanced Education and Technology. This is not a requirement for private institutions, which operate with mission statements rather than ministerially-approved mandates.

EXPECTATION 2

All degree proposals for undergraduate degrees will be evaluated within the context of the type of institution proposing the degree as defined by legislation⁷ and with reference to the nature of the degree: e.g., content, objectives, structure, faculty and institutional resources, delivery method, and student outcomes for the degree.

EXPECTATION 3

A bachelor's degree is designed to acquaint the student with the basic conceptual approaches and methodologies of the principal discipline or disciplines that constitute the program of study, to provide some specialized knowledge, and to nurture through engaged and active learning the capacity for independent work in the discipline/disciplines or field of practice on which it focuses.

All bachelor's programs are designed to provide graduates with knowledge, skills and attitudes that enable them to continue to develop the capacity for independent intellectual work. That capacity may be demonstrated by the preparation, under supervision, of one or more essays, an undergraduate thesis, or a capstone project, exhibition, or other research-based or performance-based exercise that demonstrates methodological competence, capacity for independent and ethical intellectual and creative work and, where relevant, the exercise of professional responsibility in a field of practice.

With revisions to preamble above to December 2011

UNDERGRADUATE DEGREE TYPES

1. BACHELOR OF ARTS AND BACHELOR OF SCIENCE DEGREES⁸

1.1 Program Design and Outcomes

These bachelor degree programs are intended to provide a wide exposure to several disciplines, or to provide an in-depth education in one or more disciplines. In addition to providing personal and intellectual growth, BA and BSc programs, in varying degrees, prepare students for entry into graduate study in the field, into second-entry professional degree programs, or into employment in one or more fields, not necessarily fields directly related to the discipline or disciplines in which the degree has been taken.

- *Programs designed to provide a broad education as an end in itself.* These programs prepare graduates for employment in a variety of fields and/or for admission to second-entry professional programs. E.g., General BA and General BSc degrees.
- *Programs designed to provide in-depth study in academic disciplines.* These BA and BSc programs normally prepare students for graduate study in the discipline(s) and for employment in a variety of fields. E.g., BA and BSc honours degrees.

Credits

These programs are normally 90-120 credits, or the equivalent. (Typically six to eight semesters or equivalent of full-time study will be required to complete such a program.)

⁷ In 2008, an amendment to the PSLA, 2003 defined the six sectors within the publicly funded post-secondary system in Alberta and the degree granting roles of institutions within each sector including: (a) Comprehensive Academic and Research Institutions; (b) Baccalaureate and Applied Studies Institutions; (c) Polytechnical Institutions; (d) Comprehensive Community Institutions; (e) Independent Academic Institutions; (f) Specialized Arts and Cultural Institutions.

⁸ CAQC recognizes that combined Bachelor of Arts and Bachelor of Science programs exist, e.g., the BASc at the University of Lethbridge.

Admission Requirements⁹

At a minimum, admission normally requires a secondary school or CEGEP diploma, and/or university preparatory courses (specific 30-level high school courses or equivalent), a minimum grade-point average, and other program-specific requirements, set by the institution.

Credential

- A Bachelor of Arts degree is normally the credential awarded in programs of study where the majority of courses required for the major fall into the Humanities or Social Sciences, broadly defined.
- A Bachelor of Science degree is normally the credential awarded in programs of study where the majority of courses taken for the major fall into the Sciences, broadly defined.

1.2 Degree Structure

All degree proposals for three- or four-year BSc or BA programs must have a common structure that demonstrates breadth and depth, even though the number and type of courses included in the program may vary by the specific subject-matter area or interdisciplinary area they treat.

In order to ensure that students are provided with sufficient breadth of study, an institution proposing to offer a BA or BSc degree must normally offer courses in at least three areas of study: Humanities, Sciences and Social Sciences:

- with not less than three disciplines available in each of the three areas of study, and
- with a minimum of ten disciplines available in total.

A three-year baccalaureate in Arts or Science will normally consist of the following:

- a minimum of 90 credits or the equivalent;
- a minimum of six credits in each of the three areas of study: Humanities, Social Sciences, and Sciences;
- a minimum of 72 credits in Arts and/or Science courses;
- a minimum of 45 credits at the senior level;¹⁰
- a minimum of three credits in each of five disciplines;
- a maximum of 42 credits in any one discipline.

Any proposed modification of the above should be explained by the applicant institution.

A four-year baccalaureate in Arts or Science will normally consist of the following:

- a minimum of 120 credits or the equivalent;
- a minimum of six credits in each of the three areas of study: Humanities, Social Sciences, and Sciences;
- a minimum of 102 credits in Arts and/or Science courses;
- a minimum of 72 credits at the senior level;
- a minimum of three credits in each of five disciplines;
- a maximum of 72 credits in any one discipline;

⁹ CAQC recognizes that some institutions have open admission policies that may differ from the “normal” requirements set out above.

¹⁰ “Senior level” implies that the course transmits or articulates knowledge beyond the basic level and that it may require prerequisites, co-requisites, linguistic ability or quantitative skills.

- g. a minimum of 42 credits in the major. Normally 30 of the 42 credits should be at the senior level. The relevance to the major of any cognate or prerequisite courses counted towards the 42 credits should be explained.

Any proposed modification of the above should be explained by the applicant institution.

1.3 Specialization / Major

Each four-year BA or BSc program will normally have at least one major, area of specialization, or interdisciplinary area. The minimum number of courses required by the institution for the major or specialization must be specified.

1.4 Areas of Study

The applicant institution must specify which disciplines will satisfy the requirement that a BA or a BSc normally includes Humanities, Sciences and Social Sciences areas of study. E.g.,

- Humanities: Classics, English, one of the Fine Arts, History, a Language, Philosophy, Religious Studies;
- Sciences: Astronomy, Biology, Chemistry, Computing Science, Earth Sciences, Mathematics, Physics, Psychology;
- Social Sciences: Anthropology, Economics, History, Human Geography, Political Science, Psychology, Sociology.

For courses that may be affiliated with more than one area of study (e.g., psychology), the institution should specify for which area or areas of study those courses will be accepted for credit.

1.5 General Programs

A broadly based three-year or four-year general Bachelor of Arts and/or Bachelor of Science degree program, without a major, may also be proposed. These general programs normally draw from more than one area of study in the Humanities, Social Sciences and Sciences, and are sometimes identified by the term “general” or “general studies.” Except for the requirement for a major, the expectations for these three- and four- year programs shall replicate those listed above for BA or BSc degrees with majors or specializations.

1.6 Interdisciplinary, Transdisciplinary and Thematic Programs

Since the evolution and confluence of disciplines may lead to new areas of study, an institution may also propose to offer an interdisciplinary, transdisciplinary or thematic BA or BSc degree.

- a. An interdisciplinary, transdisciplinary or thematic BA or BSc degree is a program based on a combination and integration of courses and staffing from two or more academic areas. Such interdisciplinary and thematic concentrations or majors are sometimes identified by the term “studies” (e.g., BA in Canadian Studies).
- b. Interdisciplinary, transdisciplinary and thematic programs must meet the same expectations for breadth and depth as outlined in 3.1.2.
- c. Each interdisciplinary, transdisciplinary and thematic program shall have at least one appropriately qualified continuing faculty member whose responsibilities include coordination of the program.

Professional Programs

These programs are designed to prepare graduates to be competent practitioners in a profession and to meet admission requirements for entry to the profession. Therefore, professional programs are often strongly influenced by specific provincial legislation or by regulations of licensing or accrediting bodies. In addition to providing personal and intellectual growth, professional programs also prepare students for entry into graduate study in the field. CAQC’s expectations for Education, Business, Music and Nursing programs are included in this section.

2. BACHELOR OF EDUCATION DEGREES

Bachelor of Education degrees are governed by specific legislative requirements, primarily section 7 (1) (2) (3) of the *Certification of Teachers Regulation*, since certification of teachers is a government responsibility. Consequently, greater specificity is provided for Education degree programs than for other professional programs. Institutions preparing Bachelor of Education proposals are strongly encouraged to consult with appropriate personnel in Alberta's Ministry of Education, including the Director, Teacher Development and Certification.

2.1 Proposals

In addition to the general expectations with respect to all degree proposals, for Bachelor of Education program proposals the following guidelines apply:

- a. Proposals for teacher preparation programs must include an assessment of the key competencies (knowledge, skills and attributes for beginning teachers) for each course in the program in order to demonstrate that the program meets the quality teaching standards in Alberta (see *Teaching Quality Standard (TQS) Applicable to the Provision of Basic Education in Alberta* (Ministerial Order #016/97)).
- b. Program proposals should list the available teaching subject majors and minors and demonstrate that the number of teaching subject majors are appropriate to the resources and viability of the program.
- c. Program proposals should indicate the minimum number of credits that must be at the senior level in both the major and the minor.
- d. Proposals should demonstrate that students in these programs would be able to obtain appropriate practicum/field placements.
- e. In addition to consulting with appropriate personnel in Alberta Education, applicants are encouraged to consult with other relevant organizations such as the Alberta Teachers' Association, the Association of Independent Schools and Colleges in Alberta, the College of Alberta School Superintendents, the Association of Alberta Deans of Education, and selected school jurisdictions regarding the proposed program. Relevant outcomes of the consultations should be included with the program proposal. It is particularly important to provide evidence that students will be able to obtain the required practicum experiences in a variety of school settings.

With revisions to Section 2.1 (e), December 2008

BEd After Degree Proposals

In addition to the general proposal guidelines noted above, the following guidelines are unique to after degree BEd proposals:

- a. Once an institution is authorized to offer at least one Alberta government or CAQC-approved degree program, it may apply to offer two-year baccalaureate after-degree programs in Education.
- b. The degree required for admission to the after degree must be a three- or four-year baccalaureate that provides relevant prior education of both breadth and depth in preparation for the more specialized after-degree program to follow.
- c. It is incumbent upon the applicant institution for an after-degree program to specify the nature and relevance of the prerequisite first degree for the after degree applied for.

2.2 Program Design and Outcome Emphasis

Bachelor of Education programs prepare students for certification and work in the teaching profession. They also prepare students for graduate study in the field, second-entry professional degree programs, and employment in one or more fields as well as providing personal and intellectual growth. BEd programs are normally either four years or, if a previous degree has been completed, two years in duration.

Credits

Four-year BEd programs are normally 120 credits, or the equivalent, and include at least one practicum. (Instruction is typically eight semesters or equivalent of full-time study.)

After-degree BEd programs are normally 60 credits, or the equivalent and include at least one practicum. (Instruction is typically 4 semesters or equivalent of full-time study.)

Admission Requirements

At a minimum, admission to the four-year program normally requires a secondary school or CEGEP diploma and/or university preparatory courses (specific 30-level high school courses or equivalent), a minimum grade-point average, and other program-specific requirements.

Admission to an after-degree BEd requires a recognized degree. For admission to the secondary education area of study, the minimum number of courses in a teaching subject required for admission must be stated. There may be specific courses required, as well, for admission to an elementary education area of study.

Credential

A Bachelor of Education is normally the credential awarded in programs of study where the majority of required courses fall in the discipline of Education.

2.3 Degree Structure

Bachelor of Education programs must be planned with an elementary and/or a secondary education area of study.

A four-year baccalaureate in the elementary education area of study will normally consist of the following:

- a. At least 120 credits or the equivalent. (If the program includes pre-professional year(s), the courses and the number of credits that may be taken in that year(s) should be specified.)
- b. A minimum of 24 credits in non-Education areas. For each area, the institution should specify the number of course credits, the areas from which courses may be selected, and whether any specific courses are recommended.
- c. A minimum of 48 professional Education course credits. These should be specified in terms of required and optional courses and the manner in which each of these fulfills the knowledge, skills and attributes (KSAs) requirements for beginning teachers listed in the Alberta government document, *Teaching Quality Standard (TQS) Applicable to the Provision of Basic Education in Alberta* (Ministerial Order #015/97).
- d. A minimum of 12 weeks of supervised practicum/field experience (student teaching). An institution should specify whether this experience would be divided into an introductory and an advanced placement and the number of weeks comprising each experience. No placement should solely be in a kindergarten setting.
- e. A teaching subject minor will consist of 18 to 24 course credits. These should be specified for each minor offered. Each minor in a program must specify the number of credits required, how many must be at the senior level, the number of non-Education and Education courses, as well as any prerequisites that are required.
- f. Programs should specify the number of credits that may be taken as non-Education options and open options. Open options may include Education courses.

Any proposed modification from the above should be justified by the applicant institution.

A four-year baccalaureate in the secondary education area of study will normally consist of the following:

- a. At least 120 credits or the equivalent. (If the program includes pre-professional year(s), the number of credits that may be taken in that year(s) should be specified.)
- b. A teaching subject major with a minimum of 36 course credits. The required number of credits in curriculum and instruction related to the major must be specified in the institution's calendar.

- c. A teaching subject minor with a minimum of 18 course credits. The required number of credits in curriculum and instruction related to the teaching subject minor must be specified in the institution's calendar.
- d. A minimum of 48 professional Education course credits. These should be specified in terms of required and optional courses and the manner in which each of these fulfills the knowledge, skills and attributes (KSAs) requirements for beginning teachers listed in the Alberta government document, *Teaching Quality Standard (TQS) Applicable to the Provision of Basic Education in Alberta* (Ministerial Order #015/97).
- e. Programs should specify the number of credits that may be taken as non-Education options and open options. Open options may include Education courses.
- f. Programs should indicate the minimum number of credits that must be at the senior level in both the teaching subject major/specialization and minor.
- g. A minimum of 12 weeks of practicum/field experience (student teaching). An institution should specify whether this experience would be divided into an introductory and advanced placement and the number of weeks comprising each experience.

Any proposed modification from the above should be justified by the applicant institution.

A two-year baccalaureate in Education after an approved degree will normally consist of the following:

- a. At least 60 credits or the equivalent.
- b. A minimum of 48 professional Education course credits. These should be specified in terms of required and optional courses and the manner in which each of these fulfills the knowledge, skills and attributes (KSAs) requirements for beginning teachers listed in the Alberta government document, *Teaching Quality Standard (TQS) Applicable to the Provision of Basic Education in Alberta* (Ministerial Order #015/97).
- c. A minimum of 12 weeks of supervised practicum/field experience (student teaching). An institution should specify whether this experience would be divided into an introductory and an advanced placement and the number of weeks comprising each experience. For the elementary area of study, no placement should solely be in a kindergarten setting.
- d. At least 6 credits in curriculum and instruction (methods).
- e. At least three credits in each of the administrative (e.g. legal, professional), and social foundations (e.g. historical, philosophical, sociological) of Education; and at least six credits in the psychological (e.g. learning, development) foundations of Education.

Any proposed modification from the above should be justified by the applicant institution.

If an institution has common core requirements across all its programs for all students, an institution must demonstrate how this core fits into the BEd program requirements.

An institution should specify how the program deals with professional ethics in education.

2.4 Specialization/Major/Minor

Teaching subject majors (specializations) or minors available at a particular institution within a secondary area of study must be listed in the institution's calendar and must appear on a graduate's transcript. The major or minor will not appear on the parchment which is awarded upon completion of the degree program. The minimum number of credits comprising a major or minor and the number of curriculum and instruction credits within the program must be stipulated. Secondary teaching subject majors and minors must be aligned with the Alberta Program of Studies or commonly accepted teaching specializations such as special education, intercultural education, instructional technology, religious and moral education, etc.

An elementary area of study may identify one or more minors which must be listed in the institution's calendar and must appear on a graduate's transcript. The minor will not appear on the parchment which is awarded upon completion of the degree program. Students may be required to complete one or more courses in curriculum and instruction in the minor discipline within the program. An institution must state the minimum number of courses comprising such minors.

For after degree BEd programs, students must complete a minimum of 3 credits in curriculum and instruction in each teaching subject area (major and minor) in a secondary program, and at least 9 credits in curriculum and instruction in an elementary program. Elementary and secondary education areas of study may recognize one or more minors completed by candidates prior to admission.

2.5 Areas of Study

An institution should identify which of its courses are considered to comprise Arts and Science disciplines, professional courses in Education, and other academic disciplines (Physical Education, Business, etc.).

2.6 Other Expectations

General

An institution must clearly state the graduation requirements a student must complete to receive a Bachelor of Education degree including:

- a. the minimum number of credits that must be successfully completed;
- b. the maximum number of credits (Education, Arts, Science and Vocational), that may be transferred from other recognized institutions;
- c. the graduation GPA and how it will be calculated; and
- d. successful completion of all practicum requirements.

There is an expectation that graduates of a four-year Bachelor of Education degree program will be eligible for certification and membership in the professional organization. An institution must inform students that Alberta Teaching Certificates are issued by the Minister responsible for K-12 Education and the Registrar, Teacher Development and Certification. Students should be made aware that the Registrar may not issue a teaching certificate to persons who have been convicted of an indictable offence under the Criminal Code or who the Registrar has reason to believe should not be issued a certificate.

An institution should specify any professional standards that students in this program are expected to follow, including any applicable institutional codes of student conduct. As well, students should be made aware of the professional standards of the Alberta Teachers' Association Code of Professional Conduct.

An institution should provide evidence of all policies that will guide the management of this particular professional program, including any requirements for a criminal record check and speech/language competency, policies and practices related to field and practicum placements, credit transfer, transfer from one area of study to another (elementary to secondary; secondary to elementary), how inactive student programs will be treated, visiting students, etc.

BEd programs should have a program advisory committee. Provision should be made for representation from the Alberta Teachers' Association and other educational stakeholders on the committee.

Practicum Requirements

A student's practicum placements must:

- a. be in a public, separate or accredited private school, and

- b. clearly state the standards for successful completion, how and by whom those standards will be evaluated, and the nature of the appeal process in case of failure.

Provision must be made for the identification and selection of partnership schools to participate in the practicum and other aspects of the program, and for orienting teachers and administrators serving in those schools.

Faculty and Support Staff Components

Sufficient numbers of full-time continuing academic staff who have desirable qualifications and are appropriate to the objectives and subject matter of the proposed program of study shall be required and is subject to the approval by the Council. Academic staff teaching Education courses must be eligible for teacher certification in Alberta.

Appropriate numbers of administrative and support personnel with the appropriate qualifications for this program are required and are subject to the approval by the Council.

3. BACCALAUREATE DEGREES IN BUSINESS

3.1 Program Design and Outcome Emphasis

A business degree is a professionally focused program designed to prepare students for work in business, industry, not for profit enterprises or other fields, and/or as preparation for graduate study, or pre-professional training. Some programs provide opportunity to pursue a major or an honours degree focusing in-depth on preparing students for graduate study and/or employment requiring higher level business skills; some programs may make students eligible for professional designations. As well, there are baccalaureate programs designed for students who already possess a post-secondary degree in another field (after-degree programs), and there are interdisciplinary programs developed in collaboration with other fields of study where students benefit from acquiring basic business skills.

In order to comply with the [Canadian Degree Qualifications Framework](#) (Appendix B) degree-level standards, bachelor degrees in business must address the need for: i) depth and breadth of knowledge, ii) knowledge of methodologies and research, iii) application of knowledge, iv) communication skills, v) awareness of limits of knowledge, and vi) professional capacity/autonomy.

Credits

These programs normally require a minimum of 120 credits, or the equivalent. (Instruction is typically eight semesters or equivalent of full-time study.)

Admission Requirements¹¹

While admission to baccalaureate programs in business may be open to students entering directly from high school, there are programs where admission is based on completion of a pre-professional year at a post-secondary institution, fulfillment of specialized course requirements and competitive grade-point average. At the institutions that do not require completion of a pre-professional year, admission, at a minimum, normally requires a secondary school or CEGEP diploma and/or university preparatory courses (specific 30-level high school courses or equivalent), a minimum grade-point average, and other program-specific requirements.

Credential

Baccalaureate degrees in business are offered in Alberta under a range of nomenclature, e.g., Bachelor of Commerce, Bachelor of Management, Bachelor of Business Administration and more occupationally focused

¹¹ CAQC recognizes that some institutions have open admission policies that may differ from the “normal” requirements set above.

degrees such as Bachelor of Business Operations and Bachelor of Hotel and Resort Management. Each represents programs with different structures and approaches. However, as business programs and their nomenclature have evolved over time, there is sometimes overlap in content among the programs despite differences in nomenclature. Applicants proposing a business degree must provide the rationale for the particular nomenclature and demonstrate that the curriculum is consistent with the degree name.

It is expected that institutions will provide learning outcomes for the proposed program in business and for any structured majors within it, as part of the justification for the chosen nomenclature.

3.2 Degree Structure

Baccalaureate business programs generally include core business courses in the following: economics, mathematics and/or statistics, finance, accounting, marketing, operations management/management science, management information systems, organizational analysis/strategy, and organizational behaviour/human resource management. Programs also normally include a set of required and/or elective business courses made up of many of the above subjects regardless of the major or concentration selected. A minimum number of required and/or elective business/management courses is not suggested here, given the variations in how courses are labeled (e.g., accounting courses may not always be labeled as business courses).

Since all business degrees are expected to provide depth and breadth of knowledge to meet the requirements of the [Canadian Degree Qualifications Framework](#) (Appendix B), they normally include Arts and Science courses. In their proposals, applicants must indicate how business ethics and elements required by the [Canadian Degree Qualifications Framework](#) (Appendix B) are incorporated into the curriculum and what parts of the curriculum, if any, are shaped by the accreditation requirements of professional bodies. Applicants are also encouraged to indicate in what ways, if any, international management issues are incorporated into the curriculum of the degree.

Although baccalaureate degree programs in business frequently benefit from having one or more advisory committees, the institution bears ultimate responsibility for the degree structure. Advisory committees should have clear roles and responsibilities that recognize and respect institutional autonomy.

A four-year baccalaureate business program will normally consist of the following:

- a. a minimum of 120 credits or the equivalent;
- b. a minimum of 72 credits at the senior level.¹²

Any proposed modification from the above should be justified by the applicant institution.

3.3 Specialization/Major/Concentration

In addition to general baccalaureate programs in business, many institutions offer business specializations in the form of majors or concentrations. An institution should clearly explain its rationale for using specific nomenclature in its business programs. The major or concentration should be consistent with the educational objectives of the institution and the expertise of available faculty members. At present, there exists a large variety of majors and concentrations in business degree programs in Alberta (e.g., accounting, finance, marketing, human resource management, international business, management information systems, etc.) and the areas of specializations continue to evolve.

¹² "Senior level" implies that the course transmits or articulates knowledge beyond the basic level and that it may require prerequisites, co-requisites, linguistic ability or quantitative skills.

Although there is some flexibility with regard to how majors and concentrations in business degree programs are defined, it is CAQC's expectation that normally a major will include seven or more courses (at least 21 credits) focused on a specific business topic. The institution should specify the number of courses it requires for a major or specialization and should also indicate any other requirements, including courses in other business areas as well as in non-business disciplines. Normally majors appear both on the parchment and transcript. A concentration usually includes 5-6 courses (15-18 credits) focused on a specific business topic, which is normally referred to on the transcript, but not on the parchment.

Revised to add 3.Baccalaureate Degrees in Business, May 2008

4. BACHELOR OF MUSIC DEGREES

4.1 Program Design and Outcome Emphasis

These are bachelor degree programs with a professional focus and are intended to provide an in-depth education in music. They can generally be distinguished from BA programs in Music by the degree to which in-depth musical education is featured in the design of the curriculum. In addition to providing personal and intellectual growth, Bachelor of Music programs normally prepare students for entry into graduate study in the field, second-entry professional degree programs, or careers as professional musicians, including music educators.

In order to comply with the [Canadian Degree Qualifications Framework](#) (Appendix B) degree-level standards, Bachelor of Music programs in Alberta must address the need for i) depth and breadth of knowledge, ii) knowledge of methodologies and research, iii) application of knowledge, iv) communication skills, v) awareness of limits of knowledge, and vi) professional capacity/autonomy.

Credits

These programs are normally 120 credits, or the equivalent. (Instruction is typically eight semesters or equivalent of full-time study.)

Admission Requirements¹³

At a minimum, admission normally requires a secondary school or CEGEP diploma and/or university preparatory courses (specific 30-level high school courses or equivalent), a minimum grade-point average, an audition, and other program-specific requirements.

Credential

The nomenclature for the degree shall normally be Bachelor of Music (Major) or Bachelor of Music (General).

4.2 Degree Structure

The Bachelor of Music program normally consists of core and non-core music courses making up about 75% of the program requirements. The non-music courses constitute the remainder of the program to fulfill the breadth requirement.

A Bachelor of Music will normally consist of the following:

- a. a minimum of 120 credits or the equivalent;
- b. a minimum of 72 credits at the senior level.¹⁴

¹³ CAQC recognizes that some institutions have open admissions policies which may differ from the requirements set out above.

¹⁴ Senior level" implies that the course transmits or articulates knowledge beyond the basic level and that it may require prerequisites, co-requisites, linguistic ability or quantitative skills.

Each program will be evaluated by CAQC within the context of the Canadian University Music Society (CUMS) guidelines for the program in effect at the time of application. The CUMS guidelines are available on the Society's Website at www.cums-smuc.ca.

4.3 Specialization/Major

The Bachelor of Music (BMus) is a degree for which the concept of a major is defined in a specialized way. While not all institutions in North America offering a BMus refer to their program "foci" (e.g., performance, music history, etc.) as majors, there is general consensus that such foci are referred to and detailed on the parchments as "majors".

The distribution of those courses not taken as part of the core determines whether the program shall be termed a "general" program or one designated as having a specified major. The minimum number of courses required by the institution for the major or specialization must be specified. (See the CUMS "Institutional Guidelines".)

Revised to add 4.Bachelor of Music Degrees, May 2008

5. BACCALAUREATE DEGREES IN NURSING

In Alberta, baccalaureate nursing degrees are governed by the *Post-secondary Learning Act* (Appendix A) and the *Health Professions Act (2000)*. Consequently, nursing degrees must be approved by both the Minister of Alberta Advanced Education and Technology and the Nursing Education Program Approval Board (NEPAB) of the College and Association of Registered Nurses of Alberta (CARNA). Post-RN Nursing programs require ministerial approval, but do not require the approval of NEPAB as they are not entry-level programs. Except for the post-RN degree programs, all baccalaureate nursing degree programs prepare graduates for the Canadian Registered Nurse Examinations. These examinations are mandatory to register with CARNA and to work in Alberta as a RN.

To meet the increasing professional requirements in nursing and health care, all applicants for initial registration as a registered nurse in Alberta will need to have "a baccalaureate degree in nursing from an approved nursing program undertaken in Alberta" as of 1 January 2010.¹⁵

5.1 Program Design and Outcome Emphasis

A nursing degree is a professionally-focused program designed to develop entry-to-practice competencies to ensure students' ability to practice with clients across the life span in a variety of clinical settings. It also prepares students for entry into graduate study in the field.

Nursing programs in Alberta are available in various forms and formats. Some programs provide an opportunity to pursue an honors degree focusing in-depth on preparing students for graduate study and/or employment requiring advanced nursing skills. As well, there are baccalaureate programs designed for students who already possess a post-secondary degree in another field (after-degree/accelerated programs). Some institutions provide baccalaureate programs for registered nurses (post-RN programs), registered psychiatric nurses (post-RPN programs), paramedics (post-EMT-P programs), and licensed practical nurses that are built on or designed to incorporate certificates and/or diplomas in the relevant fields.¹⁶ Furthermore, there are combined programs developed in collaboration with other fields of study where students complete two degree programs and benefit from the knowledge of the related disciplines, as well as collaborative programs/arrangements between universities and colleges that allow students to complete baccalaureate nursing programs onsite in their communities through their local colleges.

¹⁵ *Registered Nurses Profession Regulation (2005)*, Section 3(1). Graduates from Nursing degree programs in other jurisdictions may apply for registration as a registered nurse in Alberta by providing evidence of substantially equivalent registration requirements, as defined in Sections 8 and 9 of the *Registered Nurses Profession Regulation*.

¹⁶ See guidelines for Degrees Involving Diplomas (Section 8.0 below).

In order to comply with the [Canadian Degree Qualifications Framework](#) (Appendix B) degree-level standards, baccalaureate nursing programs in Alberta must address the need for: i) depth and breadth of knowledge, ii) knowledge of methodologies and research, iii) application of knowledge, iv) communication skills, v) awareness of limits of knowledge, and vi) professional capacity/autonomy.

When a proposed baccalaureate program in nursing is designed as a collaborative degree that includes an off-site delivery arrangement, the onus is on the credentialing institution to satisfy the Campus Alberta Quality Council (CAQC) that its quality standards will be maintained in the collaborative version of the program.

Credits

Four-year programs normally require a minimum of 120 credits, or the equivalent. (Instruction is typically eight semesters or equivalent of full-time study.)

After-degree programs normally require a minimum 60 credits, or the equivalent. (Instruction is typically four to six semesters of full-time study, and may include the spring and/or summer terms to accelerate the program of study.)

Admission Requirements

At minimum, admission to the four-year program normally requires a secondary school or CEGEP diploma and/or university preparatory courses (specific 30-level high school courses or equivalent), a minimum grade-point average and other program-specific requirements. Specific minimum admission requirements to such programs are prescribed in the NEPAB standards.

Admission to an after-degree program normally requires a recognized degree including specific prerequisite courses, a minimum grade-point average and other program-specific requirements.

Admission to a post-RN or post-RPN degree program normally requires a recognized diploma in nursing with a minimum grade-point average, active registration as a registered nurse or registered psychiatric nurse, practical experience in the field and other program specific requirements.

When Prior Learning Assessment and Recognition (PLAR) is used to assess applicant's competencies for admission to the program, an institution must outline its policies on PLAR in its proposal.¹⁷

Credential

The nomenclature for the degree shall normally be Bachelor of Nursing or Bachelor of Science in Nursing. Applicants proposing a nursing degree must provide the rationale for the particular nomenclature and demonstrate that the curriculum is consistent with the degree name.

5.2 Degree Structure

A four-year program must include in its requirements at least 60% nursing content while an after degree baccalaureate program has primarily nursing content. The non-nursing courses constitute the remainder of the

¹⁷ Alberta Council on Admissions and Transfer (ACAT) defines PLAR as "a process of identifying, assessing and recognizing skills, competencies, knowledge and formal learning to facilitate the transfer of skills and knowledge of individuals into further learning and work." PLAR's credits "may be based on formal or informal learning experiences including: (1) work experience, (2) maturity / life experience, (3) unstructured educational experiences such as self-study, and (4) structured educational activity." For more information on ACAT's principles, policies and procedures on PLAR see its website <http://www.acat.gov.ab.ca/pdfs/PPP.pdf>.

program and include courses in sciences, behavioural sciences, social sciences and humanities to fulfill the supportive disciplines requirement as well as the breadth requirement.

In their proposals, applicants must indicate which courses are designated as nursing courses and how nursing ethics is incorporated into the curriculum. As well, proposals must specify how elements required by the [Canadian Degree Qualifications Framework](#) (Appendix B) are integrated into the curriculum and what parts of the curriculum, if any, are shaped by the accreditation requirements of professional bodies.

A four-year bachelor's degree will normally consist of the following:

- a. a minimum of 120 credits or the equivalent;
- b. a minimum of 72 credits at the senior level¹⁸
- c. a minimum of 72 credits in nursing courses.

A baccalaureate in nursing after an approved degree will normally consist of the following:

- a. a minimum of 60 credits or the equivalent;
- b. primarily nursing courses.

All nursing degree programs must include clinical placements in a variety of settings, as well as a full-time clinical preceptorship at the end of the program.

Each new nursing program proposed will be evaluated by CAQC within the context of the NEPAB standards for the program in effect at the time of application. The NEPAB standards are available on the [CARNA website](#).

Revised to add 5.Baccalaureate Degrees in Nursing, December 2009

6. BACHELOR OF TECHNOLOGY DEGREES

The Bachelor of Technology is a relatively new kind of degree in Canada. Although not all degrees focused on technology will be termed Bachelor of Technology degrees (e.g., Bachelor of Music in Music Technology), a useful aid in understanding a Bachelor of Technology is to compare it to Engineering degrees. A Bachelor of Technology can usually be distinguished from an Engineering degree by its clear focus on applications of engineering principles in specific industrial areas and its development of hands-on skills needed to function within a technological environment, and by its lesser emphasis on the mathematical, scientific and theoretical foundations that underlie engineering concepts and analytical models. Engineering degrees tend to ask questions headed by "why", whereas Technology degrees tend to ask questions headed by "how".

Even within Canada Bachelor of Technology degrees are not homogeneous, nor can they be assumed to adhere to the same design principles or to aim at the same educational outcomes nationally or internationally. In order to comply with the [Canadian Degree Qualifications Framework](#) (Appendix B) degree-level standards, Bachelor of Technology programs in Alberta must address the need for: i) depth and breadth of knowledge, ii) knowledge of methodologies and research, iii) application of knowledge, iv) communication skills, v) awareness of limits of knowledge, and vi) professional capacity/autonomy. The inclusion of these elements in a Bachelor of Technology degree program distinguishes it from a diploma program in a similar area.

Bachelor of Technology degrees offer differing levels of preparation for further study and may not always be accepted as a foundation for graduate work by receiving institutions. Students should be made aware of these differences so

¹⁸ "Senior level" implies that the course transmits or articulates knowledge beyond the basic level and that it may require prerequisites, co-requisites, linguistic ability or quantitative skills.

that, before embarking on a program of study leading to a BTech, they can assess both the nature of a particular program and the extent to which it will be recognized by employers and by other educational providers.

6.1 Program Design and Outcomes

These 4-year bachelor degree programs are intended to enable the reflective practice or management of several technologies and, in many cases, to provide an in-depth education in one or more of these technical specialties. In addition to providing personal and intellectual growth, Bachelor of Technology programs aim, in varying degrees, to prepare students for employment and in some instances for second-entry professional degree programs or graduate study.

Credits

Although the number of credits an institution accepts from a preceding diploma program may vary depending on the program's design, content, and learning outcomes, Bachelor of Technology programs normally require a minimum of 120 credits, or the equivalent. (Typically eight semesters or equivalent of full-time study are required to complete this degree.)

Admission Requirements¹⁹

While admission to a Bachelor of Technology program may be open to students entering directly from high school, admission to many Bachelor of Technology programs is enabled by successful completion of a diploma program in a pertinent area. Depending on how closely a diploma program articulates with the degree program, there may be program-specific admission requirements set by the institution that offers a Bachelor of Technology. At some institutions, applicants may be able to receive recognition for prior learning and workplace experience.

Credential

A Bachelor of Technology degree is normally the credential awarded in programs of study where the majority of courses required for the degree focus on the management or the practice of a specific technology or technologies.

6.2 Degree Structure

All degree proposals for a Bachelor of Technology degree in Alberta must have a structure that demonstrates breadth and depth, even though the number and type of courses included in the program may vary by the specific subject matter area.

Components of the program's curriculum should be specified in these areas:

- technological specialty or specialties (e.g., majors)
- professional fundamentals (e.g., courses in information management, ethics, communication), AND/OR
- support for the technological specialty (e.g., mathematics, psychology, business, etc.).

Proposals should indicate clearly the professional and technical support components of the curriculum, and where in the program (i.e., the diploma or the degree-completion phase) these (and the elements required by the [Canadian Degree Qualifications Framework](#) (Appendix B)) will be treated.

A Bachelor of Technology will normally consist of the following:

- a. a minimum of 120 credits or the equivalent;

¹⁹ CAQC recognizes that some institutions have open admissions policies that may differ from the "normal" requirements set out above.

- b. a minimum of 18 credits in professional fundamentals or courses supporting the technological specialty;
- c. a minimum of 72 credits at the senior level;²⁰
- d. a minimum of 42 credits in the technological specialty or specialties. Normally 30 of these 42 credits should be at the senior level. The relevance to the technological specialty or specialties of any cognate or prerequisite courses counted towards the 42 credits should be explained.

Any proposed modification or redistribution of the above should be explained by the applicant institution in light of the particular kind of Bachelor of Technology it wishes to offer.

Revised to add 6.Bachelor of Technology Degrees, December 2007

7. APPLIED DEGREES

The term “applied” is used in various ways in degree nomenclature within Alberta, in other Canadian provinces and internationally. By definition in the [Post-secondary Learning Act](#) (Appendix A), an Applied Degree in Alberta “means a degree that may be granted by a public college or technical institute on the completion of a program of study that includes (i) course work, and (ii) work-related experience.”

Designed in response to employer demand in emerging occupations, Alberta Applied Degrees primarily prepare graduates for employment in the field of study. Although there are similarities between Alberta’s Applied Degrees and other baccalaureate degrees with an applied focus and/or a cooperative education or internship component, the former can usually be identified by their higher level of integration between academic and work-related experience components. As well, Applied Degrees are characterized by their 3+1 design (3 years of academic study plus 1 year of work-related experience), by assignment of a significant part of credit requirements to work-related experience, and by more direct supervision of students by faculty during the work-related component of the program.

Because of the structure and purpose of applied degrees, institutions proposing Applied Degree programs should have a program advisory committee with clearly defined roles and responsibilities and with representation from relevant sector(s) or industries.

As well, it should be noted that various Applied Degrees currently offered in Alberta provide different levels of preparation for further study, and receiving institutions may not accept them for graduate work. Bridging studies may be required if an Applied Degree program graduate wants to enroll in further post-secondary studies, in a graduate degree or in a subsequent second-entry professional program. Institutions offering Applied Degrees have an obligation to ensure that students are made aware of these differences so that students can assess both the nature of a particular program and its acceptability for further study before embarking on it.

7.1 Program Design and Outcome Emphasis²¹

In order to comply with the [Canadian Degree Qualifications Framework](#) (Appendix B) degree-level standards, all new Applied Degree programs in Alberta must address the need for: i) depth and breadth of knowledge, ii) knowledge of methodologies and research, iii) application of knowledge, iv) communication skills, v) awareness of limits of knowledge, and vi) professional capacity/autonomy.

Applied Degree programs as currently offered in Alberta are designed to require a level of conceptual sophistication, specialized knowledge and intellectual autonomy similar to that of other baccalaureate programs,

²⁰ “Senior level” implies that the course transmits or articulates knowledge beyond the basic level and that it may require prerequisites, co-requisites, linguistic ability or quantitative skills.

²¹ This section relies in part on the *Applied Degrees Principles and Experiential Learning Guidelines* document approved by Senior Academic Officers of the public colleges and technical institutes on 1 October 2004.

while focusing on learning outcomes oriented to an occupational field of practice. In addition to preparation for employment in the field, Applied Degrees are designed to foster personal and intellectual growth.

Notwithstanding the expected conformity of Applied Degrees with the [Canadian Degree Qualifications Framework](#) (Appendix B), Applied Degrees, as noted above, are not expressly designed to prepare students for graduate study or second entry professional programs.

Credits

These programs are normally 120 credits or equivalent of full-time study, or 60 credits after the completion of a college diploma. Typically, 30 credits are reserved for the work-related experience component.

Admission Requirements

Two routes lead to admission to an Applied Degree: a) minimum admission requirements normally include a secondary school diploma and/or university preparatory courses (specific 30-level high school courses or equivalent), a minimum admission grade-point average, and other program-specific requirements; b) the completion of an appropriate college diploma may be acceptable for admission. When Prior Learning Assessment and Recognition (PLAR) is used to assess an applicant's competencies for admission to the program or for advanced credit, an institution must outline its policies on PLAR in its proposal.²²

Credential

The credential awarded must include the word "applied" and normally identify that it is in one of the following fields of study: business, arts, science, technology or health science. Examples: Bachelor of Applied Science in Agribusiness, Bachelor of Applied Business in Accounting.

7.2 Degree Structure

All proposals for Applied Degree programs must normally include 90 credits of academic study in the institution and 30 credits of work-related experience in the field. If successful completion of a diploma is required for admission to the program, the Applied Degree program may consist of 30 credits of academic study and 30 credits of learning gained in the workforce.

Applied Degrees often dovetail with diploma programs and may provide a career-laddering opportunity for students.²³ Some Applied Degree programs require the diploma for admission while others are designed with a diploma exit after 60 credits. Applicants must clearly describe the program's relation to the diploma including the relationship between the learning outcomes of the diploma and those of the degree, as well as the rationale for the curriculum structure.

All proposals for Applied Degree programs must demonstrate breadth and depth even though the number and type of courses included may vary by the specific subject matter area.

The classroom study component of an Applied Degree program will normally consist of the following:

- a. a minimum of 90 credits or the equivalent;

²² Alberta Council on Admissions and Transfer (ACAT) defines PLAR as "a process of identifying, assessing and recognizing skills, competencies, knowledge and formal learning to facilitate the transfer of skills and knowledge of individuals into further learning and work." PLAR's credits "may be based on formal or informal learning experiences including: (1) work experience, (2) maturity/life experience, (3) unstructured educational experiences such as self-study, and (4) structured educational activity." For more information on ACAT's principles, policies and procedures on PLAR see its website <http://www.acat.gov.ab.ca/pdfs/PPP.pdf>.

²³ See guidelines for Degrees Involving Diplomas (Section 8.0 below).

- b. a minimum of 45 credits at the senior level.²⁴

Any proposed modification from the above should be justified by the applicant institution.

7.3 Specialization/Major

For programs with a specified major, the major should be consistent with the educational objectives of the institution and the expertise of available faculty. The minimum number of courses required by the institution for the major or specialization must be specified.

7.4 Work-related Experience²⁵

Typically, the work-related experience component is comprised of two four-month terms or a single placement of eight months in length. Normally a student should be remunerated for his/her work-related experience unless exceptional circumstances apply. Any exceptions must be justified.

Work-related experience activities or placements must be approved by the program head or designate. The employer, the faculty advisor and the student should collaborate to establish learning objectives of the work-related experience based on program outcomes. Learning gained in the workforce should be evaluated through a combination of strategies that are outcomes-based, incorporating the application and integration of theory as well as skills assessment. Where this occurs in the workplace, employer evaluations form an integral component of the evaluation. While employers supervise and evaluate the student in the workplace, the faculty advisor monitors and evaluates the student's progress in relation to learning outcomes.

In order to demonstrate achievement of the learning outcomes in the work-related experience and the capacity for independent intellectual work at the baccalaureate level as described by the [Canadian Degree Qualifications Framework](#) (Appendix B), the student should complete, under supervision, a research-based or performance based exercise, demonstrating methodological competence and capacity for independent and ethical intellectual/creative work. The nature of this project should be determined in consultation with the faculty advisor and should comply with research ethics guidelines.

Revised to add 7. Applied Degrees, December 2008

8. DEGREES INVOLVING DIPLOMAS IN CAMPUS ALBERTA

NOTE: Since CAQC's jurisdiction is limited to consideration of new proposals for degree programs, following these guidelines is a list of questions and answers that should be read in conjunction with these guidelines for degrees involving diplomas.

8.1 Historical Background

Because of its strong transfer system, inter-institutional collaboration has been a prominent feature of Campus Alberta. It has provided an increasing number of lifelong learning opportunities for Albertans as well as people from other Canadian jurisdictions and countries. Such collaboration on the delivery of undergraduate education has traditionally taken one of several forms. Using the principles, policies and procedures of the Alberta Council on Admissions and Transfer (ACAT), the system has traditionally allowed for and encouraged the use of:

²⁴ "Senior level" implies that the course transmits or articulates knowledge beyond the basic level and that it may require prerequisites, co-requisites, linguistic ability or quantitative skills.

²⁵ This section reflects the *Applied Degrees Principles and Experiential Learning Guidelines* document approved by Senior Academic Officers of the public colleges and technical institutes on 1 October 2004.

- *Transfer courses* - a college that offers a course designed for transfer to a degree program, negotiates a transfer agreement with a university or private degree-granting institution.
- *Transferable courses* - a college or technical institute that offers courses designed to fulfill certificate or diploma program requirements, negotiates a transfer agreement with a university or private degree-granting institution.
- *Blocks of courses* - a college or technical institute arranges for block transfer credit to a program at a degree-granting institution or a group of universities, of a set of credit-bearing university transfer courses [e.g., biology], or a completed certificate or diploma (e.g., early childhood development diploma).
- *2+2 arrangements* – two institutions, one a college or technical institute and the other a university or private degree-granting institution, agree to collaborate on the joint delivery of a degree, typically consisting of a two-year diploma and two years of degree-level work. This articulation of one post-secondary credential with another is customarily known as a “2+2” program. In some programs of this kind, a student has an option of exiting a degree program after completing two years of study and receiving a diploma credential for the work completed.²⁶

Post-secondary Learning Act

The [Post-secondary Learning Act](#) (Appendix A) provides colleges and technical institutes with the ability to offer their own undergraduate degrees, if approved by the Minister. The Act was amended in 2008 to indicate from which sectors and at which levels degree programs can be proposed. Furthermore, it strengthens the Ministry’s continuing emphasis on the importance of collaboration among publicly funded institutions within and among the six sectors found within Campus Alberta and opens further opportunities for 2+2 arrangements. In particular, this legislation states that “an institution in the Comprehensive Community Institutions sector may provide an approved program of study that leads to the granting of a baccalaureate degree if the program is provided in collaboration with another institution that has approval to grant the degree.” [102.3(4)(d)(i)].

8.2 The Role of CAQC When Degrees Involve Diplomas

Since CAQC’s mandate pertains only to consideration of new degree proposals referred to it by the Minister, it has no role to play in the examination or the approval of diplomas offered by Alberta’s colleges and polytechnics, nor does it have a role to play in considering, as ACAT does, transfer arrangements *per se*. Consistent with its mandate, however, is its responsibility to consider the degree of affinity between the diploma and the degree, when proposed degrees are expressly designed to incorporate diplomas in the same or similar areas into the educational experience of students earning those degrees. As well, it has a responsibility to consider the proposed model’s effect on the quality of those degrees.

8.3 Degree-level Standards

Because Alberta recognizes the [Canadian Degree Qualifications Framework](#) (Appendix B), for undergraduate degree-level programs, CAQC expects all degrees of which a diploma is a component to address the need for: i) depth and breadth of knowledge; ii) knowledge of methodologies and research; iii) application of knowledge; iv) communication skills; v) awareness of limits of knowledge; vi) professional capacity/autonomy. The inclusion of these elements in a degree program distinguishes it from a diploma program in a similar area.

²⁶ Although CAQC treats “2+2” programs as the norm in degrees involving diplomas, it recognizes that currently within Alberta there are instances of four-year degrees configured as “1+3” (1-year certificate program plus 3 years of degree program). Furthermore, these variations on the standard “2+2” model lead to additional complexities when a program allows students to take the “diploma” part of a degree after the university part, or when programs embed a diploma offered by a college or polytechnic into a 4-year degree offered by another institution.

As there is a large spectrum of collaborative arrangements among post-secondary institutions that offer degrees involving diplomas in Alberta, CAQC will consider proposals containing innovative methods of achieving its standards. The onus is on the institution submitting a degree proposal to show how the CAQC standards will be met over the four years of the degree program. For the diploma part of the program, therefore, a proposal must outline an acceptable *process* for determining how the degree-granting institution will ensure the ongoing quality of the diploma program. When a degree proposal is designed so that the only method of entering into the program is in the third year of a degree, CAQC evaluation teams will review all four years of the degree program including the contributions made to it by a diploma program.

CAQC has adopted other standards (e.g., on academic freedom and scholarship, on academic staff) which will be applied to degree programs involving diplomas.

8.4 Program Design and Outcomes

In addition to providing personal and intellectual growth, degrees involving diplomas aim to prepare students for employment and in some instances for second-entry professional degree programs or graduate study.

Credits

Including any credits an institution accepts from a preceding diploma program, offered by another institution or by itself, these programs normally require a minimum of 120 credits, or the equivalent. (Typically eight semesters or equivalent of full-time study are required to complete this degree.) It is the responsibility of an institution to assess the advanced standing of diploma program graduates entering its degree program. As part of its quality assurance process, CAQC will assess institutional policies on advanced standing.

Admission Requirements

Admission to most degree programs involving a diploma is enabled by successful completion of a diploma program in a specified area. The educational design of the diploma program should enable students' success in the senior level courses that follow. Depending on the degree of affinity between a diploma program and a degree program, there may be diploma-specific or program-specific admission or bridging requirements set by the institution offering the degree. Degree-granting institutions have an obligation to ensure that students entering a diploma that is designed to be part of a degree program are aware of any bridging requirements so that they can assess the nature of the full degree program before embarking on the portion covered by the diploma.

In some cases, students may be able to enter the degree program in question directly in year one or indirectly, after successful completion of a diploma; in those instances where an option is available, an institution must ensure that, to the extent possible, all students entering third year of the degree program have similar levels of knowledge, skills and learning outcomes.

Credential

A student will receive the appropriate degree-level credential (e.g., BA, BTech, BBA) after completing a degree involving a diploma. Normally, a student who had earlier completed a diploma as part of such a degree would have also received a diploma credential.

8.5 Degree Structure

In Alberta, all proposals for degrees involving diplomas must present a structure that demonstrates breadth and depth, even though the number and type of courses included in the program may vary by the specific subject matter the degree addresses.

A degree involving a diploma will normally consist of the following:

- a. a minimum of 120 credits or the equivalent;
- b. a maximum of 60 credits or the equivalent in an appropriate diploma incorporated into the degree;²⁷
- c. a minimum of 60 credits or the equivalent offered by the institution granting a degree;
- d. a minimum of 72 credits at the senior level;²⁸
- e. a minimum of 42 credits in the subject area or areas on which the degree and the concomitant diploma focus.

An institution proposing a degree involving a diploma should specify where in the curriculum, as offered over both parts of the program, a student will encounter the six elements of an undergraduate degree enumerated by the [Canadian Degree Qualifications Framework](#) (Appendix B).

Council recognizes that the strength of Campus Alberta rests, in part, on its flexibility, diversity and innovation. Therefore, Council will consider variations to the norm, as it recognizes that degrees that articulate with or embed diplomas can take different forms.²⁹

8.6 Questions and answers with respect to CAQC's Guidelines for Degrees Involving Diplomas

NOTE: Council's primary statement on its interest in diplomas that contribute to degrees is its *Guidelines on Degrees Involving Diplomas*; the following Q&As provide clarification and interpretation of those guidelines.

1) Q: Are these guidelines prescriptive or descriptive?

A: These guidelines are meant to be descriptive. Council has been working on various guidelines for undergraduate degrees in order to assist both the applicant institution in preparing new degree proposals and Council's evaluators in assessing the quality of degree programs.

2) Q: How do diploma programs fit into CAQC's mandate?

A: Council is not involved in any way in the process of reviewing and/or approving diplomas, transfer courses, transfer of courses or blocks of courses. Council's responsibility pertains only to those diploma programs that are integrated with or embedded into the design of new degree program proposals. As well, Council recognizes that there are many free-standing quality diploma programs that do not and will not ladder into degree programs.

Excerpt from draft Guidelines for Degrees Involving Diplomas

Since CAQC's mandate pertains only to consideration of new degree proposals referred to it by the Minister, it has no role to play in the examination or the approval of diplomas offered by Alberta's colleges and polytechnics, nor does it have a role to play in considering, as ACAT does, transfer arrangements per se. Consistent with its mandate, however, is its responsibility to consider the degree of affinity between the diploma and the degree, when proposed degrees are expressly designed to incorporate diplomas in the same or similar areas into the educational experience

²⁷ An institution may at its discretion determine that not all courses taken in a diploma will receive credit, or that certain kinds of educational content are missing and will need to be made up, or that the diploma presented for credit within a degree program is no longer current or appropriate for the purpose.

²⁸ "Senior level" implies that the course transmits or articulates knowledge beyond the basic level and that it may require prerequisites, co-requisites, linguistic ability or quantitative skills.

²⁹ Institutions proposing new Applied Degree programs designed to incorporate diplomas should take into consideration Council's expectations for both Degrees Involving Diplomas and Applied Degrees.

of students earning those degrees. As well, it has a responsibility to consider the proposed model's effect on the quality of those degrees.

3) Q: Do Council's guidelines with respect to degrees involving diplomas apply to all degree-granting institutions proposing to offer programs in Alberta?

A: Yes. The new guidelines will apply to all resident and non-resident institutions applying to offer new degree programs in Alberta. The process CAQC uses to review a proposal is based on the applicant institution's experience in offering degree programs and may proceed in one of three ways including full review, partially expedited review and fully expedited review.

4) Q: Will CAQC's guidelines for degrees involving diplomas alter the admission requirements of diploma programs?

A: No. The proposed guidelines do not outline any entrance requirements with respect to the diploma program. As CAQC is interested in the degree of affinity between a diploma program and a degree program, it will look at the exit standards/learning outcomes in the diploma program to ensure that they contribute to the degree-level requirements, and that students are appropriately prepared to succeed in the senior years of the degree program.

Excerpt from draft Guidelines for Degrees Involving Diplomas

Admission to most degree programs involving a diploma is enabled by successful completion of a diploma program in a specified area. The educational design of the diploma program should enable students' success in the senior level courses that follow. Depending on the degree of affinity between a diploma program and a degree program, there may be diploma-specific or program-specific admission or bridging requirements set by the institution offering the degree. Degree-granting institutions have an obligation to ensure that students entering a diploma that is designed to be part of a degree program are aware of any bridging requirements so that they can assess the nature of the full degree program before embarking on the portion covered by the diploma.

In some cases, students may be able to enter the degree program in question directly in year one or indirectly, after successful completion of a diploma; in those instances where an option is available, an institution must ensure that, to the extent possible, all students entering third year of the degree program have similar levels of knowledge, skills and learning outcomes.

5) Q: Who determines the advanced standing of diploma students entering the degree program?

A: The degree-granting institution is responsible for determining the advanced standing diploma graduates will receive. It will also determine if any bridging requirements are necessary. Where a 4-year program is designed so that some students can proceed in the program from year one to graduation and other students can enter directly into year three or earlier on the basis of advanced credit, Council will not look at the diploma program *per se*; rather it will look at the institution's mechanisms/policies for awarding advanced credit.

6) Q: Are there any situations when Council will look at the curriculum of diploma program?

A: If a new 4-year degree program is designed so that its first two years are the two years of an existing diploma and students can only enter the degree program in third year after successful completion of a

diploma, Council will have a role in reviewing the curriculum of the diploma when it reviews the new degree proposal.

7) Q: Will the guidelines change transfer agreements among institutions, PLAR processes and residency requirements in the diploma programs?

A: No. CAQC's mandate does not pertain to the transfer agreements, PLAR processes and residency requirements in the diploma programs. These remain matters with which institutions, using their internal processes and standards, share responsibility with ACAT.

8) Q: Who bears the primary responsibility with respect to ensuring quality standards in the diploma component when it is an integral part of the design of the degree program?

A: As the credentialing institution, this is the responsibility of the institution proposing the new degree program. As part of its evaluation process, CAQC will examine only how the degree-granting institution's internal quality assurance mechanisms are applied to assessing the quality of the diploma part of the program.

Excerpt from draft Guidelines for Degrees Involving Diplomas

The onus is on the institution submitting a degree proposal to show how the CAQC standards will be met over the four years of the degree program. For the diploma part of the program, therefore, a proposal must outline an acceptable process for determining how the degree-granting institution will ensure the ongoing quality of the diploma program.

9) Q: Does Council entertain innovative proposals for the design of degrees involving diplomas?

A: Yes. Council recognizes the diversity of Alberta's post-secondary system and supports innovative approaches to the design of new degree programs involving diplomas and to the achievement of degree level standards. The onus is on the degree-granting institution to assure Council that its program quality standards will be met in the new diploma/degree arrangement and that graduates of the degree program will meet the expectations of the [Canadian Degree Qualifications Framework](#) (Appendix B).

Excerpt from draft Guidelines for Degrees Involving Diplomas

Council recognizes that the strength of Campus Alberta rests, in part, on its flexibility, diversity and innovation. Therefore, Council will consider variations to the norm, as it recognizes that degrees that articulate with or embed diplomas can take different forms.

10) Q: Does CAQC treat applied degrees differently from baccalaureate degrees, including those that involve diplomas?

A: No. CAQC is responsible for evaluating both kinds of undergraduate degree and does so with reference to its standards and to its [Expectations for Design and Structure of Undergraduate Degrees](#) (Chapter 4.3.3), which contains a separate section on Applied Degrees.

Revised to add 8. Degrees Involving Diplomas, December 2009

4.3.4 STANDARDS ON ACADEMIC STAFF FOR BACCALAUREATE PROGRAMS

NOTE: This statement on standards for academic staff should be read in the context of the Council of Ministers of Education, Canada (CMEC's) quality assurance standards regarding faculty, and in the context of the organizational and program standards already adopted by Council. The relevant texts follow:

CMEC Organizational Standard: *Faculty and Staff — The institution has policies with respect to the number and qualifications of the academic faculty and instructional staff, including provisions against fraudulent credentials, and policies with respect to appointment, evaluation (including student evaluations), employment conditions, which include workload, promotion, termination and professional development, and policies/practices with respect to research and/or scholarship. In addition, the institution has policies regarding appropriate human resource development and management.*

CMEC Program Standard: *Human Resources — The institution has sufficient and appropriately qualified resources, academic and otherwise, to deliver degree-level education, and satisfactory policies pertaining to faculty that address issues such as the protection of academic freedom; academic/professional credentials; the regular review of faculty performance; the means of ensuring that faculty knowledge in the field is current; teaching, supervision and student counseling loads; and professional development of faculty. Staff resources must be sufficient to ensure the coverage required within the discipline for the proposed program.*

CAQC Organizational Standard #8: *The organization has the human resources, including appropriately qualified faculty and instructional staff, necessary to achieve its mission and academic goals. The organization has policies and procedures with respect to appointment, evaluation, employment conditions, promotion, termination and professional development for faculty and staff.*

CAQC Program Standard #1: *The program is supported by an appropriate number of suitably qualified academic faculty and instructional staff to develop and deliver the degree program. Faculty shall have an appropriate level of scholarly output and/or research or creative activity for the baccalaureate or graduate program involved.*

For Applied Degrees: *The program is supported by an appropriate number of suitably qualified academic faculty and instructional staff to develop and deliver the degree program. Faculty shall maintain continuing academic and professional competence and accreditation in their discipline or field appropriate to the specific applied degree program.*

PREAMBLE

The Council needs to be assured that institutions offering university-level baccalaureate degrees employ an adequate number of well-qualified academic staff members who are primarily responsible to the institution delivering the degree, and who will provide academic leadership, continuity and planning for each degree program.

The diversity of programs offered by institutions within Alberta, which range from mature research universities with large graduate programs, to technical institutes, to public and private colleges of various sizes, requires that standards on the number, qualifications and mix of academic staff be both clear and flexible. Variations of the standards and norms set out below may be acceptable, provided that, in the judgment of Council, such variations are academically justifiable and do not impair the quality of the program offered.

These standards apply to undergraduate degree programs. Council will consider academic staff requirements for graduate programs on a case-by-case basis. (See Council's [Graduate Program Proposal Guidelines and Assessment Standards](#) in Chapter 4.4.1.)

1. Number of Academic Staff

- The minimum number of academic staff required varies according to program type (e.g., Arts and Science programs versus professional programs), its length, and the number of students enrolled in it.

1.1 Three-year programs

- Two acceptably qualified full-time continuing academic staff³⁰ shall normally be the minimal staffing requirement for each concentration offered. This condition may not be sufficient or appropriate in all cases.
- Subject to the approval of Council, an institution may be able to justify the equivalent of two academic staff (2.0 FTE) by using 1.0 FTE drawn from part-time academic staff or from academic staff teaching in another discipline. In such cases, the other 1.0 FTE must be filled by one continuing academic staff member teaching full-time in the program.
- Where academic staff are assigned to teach in more than one discipline, the sum of their fractional contributions cannot normally exceed 1.0 FTE.

1.2 Four-year programs

- Three acceptably qualified full-time continuing academic staff shall normally be the minimal staffing requirement for each major offered. This condition may not be sufficient or appropriate in all cases.
- Subject to the approval of Council, an institution may be able to justify the use of part-time academic staff for up to 2.0 FTE, but at least one continuing academic staff member must be devoted full-time to a four-year program.
- Where academic staff are assigned to teach in more than one discipline, the sum of their fractional contributions cannot normally exceed 1.0 FTE.

1.3 Interdisciplinary programs

- Each interdisciplinary and thematic program shall be anchored by at least one appropriately-qualified full-time continuing faculty member whose responsibilities include coordination of the program.
- Council shall be informed if this faculty member is to be seconded from another program and, because of its interest in sustainability, Council needs to be informed as well about the duration of the secondment and the procedure for replacement, if any, of the person seconded.

1.4 Special Cases

- The requirements for academic staff in “after-degree” programs and in “2+2” programs, in which a college-level diploma is a component of an undergraduate degree, will be considered by Council on a case-by-case basis.

³⁰ “Full-time continuing academic staff” refers to an academic staff member who holds tenure or is in a tenure-track appointment (or their equivalent in the case of institutions that make long-term appointments in the absence of a tenure system typical of universities).

2. Qualifications of Academic Staff

- The qualifications for both continuing and part-time academic staff should be in keeping with the mandate or mission statement and the educational objectives of the institution and be pertinent to the program or programs affected.
- Professional or technical degree programs may differ from other programs in the qualifications needed to ensure high quality.
- Institutions with an approved degree program based on minimum qualifications of academic staff should present plans outlining movement toward the employment of academic staff with desirable qualifications. Council may monitor progress in this domain.
- Institutions must have a mechanism for verifying the credibility of credentials and the accuracy of statements contained in the applications of academic staff.

2.1 Minimum Qualifications

- The minimum qualification for each academic staff member (continuing, part-time or contract) offering instruction in an approved program shall normally be an acceptable Master's degree or equivalent in the discipline in which the staff member is assigned to teach.
- Should an institution employ academic staff for which equivalence is claimed, on program implementation or at any time during the course of a program, the onus is on the institution to present to Council the basis of that claim. Council may refer a case to a third party for advice as to whether equivalent qualifications are held.

2.2 Desirable Qualifications

- The desirable qualification of an academic staff member offering instruction is an acceptable doctoral degree in the discipline in which the staff member is assigned to teach or in a cognate discipline.
- In disciplines where a doctoral degree is not the normal terminal degree, appropriate alternatives may be acceptable.
- For institutions and programs with a technical or applied emphasis, the desirable qualification of an academic staff member offering instruction is at least a Master's degree (or equivalent), with the understanding that a background of personal experience in relevant employment is an alternative to the desirable qualification specified above.
- For professional programs, academic staff members teaching professional courses must be eligible for professional certification as appropriate to the field of instruction.
- Learning facilitators, graduate students, or others who provide support for instructional programs must hold qualifications commensurate with their roles and must be appropriately supervised by members of academic staff who are primarily responsible for the quality and the sustainability of the program.
- Provided that their employment is consistent with commitment to high-quality undergraduate education and with other standards articulated in this policy, graduate students may be appointed as "instructors of record," as permitted by institutional policies and if appropriately supervised by regular members of academic staff.

3. Balance of Academic Staff

- Staffing policies should take into consideration the balance between academic staff members holding the minimum qualification and those holding the desirable qualifications. See Section 2 above.

- Normally, a majority of academic staff members offering instruction in each approved program, expressed on an FTE basis, must hold the desirable qualifications.
- Normally, full-time academic staff members will predominate in a given degree program. There should be a balance between full-time and part-time academic staff in order to ensure the stability and sustainability of each program.
- Where part-time academic staff are employed in instruction, an institution's contractual appointment policies must ensure that such staff members are available for student consultation beyond the formal instructional hours.
- Notwithstanding an institution's compliance with the foregoing requirements, Council may judge the mix of qualifications of academic staff to be unsatisfactory on the basis of their distribution among the disciplines which comprise a degree program.

4. Scholarship

- An institution offering a university-level undergraduate degree program must make adequate provision to ensure that, at a minimum, all academic staff teaching in the degree program engage in scholarship or professional activity sufficient to ensure that program and course content remains current.
- An institution may require scholarly productivity from some or all of its academic staff for on-going employment or career advancement, and if so, it must state this expectation in its published policies.
- A spectrum of scholarly activity will normally exist within the complement of academic staff, ranging from the scholarship of discovery, to the scholarship of teaching, integration, application, and engagement.
- An institution must have policies and procedures that enable and support scholarship intended to maintain currency in the discipline and or intended to produce other forms of scholarly output expected of academic staff.
- For an elaboration of Council's views of scholarship and its relationship to academic freedom, see its complementary statement on [Academic Freedom and Scholarship](#) (Chapter 3.7). See also the [Research and Scholarship in Campus Alberta: CAQC Interpretation of the Roles and Mandates Policy Framework for Alberta's Publicly Funded Advanced Education System \(March, 2008\)](#) (Appendix M).

5. Employment Arrangements for Academic Staff

- The collective agreements, contracts, letters of appointment or similar documents pertaining to the employment of academic staff must clearly describe the terms and conditions of employment (including criteria and procedures for the granting of tenure, if applicable).
- An institution must have written policies governing criteria and procedures for appointment, employment conditions including employment equity, promotion, termination, and performance evaluation (including provision for student assessment of teaching). These policies must be distributed to all members.

Revised to add "including employment equity," November 2008

- Performance assessment of academic staff will include some form of peer review.
- An institution must have a written description of roles and responsibilities of academic staff, and explicit written expectations of academic staff in the realms of teaching, scholarship and professional activity, and service. These documents must be distributed to all members.
- An institution should have a policy with respect to the ongoing professional development of academic staff throughout their careers.

4.4 GRADUATE PROGRAMS

June 2005

With revisions to December 2011

The Campus Alberta Quality Council is committed to assuring the quality of new graduate programs offered in Alberta. The assessment and evaluation of Graduate Programs is guided and supported by the assessment standards and processes contained in the CMEC document *Ministerial Statement on Quality Assurance of Degree Programs in Canada*, including the learning outcomes for both master's and doctoral programs articulated in the Canadian Degree Qualifications Framework.

Please note that degree programs delivered in whole or in part in blended, distributed or distance modes are expected to meet both these standards and Council's [Additional Quality Assessment Standards for Programs Delivered in Blended, Distributed or Distance Modes](#) in Chapter 4.5.

Paragraph added April 2011

Alberta's *Roles and Mandates Policy Framework* classifies all publicly funded Alberta institutions according to a six sector model (described in s. 102.2 of the *Post-secondary Learning Act*), which outlines the types of degree programming these institutions are allowed to offer. According to this Framework, graduate programs may be offered only by Comprehensive Academic and Research Institutions, Independent Academic Institutions (in niche areas), and Specialized Arts and Culture Institutions. In addition, non-resident institutions that meet certain criteria are eligible to offer graduate degrees in Alberta (please see s. 2.3.1, (9.) and 2.3.3 (9.) for the eligibility criteria).

added September 2009

After the Minister has determined that an institution's mandate makes it eligible to offer a graduate degree, the Minister may refer the proposal to CAQC. Council's expectation is that normally institutions will be able to offer a high-quality graduate program only after they have established a satisfactory track record of offering approved undergraduate degree programs in the same academic domain and have satisfied Council that those programs are achieving the desired outcomes as evidenced by a comprehensive review or other documentation specified by Council.

An institution proposing to offer its first graduate degree program will normally be required to undergo an organizational evaluation, unless Council has already determined that the institution meets its organizational review assessment standards and can satisfactorily support the proposed graduate programs. In addition to its regular organizational assessment standards, Council has additional organizational assessment standards that assist it in evaluating the institution's capacity to put in place the resources, personnel and organizational support to deliver and sustain graduate programs.

Institutions that have not previously offered graduate programs normally start with a proposal for a master's level program. Applications for the approval of doctoral programs will be considered only from institutions that have demonstrated the successful delivery of one or more master's programs in the same area, normally for a period of at least five years. Please refer to s. 4.4.3 below for a description of graduate degree types.

4.4.1 GRADUATE PROGRAM ASSESSMENT STANDARDS

June 2005

With revisions to December 2011

1. Faculty and staff

The program, whether disciplinary or interdisciplinary in nature, is supported by suitably qualified academic faculty and instructional staff to develop and deliver the graduate degree program and to supervise students. Faculty will have an appropriate level of scholarly output and/or research or creative activity for the graduate program involved. The institution will have a critical mass of scholars/researchers, not only in the program area but in related areas, with a range of expertise to allow for intellectual leadership and challenge. The program will be anchored by a designated complement of faculty who are primarily responsible for its delivery and continuity.

2. Commitment to research and scholarship

The institution and the program being proposed have a research culture (the scholarly context within which graduate study will occur) which is fundamental to maintaining and enhancing high quality graduate programs. The institution is clearly committed to research which promotes the depth and breadth of knowledge, both within the field/discipline, and in a cognate field/discipline when necessary.

3. Academic and program policies and procedures

The program is governed by academic policies appropriate to the administration of a full-time or part-time graduate program including, but not limited to, those dealing with admissions, placement, applicable residency requirements, maximum time limits for completion, assessment, progression and graduation requirements, supervisory committee requirements, comprehensive/candidacy examination requirements, thesis oral examination committee and procedures, credit transfer and prior learning assessment, appeals, academic dishonesty, intellectual property rights, and ethical guidelines for research.

4. Graduate supervision plans

The institution has a detailed graduate supervision plan in place to organize the advising, supervision and monitoring of graduate students. The proposed program has criteria for the appointment of faculty who will supervise graduate students, and for the appointment of supporting or adjunct faculty and mentoring practices to enhance the supervisory skills of faculty. The proposed program specifies graduate supervisory loads for faculty, advising and monitoring practices for graduate students, and procedures for the monitoring and evaluation of students that will provide adequate feedback to the program administrators and to the student.

5. Quality of students

Admission to master's or doctoral programs will normally require either a recognized undergraduate or graduate degree with an appropriate specialization or relevant bridging studies. Institutions will expect those admitted to graduate programs to have achieved an academic standing in the previous degree (or equivalent) to enable success in the program and will require that students maintain standards appropriate to graduate study in order to progress and graduate from the program. The proposed program will have a systematic and effective process for recruiting high quality graduate students. The extent and nature of financial support available to students and the financial resources dedicated to support the proposed size, scope and nature of the program and a critical mass of students will be described.

6. Resource capacity

The program is supported by the physical resources, both start-up and continuing, needed to assure its quality. These include, where applicable, space for graduate students, equipment, library and learning resources (physical and electronic), laboratories, computing facilities, shops, specialized equipment and work placements. There is an institutional commitment to maintaining and supplementing resources and equipment as needed to meet standards applicable to the field.

7. Recognition of the degree

The credential should align with Canadian standards and be recognized and accepted by other post-secondary institutions, by employers, and by professional and licensing bodies, where applicable. The nomenclature of the degree should reflect its content. The program type and degree level should be consistent with Canadian practice in graduate education, as exemplified by the Canadian Degree Qualifications Framework (CDQF), and it should have learning outcomes as defined by the CDQF that are consistent with national and international standards of quality.

8. Graduate program design, content, and delivery

The program offers education of sufficient breadth and rigour to meet relevant national and international standards, and the content of the program, in both subject matter and outcome standards, is appropriate to the level of the graduate degree program and the field of study. The program's design and content structure assures that the student will achieve the objectives of the program. Its curriculum must be current and reflect the state of knowledge in the field, or fields in the case of interdisciplinary and multidisciplinary programs. Learning methodologies are the methods of delivery that will be used to achieve the desired learning outcomes at an acceptable level of quality; the institution must have the expertise and resources to support the proposed method(s) of delivery and ensure its effectiveness.

9. Graduate program evaluation

The institution must have a process to maintain the currency of the program and the quality of its learning outcomes. The program is subject to a formal, approved policy and procedure requiring a cyclical review and improvement process, and includes assessment of the program against published standards (including the institution's own learning outcome standards for the program), and assessment of individual student work in the terminal stage of the program against program outcomes. Such assessments must include the advice of independent academic experts.³¹

10. Credentialing

Learning outcomes and other requirements for graduation in programs leading to professions (such as entry to practice programs) are designed to prepare students to meet the requirements of the relevant regulatory, accrediting, quality assurance or professional body. If the proposed program is a professional or clinical practice program, it has sufficient empirical and theoretical foundations so that study can be integrated with and informed by original research in the unit.

³¹ In engaging external experts, institutions should be guided by Council's guideline on Independent Academic Experts (Appendix I).

4.4.2 GRADUATE PROGRAM EVALUATION FRAMEWORK

June 2005

With revisions to December 2011

This framework is designed to be used by the Campus Alberta Quality Council's graduate program evaluation teams when conducting evaluations of proposed graduate degree programs. In addition, the evaluators will use the program proposal and any supporting documentation provided by the applicant institution. The graduate program evaluation team will address each item in its final report to Council.

The categories used for the graduate program evaluation are these:

- | | |
|--|--|
| (1) Faculty and staff | (6) Resource capacity |
| (2) Commitment to research and scholarship | (7) Recognition of the degree |
| (3) Academic and program policies and procedures | (8) Graduate program design, content, and delivery |
| (4) Graduate supervision plans | (9) Graduate program evaluation |
| (5) Quality of students | (10) Credentialing |

Please see the [Graduate Program Evaluation Framework](#) in Appendix N.

The onus is on the applicant to satisfy Council that the level of learning to be achieved is consistent with that which is expected of graduate programs, and that the program is comparable in quality to similar programs (if any) offered in Alberta and elsewhere.

4.4.3 CAQC EXPECTATIONS FOR DESIGN AND STRUCTURE OF GRADUATE DEGREES

June 2005

With revisions to December 2011

GRADUATE DEGREE TYPES

Graduate programs at the master's and doctoral levels may be structured in a variety of ways, and may be highly individualized and customized to meet the needs of specific students. The typology which follows is not prescriptive, and while the types listed here are the major categories, not all of them are discrete. For example, a professional master's degree in Education may be thesis or course based. In addition, some graduate degrees may be categorized as interdisciplinary or collaborative degrees. It is the responsibility of the proposing institution to clearly indicate the characteristics of the proposed degree.

1. MASTER'S DEGREES

1.1 Course Based

Course based master's programs leading to Master of Arts (MA) or Master of Science (MSc) degrees have a limited emphasis on research, exhibited by, e.g., the requirement to include one or more research courses in the program, with the final course grade based on a research paper, or by requiring the inclusion of a capstone course toward the end of the program to focus on the integration and application of the knowledge acquired. These programs may culminate in a comprehensive examination or a major paper involving an examination committee.

Paragraph revised July 2008 and December 2011

1.2 Thesis Based

Thesis based master's programs leading to Master of Arts (MA) or Master of Science (MSc) degrees require the student to develop a research plan for a specific project, in consultation with the supervisor, which will enable the student to learn the accepted research methodology in the field and to apply it to the generation of new knowledge. A report on the research completed and its results and conclusions are presented in a master's thesis, following which the student must pass a final oral examination based on the thesis. A thesis oral examination committee is involved.

1.3 Professional/Practice Based

Professional master's programs [e.g., MSW (Social Work), MPH (Public Health), MEng (Engineering)] are practice oriented programs which, while providing instruction in research methods, are designed to prepare students for professional practice involving the application or transmission of existing knowledge, and lead to a professional degree designation. Institutions may require the student to engage in some independent research culminating in a capstone project or a thesis, examined by a committee. That independent work may involve original or applied research or a combination which supports the advancement of a profession. Programs which combine both research and professional objectives should use a degree designation which recognizes the priority given to these objectives.

Section 3.1.3 revised January 2009

2. DOCTORAL DEGREES

2.1 Research Based

Doctoral programs leading to the PhD are research oriented [e.g., PhD (Psychology), PhD (Music)]. The student is required to develop an extensive research proposal, in consultation with the supervisor and a supervisory committee, which will enable the student to learn the accepted research methodology in the field and to apply it to the generation of new knowledge, initially through a dissertation. A dissertation oral examination committee is involved, and includes external appraisal. A dissertation may take the form of a single research project or a series of research projects that may be then written as a papers format dissertation.

Paragraph revised December 2011

2.2 Professional/Practice Based

Professional doctoral programs [e.g., EdD (Education), DMus (Music)] are practice oriented programs which, while providing instruction in research methods, are designed to prepare students for professional practice involving the application or transmission of existing knowledge, and may lead to a professional degree designation. They require the student to engage in some independent research culminating in a dissertation. This may be theoretical or empirical research, applied research or creative activity which supports the advancement of a profession, or a combination of the above.

Paragraph revised December 2011

4.5 ADDITIONAL QUALITY ASSESSMENT STANDARDS FOR PROGRAMS DELIVERED IN BLENDED, DISTRIBUTED OR DISTANCE MODES

September 2006
With revisions to April 2011

The Campus Alberta Quality Council, in its review of degree programs, is guided by the principle that while instructional methods may differ, expectations of high quality remain the same. The key considerations in assuring the quality of any program are that they are learning-driven and that they are informed by excellent research and scholarship not only in the discipline or disciplines addressed in the program but also in teaching, learning and assessment.

Degree programs delivered in whole or in part in blended, distributed or distance modes, like degree programs offered exclusively in face-to-face mode, are required to meet Council's existing quality assessment standards for undergraduate and graduate programs. In addition, these programs will be assessed using the following standards for blended, distributed or distance learning.

STANDARDS

Although some of the standards listed below may be applicable only to degrees using particular pedagogies or technologies, all degree programs will be consistent with leading practices in teaching and learning. Council has developed these additional standards with reference to national and international norms and benchmarks for blended, distributed and distance learning and expects those proposing such programs to do the same.

Council will use the following standards in its assessment of programs relying on blended, distributed or distance delivery modes.

Institutional commitment

1. Institutional commitment

- The mandate or mission, the academic plan, the goals of the institution and its policies must be well matched to the programs offered, whatever their mode of delivery. The institution is obliged – administratively, financially and technically – to create and sustain a program for a period sufficient to enable all admitted learners to complete a degree in the published timeframe. That timeframe must be appropriate and relevant for the learners for whom the program is intended and for the specific area of study addressed by the program.

2. Institutional ownership of the program

- The institution in which the learner is enrolled, not its contractors or partners, has an obligation to and a relationship with the learner. Although important elements of a program may be supplied by individuals or groups outside the institution or outsourced to other organizations or contractors, the responsibility for program quality remains with the credentialing institution(s), that is, the institution(s) awarding the degree.

3. Collaboration and joint delivery

- Council recognizes that institutions may enter into agreements with partners or consortia for programs that rely on blended, distributed and distance modes of delivery. In instances where several institutions are delivering a program jointly, the responsibility for program quality will be shared jointly, even though the onus for quality rests ultimately with the credentialing institution(s). It is therefore important that when adopting materials supplied by other institutions or developed within a consortium, the credentialing institution(s) negotiate permission to amend materials if changes are necessary to meet institutional standards of quality. Where collaboration or joint delivery of a program is contemplated, section 4.6 in Council's *Handbook* (collaborative degrees) should be considered.

4. Risk management and mitigation

- An institution using blended, distributed or distance learning modes should demonstrate that it has in place appropriate risk management provisions, including those that ensure that technological infrastructure is stable, reliable, well-maintained and secure, that a disaster recovery plan is available in the event that servers or other technologies fail, and that learners will not be adversely affected should an agreement with a partner or contractor be abrogated.

5. Privacy, identity and confidentiality

- The institution recognizes that appropriate safeguards must be in place to assure the authentication of learner identity and the integrity of learner work in blended, distributed and distance programs. Documented procedures and appropriate storage protocols assure that security of personal information is protected in conducting assessments and evaluations and in the dissemination of results. It is equally important to establish procedures and timelines by which personal data no longer needed for authentication purposes will be destroyed.

6. Accessibility

- Given that learners have diverse learning needs, the institution should assure that the diverse needs of learners are appropriately addressed, and when necessary, accommodated.

7. Intellectual property

- The institution has policies to deal with the requirements of copyright and intellectual property laws and to address issues pertaining to digital rights management and appropriate use of learning object repositories.

8. technology and renewal

- The technology used to administer and deliver the program, both pedagogically and administratively, is adequate to facilitate program delivery, and institutions are committed to appropriate updating of any technologies employed, and the identification and evaluation of emerging technologies. Sufficient resources need to be available for development and sustainability. The support for the building and maintenance of the technology for learning activities is maintained and supported and is as failsafe and secure as possible.

Program planning and design**9. Appropriate planning**

- There is a clear, well-understood process by which the program evolves from conception to approval to implementation to institutional review to continuous improvement. The instructional methods, modes of delivery and assessments of learning and feedback used should be aligned with articulated learning outcomes for the course or program.

10. Team/collaborative/networked learning

- Due consideration should be given to the substantial amount of learning that comes from peers, and to the implications of cohort models and other team, collaborative and networked learning environments.

11. Course development and evaluation

- Instructional and course materials should be reviewed regularly to ensure that they continue to meet the requirements and standards for the program. The intended learning outcomes should be reviewed regularly to ensure clarity and appropriateness, and their effectiveness evaluated through several appropriate methods.

Learners**12. Advice to learners**

- Learners are fully advised about the competencies, the self-discipline and the equipment they will need to have in order to participate in the program, and are provided with information about the programs, courses, required texts and/or materials and other requirements in a timely manner to enable them to acquire the materials for their course as it begins. Learners should also be informed of the costs associated with the mode of delivery of their program.

13. Learner support

- Learners are provided with training in how to use on-line tools, and are updated when changes are planned or implemented.

14. Hardware and software

- Procedures are in place to ensure that learners are supported in their use of the hardware and software required and have access to advice on these matters. In particular, before starting the program, learners are advised of the technical and time requirements (e.g., synchronous learning sessions).

15. Learner services

- Learners are informed about what learner services (e.g., academic advising, counseling) are available, if any, to assist them, and to address any complaints they have, or they are referred to the appropriate institutional documentation.

Academic Staff**16. Oversight of program curricula**

- Program curricula, assessment and oversight are the responsibility of academically qualified persons. The presentation, management, assessment and evaluation of the program are the responsibility of staff with appropriate academic qualifications.

17. Technology training

- All those involved in course design and delivery are adequately trained and assisted in the technology and pedagogy of on-line learning. Academic staff are assisted and supported in making the transition from classroom to online teaching or vice versa, and are assessed and mentored as they progress in their online teaching.

18. Technical support

- Academic staff are provided with an orientation to, and sufficient ongoing training/technical support for any hardware and software resources required in the program, and are also updated in a timely manner about any impending or actual changes that could affect their access to or involvement in their online programs.

4.6 COLLABORATIVE DEGREES

October 2008

Before CAQC considers a collaborative arrangement that was NOT assessed in Council's review of the original program proposal, the credentialing institution must submit a notification of proposed change to CAQC. The credentialing institution should initiate communication with CAQC when a satisfactory agreement between the credentialing and host institution is reached. While Council is certainly hospitable to innovative approaches to collaboration, the onus is on the credentialing institution to satisfy Council that its quality standards will be maintained in the collaborative version of the program.

Please refer to the following protocol components while preparing your information to CAQC:

- Rationale for collaborative delivery of a newly approved degree: When providing notification to Council, the credentialing institution must include the rationale for establishing a collaborative arrangement.
- Graduates: Normally, a first cohort of students will have graduated from the credentialing institution before a collaborative arrangement with another institution is implemented. (E.g., a CAQC-recommended four-year degree launched in fall 2008 with admission of first-year students only would not normally be eligible for delivery in a collaborative format before fall 2012; similarly, a "2+2" degree for which a credentialing institution admitted students into third year in fall 2008 would not normally be eligible for delivery in a collaborative format before fall 2010.) This protocol would assure Council that a credentialing institution has gained experience and has learned from the delivery of the complete program as approved.
- Original understandings and commitments: Any stipulations or expectations conveyed to the credentialing institution in Council's "outcomes" letter announcing its recommendation, or any undertakings given by the credentialing institution either in its original proposal or in its response to the CAQC's review team's report, would apply to the program if it is subsequently delivered in a collaborative format with one or more partners. Changes to or adjustments of those stipulations, expectations and undertakings would be considered by Council to ensure that the quality of the program originally recommended would not be compromised as a result of the new collaborative arrangement.
- Staffing plan: When considering a staffing plan, Council will want to ensure that students at the host institution have learning experiences similar (though not necessarily identical) to those of students at the credentialing institution. A credentialing institution proposing to deliver a CAQC-recommended degree in a collaborative format should submit a staffing plan outlining the specifics of the academic

staff who will be teaching in years 3 and 4 of the program at the host campus. In all cases, any original staffing conditions/requirements agreed to by the credentialing institution will be applicable to the delivery of the program in collaboration with a partner or partners. (E.g., Council will require details on credentials and experience of the academic staff teaching in the program at the host institution as well as how those staff will be engaged in scholarly activity appropriate to the level of program.) Please note that Council entertains arguments for “equivalency” if a credentialing institution wishes to engage in its programs faculty members who do not meet Council’s normal standards. See CAQC’s [Standards on Academic Staff for Baccalaureate Programs](#) (Chapter 4.3.4).

- **Facilities/information resources:** Council needs assurance that access to program-specific facilities and information resources on the host campus is comparable to access on the campus of the credentialing institution. If specialized facilities (e.g., labs) were required on the campus of the credentialing institution, it would expect there to be comparable facilities on the campus of the host institution. (E.g., if an institution were to propose to deliver a BSc completion program with another institution in Alberta, CAQC would need to be assured that appropriate labs, equipment, etc. are available for students at the host campus.) Council acknowledges that access to information resources and facilities does not need to be identical on both campuses, since institutions may propose creative ways of providing facilities/information resources for the program.
- **Program feedback:** Council expects credentialing institutions to provide student and, when relevant, employer feedback on the original CAQC-recommended program before it launches that program in a collaborative format. If the program has already convocated its first graduates, Council would welcome their feedback.
- **Monitoring:** The monitoring role Council had in respect of the program originally approved on the recommendation of CAQC will be extended to apply to a new collaborative arrangement.

CHAPTER 5 – MONITORING

June 2006

With revisions to April 2011

In addition to its responsibility to assess the quality all degree program applications referred to it by the Minister, Council is also responsible for monitoring approved degree programs to ensure they continue to meet Council's conditions and standards of institutional and program quality. In addition to degree programs approved on recommendation of CAQC, Council's monitoring role also applies to degree programs approved by the Private Colleges Accreditation Board (PCAB) and to any approved degree program referred to it by the Minister. (See section 8 of the [Programs of Study Regulation \(AR 91/2009\)](#).)

To fulfill its monitoring role, Council has adopted two main forms of periodic evaluation, the general purpose of which is to monitor the quality of approved degree programs on a continuing basis – comprehensive evaluations and annual reporting.

Council's monitoring activities (defined at the broadest level as its oversight and assessment of Council's requirements with respect to the implementation of or changes to approved degree programs) are based on the notion of a 'spectrum': i.e., the extent of Council's monitoring is tied proportionately to Council's appraisal of an institution's experience and capacity in offering degree programs, as well as Council's assessment of the development, rigour and application of an institution's own internal review processes.

In order to ensure a program's compliance with its quality standards, CAQC may monitor, among other things, the achievement of a program's objectives and learning outcomes, the currency of its curriculum, the impact on quality of shifts in enrolments, the faculty complement, the availability of appropriate forms of support for students, and the role of research and scholarship in the educational experience of learners. The positioning of institutions along a "spectrum" accounts for the different modes of monitoring that Council may use, ranging from annual reporting, to comprehensive reviews, to periodic audits.

Preceding two paragraphs added 2011

In discharging its monitoring responsibilities, Council respects the following principles:

- 1) The primary responsibility for academic quality assurance rests with post-secondary institutions themselves.
- 2) CAQC supports institutions in establishing robust internal quality assurance mechanisms, and expects institutions to accept increasing responsibility for monitoring, as they demonstrate to Council's satisfaction their ability to assure the quality of their programming. A critical element of a respectable internal quality assurance process is the use of external peer reviews conducted by independent academic experts.
- 3) It is the responsibility of the institution to continue to meet Council's standards, and to report when it no longer does so.
- 4) CAQC situates its own monitoring responsibilities within the context of the *Campus Alberta Accountability Framework*.
- 5) An institution's experience and capacity in offering degree programs at the same level (i.e., undergraduate, master's, doctoral) and in the same or closely related fields of study will affect CAQC's positioning of an institution's new programs on the spectrum referred to above.³²

³² e.g., A newly approved major in an area such as History in an institution with approved BA programs in other areas of the Humanities might receive less monitoring than in an institution without previously approved humanities programs. On the other hand, the addition of a graduate program in an institution that has little or no experience in offering degrees at the graduate level would likely precipitate more intensive monitoring by CAQC.

- 6) Council strives to ensure that its monitoring activities will, to the extent possible, avoid unnecessary duplication of effort and will be cost-effective for the institution, the Ministry and CAQC. To this end, the nature and extent of Council's monitoring will take into account availability of Government of Alberta and other sources of information.
- 7) The monitoring role Council has in respect of a program originally approved on the recommendation of CAQC will be extended to apply to a new collaborative or brokering arrangement.

Monitoring principles added 2011

5.1 COMPREHENSIVE EVALUATIONS

Council normally conducts at least one comprehensive evaluation (a combined organizational and program(s) evaluation) of an institution and its approved degree programs in Alberta. The first evaluation will occur no sooner than in the sixth academic year after the institution begins offering its first approved degree program, and will normally include the results of the institution's review of its approved degree program(s) using external evaluators. A subsequent comprehensive evaluation may be conducted at Council's discretion.

In cases where an institution has been approved to offer its first degree program at a new level after having previously had a successful comprehensive evaluation, Council will not normally conduct a second comprehensive evaluation. In such cases, it will ask the institution to submit the report of the institution's own self-evaluation of the program. Such an evaluation must include external evaluation by [Independent Academic Experts](#) (Appendix I).

Alberta's Comprehensive Academic and Research Institutions will not be required to undergo a comprehensive evaluation. However, Council may request the institution offering a first degree program at a new level to submit the report of the institution's self-evaluation of the program. As noted above, such an evaluation must include external evaluation.

Non-resident institutions will not be required to undergo a comprehensive evaluation. However, Council may request that institutions offering approved degree programs in Alberta submit the report of the institution's self-evaluation of the program(s) (which must include an external evaluation).

5.1.1 PURPOSE OF COMPREHENSIVE EVALUATIONS

The purposes of the comprehensive evaluations by Council include the following:

- to determine whether an institution and its approved degree programs, including those offered collaboratively and/or off-campus, continue to meet organizational and program quality standards;
- to determine whether an institution has met or has made satisfactory progress towards meeting any commitments it made to Council regarding degree programs, staff, libraries, facilities or any other matter;
- to determine whether an institution has
 - (a) considered fully the comments, suggestions and recommendations of reports by evaluation teams, insofar as they have been supported by Council, and have responded satisfactorily to them; and
 - (b) developed suitable mechanisms to undertake its own self-evaluation;
- to provide a basis for judgments regarding
 - (a) the continuation of an approved degree program, including any Council requirements, if any; or
 - (b) the withdrawal of approval of a degree program or programs.

Council's comprehensive evaluation of each institution primarily consists of the following components:

1. the institution's self-study,
2. the report of the external evaluation team following a site visit, and
3. the response by the institution to the report of the external evaluation team.

5.1.2 INSTITUTIONAL SELF-STUDY GUIDELINES FOR COMPREHENSIVE EVALUATIONS

March 2010

PURPOSES

The institutional self-study for comprehensive evaluations serves several purposes:

1. For the institution, the self-study:
 - provides an opportunity for self-monitoring and evaluation;
 - provides a very useful analysis of its objectives, resources, students and achievements, and of the relationships between and among them that are valuable for the institution's strategic planning and improvement;
 - provides input into, and an opportunity to report on, future plans and directions to strengthen program(s) and processes, and to provide information that is not normally evident; and
 - enables self-identification of weaknesses, areas for improvement gaps and its plan for the development of associated strategies.
2. For the Council and its evaluators, the self-study:
 - provides the detailed information by which they are able to enhance their understanding of the institution's organizational processes and outcomes;
 - provides insight into how the institutional culture has changed as a result of degree granting status;
 - helps to determine if the institution and its approved programs continue to meet Council's organizational and program standards;
 - helps to assess whether the institution has met or made progress towards meeting the commitments it made to Council when programs were first approved; and
 - reveals the institution's commitment to ongoing periodic review and continuous improvement.
3. The aim of a comprehensive self-study is to understand, evaluate, and enhance an institution's educational offerings and not only to monitor and document its existing degree programs. It should, therefore, give evidence of an ongoing effort by the institution to improve and enhance its educational offerings and to document its potential for excellence in the achievement of its purposes and objectives. It reveals the strengths, weaknesses and potential of an institution with respect to the achievement of its purposes and objectives. Thus, the self-study indicates to both Council and the institution the areas that require change or improvement in relation to its degree granting operations, and promotes open communication.

HALLMARKS OF AN EFFECTIVE SELF-STUDY

Council believes that certain attributes are essential to a successful self-study. An effective self-study:

- **produces evidence to show that Council's organizational and program standards are met.** An evaluative self-study should connect and interpret data to demonstrate the institution's compliance with Council's standards. It should be attentive to the institution's current place in the broader Alberta educational context and should address any concerns identified in previous reviews.
- **demonstrates the institution's ability to think holistically.** The success of an institution is dependent on the work of many and, ideally, the self-study's contents should reflect this by incorporating a broad range of sources.

- **culminates in a report that meets Council's needs.** A well-designed self-study should allow the comprehensive evaluation team to conduct a thorough site visit (for which the institution needs to be well prepared) and positively contribute to the team's decision-making process. Honest evaluation rather than always presenting the institution in a positive manner should characterize the tone and content of the report.
- **is analytical, comparative, reflective, outcome-oriented, and forward-looking in nature.** The self-study should not be merely descriptive, contain assertions without evidence, or be defensive. It should be rigorous, honest and forthright and be of value both to the institution and to Council. It should foster a climate of pride and a commitment to continuous improvement.
- **uses information/data to create evidence to support the analysis.** Where possible, the self-study should include feedback from students, alumni, transfer institutions, employers, and graduates.
- **is succinct and coherent.**

ESSENTIAL CONTENTS OF THE SELF-STUDY

While acknowledging the institution's freedom to create its own self-study design, the following is intended to guide the format and contents of the self-study. Please note these preliminary requirements for the self-study:

- The self-study itself and the appendices must be submitted in both paper and electronic formats.
- Material should be cross-referenced rather than repeated (i.e., avoid redundancy).
- The self-study should be double-side, paginated throughout, and should make use of tables, figures and appendices where appropriate.

A. Executive Summary

- Describe the purpose and intended audience of the self-study exercise.
- Present major findings and recommendations (including areas of strength and weakness) of the self-study.

B. Table of Contents

- Include a list of tables, figures and appendices.

C. Introduction

- Provide a brief overview of the institution and its programs, e.g.:
 - brief history of the institution
 - size (number of students and academic staff)
 - proportion of students and academic staff that are involved in degree programming
 - type and number of credit programs
 - proportion of degrees
 - description of academic governance
 - other characteristics
- Provide a description of the self-review process undertaken.
- Summarize the organization's understanding of, and the institution's commitment to, major issues previously identified by Council (such as those emanating from the organizational evaluation or from the last comprehensive evaluation, from each program evaluation, and from any annual report issues), and outline any resulting actions and/or results. An example template is:

CAQC Issue	Actions Taken and Outcome	Comments

- Summarize the significant changes that have occurred since the organizational evaluation and each program review by CAQC. Where appropriate, describe the institution's evolution to a degree granting culture.
- Provide an overview of the monitoring and implementation processes to be adopted for recommendations arising from the current comprehensive evaluation. An example action plan template is:

Recommendation / Finding	Response	Action(s) Proposed	Responsibility	Timeframe for Completion	Expected Outcome

D. Main body

- The main body of the self-study should address each of the 10 categories noted below. These will be used by Council and its evaluators to examine the extent to which the systems and processes of the institution are in place in order to achieve excellence in learning outcomes. The following are the essential contents to be included for each category:
 - Description of the standard(s) under review
 - Related issues previously identified by Council and progress made towards these issues so far
 - Analysis of relevant strengths and challenges
 - Overview of the evidence considered, including any triangulation of information where applicable:
 - Relevant institutional objectives / plans / policies
 - Implementation processes and evidence of effectiveness
 - Outcomes and results
 - Improvements
 - A chart, table or figure to illustrate the findings
 - Cross-references to other relevant materials in the report (or in an appendix)
 - Actions and monitoring processes to be adopted

E. Conclusions

- Provide a summary of the major conclusions that were reached and any recommendations (i.e., areas in which action is required) that are offered in the report.
 - In developing recommendations, it is best to ensure they are achievable (e.g., according to resource availability).

SELF-STUDY CATEGORIES

The following identifies the categories to be addressed in the self-study, each with a specific set of questions, the relevant standard(s), and suggestions for the use of information/data to create evidence to support the organization's self-evaluation. Please note that a standard may apply to more than one category. Visual representations (e.g., tables and figures) are recommended, where appropriate.

Category 1: Mission/Mandate, Educational Objectives and Academic Freedom

Does the institution have clearly-articulated and published mandate/mission and academic goal statements, and do its academic policies support these? Does the institution maintain an atmosphere in which academic freedom exists?

Relevant Assessment Standards:

Mandate and mission

- The organization has a clearly articulated and published mandate (public institutions) or mission (private institutions) and academic goals statement, approved by the governing board and appropriate for a degree-granting institution, and has academic policies and standards that support the organization's mission and educational objectives to ensure degree quality and relevance. The mission includes a commitment to the dissemination of knowledge through teaching and, where applicable, the creation of knowledge and service to the community or related professions.

Academic freedom and integrity

- The organization maintains an atmosphere in which academic freedom exists. Where adherence to a statement of faith and/or code of conduct might constitute a constraint upon academic freedom, the conditions of membership in that institution's community must be clear prior to admission or employment. Student and academic staff display a high degree of intellectual independence. Academic activity is supported by policies, procedures and practices that encourage academic honesty and integrity.

The institution should include information on the following items:

- official mandate/mission statement and specific educational objectives
- statement of educational philosophy
- academic freedom and academic honesty policies, procedures and practices as they pertain to faculty and students
- analysis of strengths and challenges

Category 2: Organization and Administration

Does the institution have appropriate governance and organizational structures to support and promote a high quality degree-granting institution?

Relevant Assessment Standards:

Governance and administrative capacity

- The organization has the legal characteristics and the leadership, through a governance structure and administrative capacity, necessary to organize and manage a reputable, effective and high quality degree-granting institution.

Dispute resolution

- The organization has policies for dealing with disputes between the organization and its students, the organization and its faculty, and between faculty and students where complaints, grievances, and/or disputes of students, faculty, staff and administration are dealt with in accordance with the principles of natural justice.

Ethical conduct

- The organization values and upholds integrity and ethical conduct as demonstrated by the relevant policies and practices by which it conducts its business. It has fair and ethical policies in place governing admissions and recruitment of students, and a systematic method for evaluating and awarding academic credit.

The institution should include information on the following items:

- ownership of the institution
- relationship to other organizations (academic institutions, government, church, business, etc.)
- composition and responsibilities of the institution's governing bodies
- organizational and decision-making flow charts of the institution
- CEO or other officer with overall responsibility for degree programs and other key administrative staff, their abbreviated vitae and position descriptions
- provision for continuity of leadership
- policies regarding hiring, employment conditions and benefits, dismissal of administrative officers, codes of staff and student behaviour and dispute resolution policies
- procedures for the evaluation and improvement of administrative effectiveness
- effectiveness of the methods used to communicate with faculty: do faculty perceive themselves to be well informed about important issues at the institution? Do faculty believe that they have sufficient opportunities to make themselves heard?
- information systems that support the administrative structure and plans to meet future needs
- analysis of strengths and challenges

Category 3: Financial Structure

Does the institution have the financial management procedures and resources, and the appropriate planning mechanisms to provide a stable learning environment and to ensure that students can complete their degree programs?

Relevant Assessment Standard:

Financial planning and resources

- The organization has the financial management procedures, resources and appropriate planning to provide a stable learning environment and to ensure that students can complete the degree program.

The institution should include information on the following items:

- financial resources and sources of revenue
- financial obligations and expenditures
- 3 or 4 year business plan

Consolidated Statement of Operations				
	Budget Year X	Plan Year X + 1	Plan Year X + 2	Plan Year X + 3
Revenue:				
Grants	\$	\$	\$	\$
Earned revenue programs	\$	\$	\$	\$

Tuition and related fees	\$	\$	\$	\$
Commercial services	\$	\$	\$	\$
Sales, rentals and services	\$	\$	\$	\$
Investment income	\$	\$	\$	\$
Donations and contributions	\$	\$	\$	\$
Earned capital contributions	\$	\$	\$	\$
Total revenue	\$	\$	\$	\$
Expense:				
Sales, wages and benefits	\$	\$	\$	\$
Supplies and services	\$	\$	\$	\$
Other expenses	\$	\$	\$	\$
Utilities	\$	\$	\$	\$
Scholarships and projects	\$	\$	\$	\$
Operating expense	\$	\$	\$	\$
Net before interest and amortization				
Interest expense	\$	\$	\$	\$
Amortization of capital assets	\$	\$	\$	\$
Loss on disposal of capital assets	\$	\$	\$	\$
Excess of revenue over expense	\$	\$	\$	\$
Unrestricted net assets	\$	\$	\$	\$

- financial ratios (cost per student per course completion, cost per student per credit hour, cost per graduate, ratio of teaching costs to overhead costs per year, % of budget allocated to learning resources and library each year, % of budget allocated to student support services, % of expenditures on contracts for teaching staff who are not full-time employees of the organization per year, net of earned revenue minus costs per year, information technology expenditure per student per year, information technology expenditure per graduate per year)
- organization and staffing of the business office
- budget preparation, financial control, and audit
- recent audited financial statements
- fund-raising policies and procedures
- policies and procedures regarding student fees
- future fiscal priorities
- budget allocation for addressing institutional strategic priorities
- process of costing new programs and assessing risks
- analysis of strengths and challenges

Category 4: Curricula and Instruction

Are the institution's curricula, program delivery, and quality assurance mechanisms appropriate to achieve desired learning outcomes? Are graduates meeting the expectations of the degree-level standards as expressed in the [Canadian Degree Qualifications Framework](#) (Appendix B)? Are procedures in place to assess the effectiveness and continuous improvement of academic programs (including any offered collaboratively and/or off-campus)? Are policies and procedures in place which address curriculum development and ensure the ongoing quality of programs and learning outcomes?

Relevant Assessment Standard:

Organizational policies, strategic planning and periodic review

- The organization has appropriate policies and processes in place to assess the effectiveness, continuous growth and improvement of its educational programs and services, including a strategic planning process (both for short and long range plans) that enables the organization to respond in a focused, effective and innovative way to the challenges of its environment and constituents. Policies and procedures are in place which address internal curriculum development and periodic program review to ensure the ongoing quality of its programs and learning outcomes. Such assessments normally include the advice of external experts*.

* CAQC's guidelines with respect to selection and use of [Independent Academic Experts](#) are available in Appendix I.

The institution should include information and analysis on the following items:

- summary information for each degree program (by major or concentration) currently offered since implementation (headcounts, FLEs, number of graduates, student retention, etc.)
- grade distributions
- class-size analysis and student-instructor ratio
- An external assessment for each degree program approved on recommendation of either the CAQC or the Private Colleges Accreditation Board (PCAB) must be provided. The full report(s) of the independent academic expert(s) engaged by the institution must be included, along with the institution's response (outcomes or resulting action plans), short résumés of the academic experts involved and a rationale as to why they were selected. Please refer to Appendix I, which outlines CAQC's guidelines with respect to the selection and use of independent academic experts.
- transfer into approved degree programs from other institutions
- transferability of course credits to other educational institutions and arrangements, if any, with respect to acceptance of approved degree programs for admission to graduate programs or professional programs
- historical performance of graduates (i.e., number going on to further post-secondary studies, number going on to employment, awards received, pass rates on licensing or professional exams, etc.)
- procedures for curricular development, approval, implementation and change
- instructional methods and procedures, including the application of technology in the teaching/learning process, and how CAQC's [Quality Assessment Standards for Programs Delivered in Blended, Distributed or Distance Modes](#)(Chapter 4.5) have been met
- procedures for the evaluation and improvement of instruction and delivery
- summary of activities to reward or enhance instruction and/or supervisory effectiveness
- policies and procedures with respect to program termination
- how implementation plans for each degree program have been met, or how they have changed; program accomplishments; future plans and priorities regarding curricula and instruction
- feedback from students and alumni, including (where appropriate), any provincial graduate satisfaction surveys
- historical performance of the institution in providing learning and support to students in degree programs (outcomes) – provide performance indicators and targets
- information on any advisory bodies (composition and purpose)
- analysis of strengths and challenges

Category 5: Academic Staff

Does the institution have appropriate faculty and staff necessary to achieve its mission and academic goals and programs? Does the organization have policies and procedures with respect to appointment, promotion, termination and professional development for faculty and staff?

Relevant Assessment Standards:

Faculty and staff

- The organization has the human resources, including appropriately qualified faculty and instructional staff, necessary to achieve its mission and academic goals. The organization has policies and procedures with respect to appointment, evaluation, employment conditions including employment equity, promotion, termination and professional development for faculty and staff.

Scholarly and research support

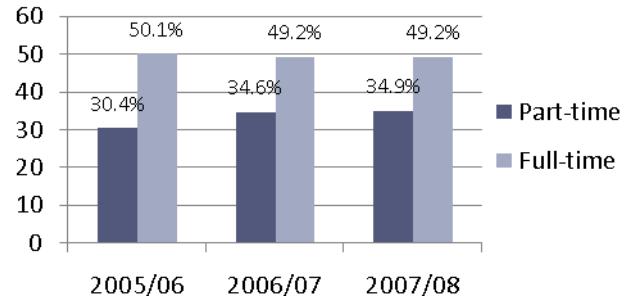
- The organization has policies and procedures in place to support and facilitate engagement by academic staff in scholarship and, where appropriate, research or creative activity.

The institution should include information on the following items:

- key academic administration staff and academic staff teaching in the approved degree programs and their abbreviated vitae (include only those key academic administrators not already included under category 1)
- profile of academic staff teaching in each degree program with respect to number, discipline, degrees, rank, tenure, full or part-time status, teaching experience, age, gender, and salary (refer to Council's [Standards on Academic Staff for Baccalaureate Programs](#) in Chapter 4.3.4). For example:

Faculty Degree Credentials by Highest Degree Attained		
Type of Degree	Number of Faculty	Percentage of Degree Status
PhD	# of # Full-time	%
	# of # Part-time	%
Master	# of # Full-time	%
	# of # Part-time	%
Bachelor	# of # Full-time	%
	# of # Part-time	%

Faculty Demographics
Percentage of Faculty over the Age of 50



Academic Year	Part-time (%)	Full-time (%)
2005/06	30.4%	50.1%
2006/07	34.6%	49.2%
2007/08	34.9%	49.2%

- original faculty plan for each program and whether and how it has changed since program implementation
- academic staff organization and administration
- policies with respect to the employment of full-time and part-time academic staff
- brief explanations of faculty categories (e.g., continuing, sessional, term).
- teaching and supervisory loads, student advising, committee work, and administrative duties of academic staff members
- policies and practices regarding academic staff involvement in scholarship and/or research in the context of the institution's mission statement, and evidence of institutional support for scholarly activity

- for each degree, a summary of scholarly activity of faculty, and an analysis of growth since degrees were first approved
- policies regarding hiring (including how the institution ensures that faculty have appropriate credentials), evaluation, promotion, tenure, employment conditions including employment equity, benefits, and dismissal of academic staff members (include a copy of any collective agreements and a copy of the Faculty Handbook)
- adequacy of institutional and departmental conflict of interest policies relating to faculty members' performance of their academic responsibilities
- communication of academic staff responsibilities, obligations, employment conditions, and benefits
- provisions for academic staff participation in governance
- description and analysis of opportunities and support for professional development and improvement of instruction (i.e., include information on the proportion of faculty who are utilizing these opportunities)
- future plans and priorities regarding academic staff
- analysis of strengths and challenges

Category 6: Strategic Planning

Does the institution have in place an integrated and comprehensive planning process that links the institution's various planning initiatives (program, staffing, facilities, marketing, etc)? Are procedures that assess the effectiveness and continuous improvement of academic programs part of the planning process such that the ongoing quality of programs and learning outcomes can be achieved?

Relevant Assessment Standard:

Organizational policies, strategic planning and periodic review

- The organization has appropriate policies and processes in place to assess the effectiveness, continuous growth and improvement of its educational programs and services, including a strategic planning process (both for short and long range plans) that enables the organization to respond in a focused, effective and innovative way to the challenges of its environment and constituents. Policies and procedures are in place which address internal curriculum development and periodic program review to ensure the ongoing quality of its programs and learning outcomes. Such assessments normally include the advice of external experts.

The institution should include information on the following items:

- strategic plan or planning document that outlines the institution's major directions
- executive summary highlighting the main priorities
- statement regarding how the planning process reflects and supports the institution's mission, and how it relates to continuous improvement of programs and quality of learning outcomes
- explanation of how the strategic plan guides decision-making at the institution, e.g.:



- description of the institution's overall planning process that links and coordinates the institution's different planning activities. The description might include the following:
 - who at the institution has major responsibility for coordinating institution-wide planning
 - who else participates and how various stakeholders are involved in the process
 - timeframe or length of the planning cycle
 - how academic, financial, facilities, etc. planning is integrated into an overall comprehensive planning process
 - how students' feedback and experiences are incorporated into the planning process
- information about how the planning process is disseminated and understood throughout the institution
- description of the systems which are in place to gather and analyze data for planning and decision making, and a description of any performance indicators and benchmarks by which programs and academic units are assessed
- explanation of environmental scanning or similar mechanism used to update the strategic plan/ensure that the plan remains current
- analysis of strengths and challenges

Category 7: Information Services

Does the institution have the information services and systems appropriate to support the degree programs offered (including resource centres and libraries, convenient access to information held in other depositories, and information available through electronic means)? Are there methods for establishing priorities for the acquisition of new resources and the maintenance of existing resources?

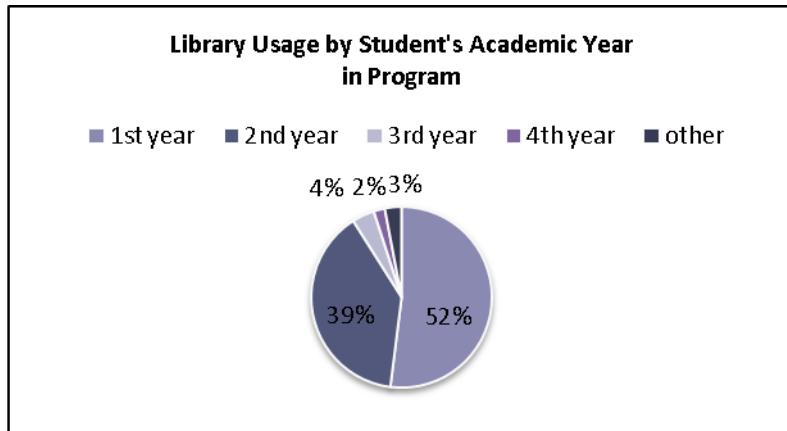
Relevant Assessment Standard:

Information services and systems

- The organization has the information services and learning resources to support the academic programs for students and faculty, as well as an established method of setting priorities with respect to their acquisition. The institution is committed to maintaining and supplementing them as needed. As well, the organization has the systems in place to gather and analyze data, which are used for planning and decision-making purposes. It establishes specific performance indicators and benchmarks by which programs and academic units are assessed.

The institution should include information and analysis on the following items:

- resources available on site for students and faculty members to support degree programs
- summary of holdings in various subject areas
- collection policies
- policies regarding ordering and budget allocations
- accessibility and usage of information services
- ways of ensuring the currency of information and resources to support academic programs



- space analysis (including student study space)
- resource staff and their vitae and job descriptions
- agreements regarding student access to other conveniently located libraries
- provisions for student access to information by electronic means (e.g. CD-ROM, internet)
- future plans and priorities regarding resource centres, libraries and other information services
- analysis of strengths and challenges

Category 8: Academic Policies and Records

Does the institution have published admissions, continuation and graduation policies that are consistent with the objectives of the degree programs? Does the institution have policies concerning the requirements for admission, progression, and graduation that are consistent with both the educational objectives of the institution and the practice of Canadian degree granting post-secondary institutions? Are students' academic files accurately and securely maintained? If any programs are offered collaboratively and/or off-campus, do applicable academic policies and records include consideration of this situation (refer to Council's checklist in its *Toolkit for Off-site and Cross-border Delivery of Programs* document)?

Relevant Assessment Standards:

Academic policies

- The organization has published admission, continuation and graduation policies consistent with the objectives of its programs and has the capacity to ensure that academic records of students are secure.

Student services and student protection

- The organization values and upholds integrity and ethical conduct in its relations with students through the availability of full, accurate and truthful material regarding its mission and goals; history; governance and academic structure; program and subject descriptions; faculty and administrator credentials; entrance requirements including credit transfer and prior learning assessment policies; clear and informative student enrollment agreements verifying student awareness of relevant policies; support services; payment requirements and refund policies; financial assistance; and transcript protection.

Ethical conduct

- The organization values and upholds integrity and ethical conduct as demonstrated by the relevant policies and practices by which it conducts its business. It has fair and ethical policies in place governing admissions and recruitment of students, and a systematic method for evaluating and awarding academic credit.

The institution should include information and analysis on the following items:

- policies and procedures regarding student recruitment, including financial aid
- policies and procedures regarding admissions and registration
- policies and procedures regarding evaluation and awarding of transfer credit and PLAR
- policies and procedures regarding class schedules and length of academic terms
- policies and procedures regarding student and alumni records, including the security and confidentiality of these records
- demographic profile of the student body, e.g., student profiles by credentials offered:

Bachelor of Arts degree	Bachelor of Science degree
<ul style="list-style-type: none"> 25 years old (average) 54% female 85% from Alberta % international students 28% previous post-secondary 	<ul style="list-style-type: none"> 24 years old (average) 63% male 82% from Alberta % international students 21% previous post-secondary

- policies and procedures regarding academic behavior (attendance, completion of assignments, plagiarism, etc.)
- policies and practice regarding evaluation of students (methods, grading system and grading distribution, examination policy, appeal process, etc.)
- policies and procedures regarding academic probation and academic honours
- graduation requirements
- communication of academic policies to students and academic staff
- future plans regarding academic policies and records
- residence requirements
- analysis of strengths and challenges

Category 9: Student Services

Are student services effective and do they support the quality of the degree programs? Does the institution demonstrate integrity and ethical conduct in its relations with students? Is the provision of student services, such as counselling, extracurricular activities, and residential accommodations, appropriate to the institution's mission and educational objectives? Does the institution have policies and resources in place to produce relevant and objective publications? Do the institutional publications and promotional materials accurately describe the institution and its programs, and how students can access them?

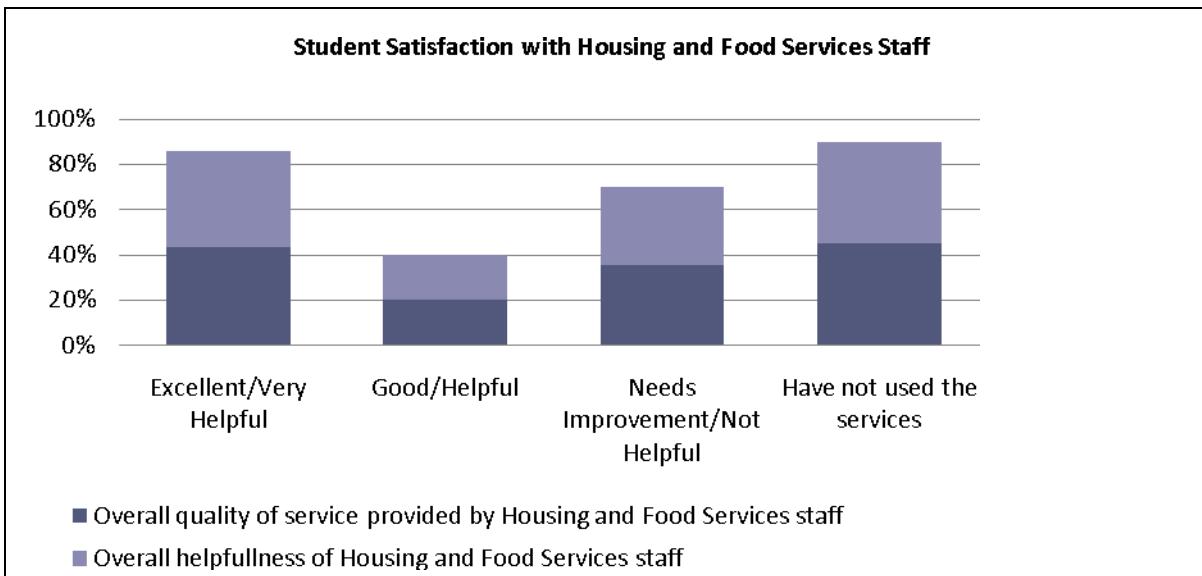
Relevant Assessment Standard:

Student services and student protection

- The organization values and upholds integrity and ethical conduct in its relations with students through the availability of full, accurate and truthful material regarding its mission and goals; history; governance and academic structure; program and subject descriptions; faculty and administrator credentials; entrance requirements including credit transfer and prior learning assessment policies; clear and informative student enrollment agreements verifying student awareness of relevant policies; support services; payment requirements and refund policies; financial assistance; and transcript protection.

The institution should include information on the following items:

- policies and practices regarding each service provided (counselling, academic advising, residence, athletics, recreation, student government, clubs and other extracurricular activities, food, health services, financial aid, etc.)
- results of any student satisfaction surveys pertaining to institutional services, e.g.:



- policies relating to such matters as equality and diversity, anti-bullying, disability, gender, race, sexual orientation, etc.
- future plans and priorities regarding student services
- statement of policies regarding production of institution publications, including future plans
- current academic calendar

- samples of institution publications (brochures, newsletters, handbooks for internal use, etc.), or alternately an institution may wish to provide samples of publications for review at the site visit
- policies/practices relating to how faculty and administrator credentials are made public (e.g., are they listed on the institutional website?)
- analysis of strengths and challenges

Category 10: Physical Plant and Facilities

Are the physical resources, including laboratories, classrooms and specialized equipment, appropriate to support the attainment of desired learning outcomes? Are there plans and methods in place for managing health and safety issues?

Relevant Assessment Standard:

Physical plant

- The organization has the facilities, including laboratories, classrooms, technology and specialized equipment, as well as the existence of plans and methods for managing health and safety issues, appropriate to support degree programming in the program(s) it offers or proposes to offer.

The institution should include information on the following items:

- facilities available
- list of policies and practices regarding accessibility, utilization and maintenance of facilities (do not include the actual policies)
- future plans and priorities regarding physical plant facilities
- computer and related equipment to support information services and technology used in the teaching/learning process, including policies relating to ever greening of technology
- adequacy of security systems on campus and at affiliated sites, including any relating to health security (such as pandemic plans) and emergency response plans
- analysis of strengths and challenges

5.1.3 COMPREHENSIVE EVALUATION PROCESS

The following procedures will apply:

1. Approximately one year before Council intends to conduct a comprehensive evaluation, it will notify an institution of the pending evaluation and ask it to conduct an institutional self-study.
2. The institution will conduct an institutional self-study. It must contain an analysis and evaluation relating to all degree programs that were approved on recommendation of Council or the Private Colleges Accreditation Board. The self-study, which is a key document used by Council's evaluation team, must include information on the 10 categories outlined in Council's [Institutional Self-study Guidelines for Comprehensive Evaluations](#) (Chapter 5.1.2).
3. The institutional self-study is to be submitted to Council by a date determined in consultation with the institution (normally within one year after notification).
4. As part of the evaluation, Council will appoint an evaluation team to review the self-study and supporting information and visit the institution.

5. Using the self-study and insights gained from the site visit, the evaluation team will write a report which will provide Council with information about the continuing academic merits of the approved degree programs offered by the institution and the adequacy of the systems and processes of the institution to support excellence in learning and program enhancement. Prior to its consideration by Council, the team's report will be provided by the Secretariat to the institution for a written response.
6. Council will then consider the self-study, the report of the evaluation team and the institution's response to the report.
7. During the entire process, Council's Secretariat will maintain suitable contact with the institution regarding matters relating to the evaluation, including
 - a. organization and planning;
 - b. the tentative and the finalized dates of visitations;
 - c. the nature of the evaluation team and the names of its members; and
 - d. the nature of any materials required of the institution and any activity it may be required to undertake.

5.1.4 THE EXTERNAL EVALUATION TEAM FOR COMPREHENSIVE EVALUATIONS

As peer evaluation is an essential component of Council's reviews, Council appoints an external evaluation team to assist it with the comprehensive evaluation. Using the institution's self-study and insights gained from a site visit to the applicant institution, the external evaluation team provides a thoughtful assessment of how successful the institution has been in implementing and maintaining quality degree programs and meeting Council's organizational and program standards. Although this information will help Council decide on whether or not it recommends that the program be cancelled as per the applicable provisions of the [Programs of Study Regulation \(AR 91/2009\)](#), the primary use of the external evaluation team's assessment is to enable Council to offer recommendations to the institution for modifications and enhancements, and to determine whether further specific monitoring, including a subsequent comprehensive evaluation, may be required.

Although typically a three-person team, Council may vary the number of evaluators and their characteristics on a comprehensive evaluation team depending on the nature of the institution and the program(s) under review. The following criteria will be employed in selecting evaluation team members to ensure an appropriate breadth of knowledge and expertise:

- personal stature in the post-secondary academic community;
- relevant academic qualifications and achievements;
- experience in evaluating academic programs and/or degree-granting institutions, especially in the type of institution being evaluated;
- significant experience in post-secondary educational management and financing;
- experience in organizational design and behaviour; and
- training and experience in assessment and evaluation.

5.1.5 FOLLOW-UP

At the meeting at which Council considers the self-study, report of the evaluation team and the institution's response to it, the Chair of the evaluation team and senior institution representatives may be invited to a teleconference to discuss the review. Subsequently, Council will hold an in-camera discussion to make its decision on the matter.

In the case of a **favourable judgment**, Council will notify the institution and the Minister. Where Council has concerns, Council may make suggestions about changes or enhancements that should be made or may specify its

requirements about measures that need to be taken by an institution to ensure that it continues to meet Council's standards. This procedure may be accompanied by one or more meetings as requested by the institution or Council.

In the case of an **unfavourable judgement**, Council may:

- recommend that the Minister cancel the approval of one or more degree programs offered by the institution, and that the program(s) be terminated; and
- if the institution is a resident private college, and Council has recommended that all degree programs be cancelled, also recommend that the Minister recommend to the Lieutenant Governor in Council that the order designating the resident private college as a private college that may grant approved degrees be rescinded.

Should it recommend cancellation of approval for a degree program Council will notify the institution and make recommendations to the Minister regarding such matters as:

- the cessation of admissions to the program(s) at any level;
- the notification of applicants and students of the status of the program(s); and
- arrangements whereby students in the program(s) may complete the program(s).

These procedures may be accompanied by one or more meetings as requested by the institution or Council.

5.2 OTHER ONGOING AND PERIODIC EVALUATIONS

5.2.1 PURPOSE

The general purpose of periodic evaluation is to monitor the quality of approved degree programs on a continuing basis. To achieve this purpose Council will take various measures:

1. To determine whether an institution and its approved programs continue to meet organizational and program quality standards.
2. To determine whether an institution has met or has made satisfactory progress towards meeting any commitments it made to Council regarding programs, staff, libraries, facilities or any other matter.
3. To determine whether an institution has
 - a. satisfied conditions specified by Council;
 - b. considered fully the comments, suggestions and recommendations of reports by evaluation teams, insofar as they have been supported by Council, and have responded satisfactorily to them; and
 - c. developed suitable mechanisms to undertake its own self-evaluation.
4. To provide a basis for judgments regarding
 - a. the continuation of an approved degree program, including any Council requirements or;
 - b. the withdrawal of approval of a degree program.

5.2.2 ANNUAL REPORT

As part of the Government of Alberta's accountability process, institutions must submit an Annual Report to the Minister that includes their audited financial statements, as well as any other information required by the Minister. The Post-secondary institution annual report guideline serves to inform institutions of the information requirements of the department. Institutional annual reports are submitted to the department of Advanced Education and Technology six months after each institution's fiscal year end and, where appropriate, will be considered by Council.

An institution may also be required to submit directly to Council a separate annual update on their approved degree programs consisting of specific information identified by Council. This requirement is in addition to the institutional annual reports required by the Ministry, but it will not duplicate the information that is reported to the Ministry. The annual update will be due to Council by 1 November of each year, and prior to its submission, Council will write to institutions to remind them of its monitoring requirements/expectations. This timeline will allow Council to review the updates at its December meeting and provide timely and useful feedback to the institutions.

5.2.3 SUBSEQUENT EVALUATIONS

After a first successful comprehensive evaluation Council expects the institution to accept responsibility for a self-evaluation of its organization and programs. All institutions are expected to develop a systematic program evaluation plan which should be based on the following guidelines:

- a. Each approved program should normally be reviewed every 5-7 years.
- b. A program's self-study should be conducted as part of the review and should include input from students, graduates, faculty and administration.
- c. The steering committee for the review should include an academic faculty member from the institution who teaches in a program that is not being reviewed.
- d. Each program review should focus on the degree program's design, implementation and outcomes (including student and graduate satisfaction, completion rates, employment rates of graduates, numbers of graduates who go on to further education, etc.).
- e. Scholarly and professional activity of faculty within the program as well as research and grants should be included.
- f. A qualified external reviewer ([Independent Academic Experts](#), Appendix I) should participate in the review by reviewing the self-study, visiting the campus and conducting on-site interviews, and preparing a report.

The institution will determine whether all concentrations within a 3-year program should be reviewed together or whether a concentration should be reviewed at the time the like major in a 4-year program is being reviewed (e.g., music concentration in a 3-year BA might be reviewed at the same time as the music major in a 4-year BA program). Some institutions may wish to organize their periodic reviews so that all programs within that unit or faculty are reviewed at the same time.

The results of the review, together with the steps to be taken to correct deficiencies, shall be submitted to Council. Council may comment on the review and retains the right to conduct external evaluations of its own with regard to any matter should it feel there is a need to do so to safeguard the quality of academic programs.

5.2.4 PERIODIC REPORTING

On Council's request, an institution may be required to report at a specified interval on issues relating to an approved degree program. Such issues may emanate, for example, from the reports of external evaluators, from commitments made by the institution, or from annual reporting information.

5.2.5 SPECIAL EVALUATIONS

Where, in the judgment of Council, circumstances warrant it, or if directed to do so by the Minister, Council may arrange a special evaluation of an institution, or of any of its approved programs, or of the proposed re-activation of a suspended approved degree program. The institution will be notified of:

- a. the reason for the special evaluation;
- b. the purpose of the evaluation;
- c. the time of the evaluation;

- d. any preparation required of the institution; and
- e. the size and composition of any evaluation team that may be used.

5.2.6 OTHER EVALUATIONS

In the event that any academic agency reviews and reports in writing upon any institutional matter relating to Council's responsibilities, the institution will make available to Council such a report.

GLOSSARY

With revisions to December 2011

This glossary contains some of the frequently used terms in this *Handbook*.³³ Although it reflects the usage of the Campus Alberta Quality Council, it is recognized that usage of the term may vary among the post-secondary institutions in Alberta.

Accommodation – post-secondary institutions in Alberta have a legal and moral duty to accommodate, up to the point of undue hardship, individuals or groups of individuals in order to eliminate or reduce the adverse impact on them of discrimination based on characteristics such as gender, physical or mental disability and other Prohibited Grounds, as defined in Section 15 of the *Canadian Charter of Rights and Freedoms* and in the Protected Grounds section of Alberta's Human Rights legislation. Accommodation is the process of adjusting, in a reasonable way, institutional policies, procedures, practices, conditions of employment or the delivery of services (including teaching and the assessment of student learning) for groups or individuals belonging to groups identified in the Charter.

Added April 2011

Accreditation – a quality assurance process conducted by legislated authorities or professional regulatory bodies to determine whether educational institutions and/or programs meet the required standards of quality. In a positive outcome of the review process, an institution and/or program is granted an accredited status. There is no legislated accreditation process for institutions and/or programs in Alberta. The quality of the new degree proposals in Alberta is assured through the review process and monitoring procedures as defined by Campus Alberta Quality Council in accordance with the [Post-secondary Learning Act](#) (Appendix A). See also a definition for "professional accreditation."

Admission requirements – a set of criteria for determining a student's eligibility to enter an educational program. Admission requirements normally include completion of specific high school and/or post-secondary courses or programs at specified levels of academic achievement. Requirements often differ across institutions and within various disciplines in the same institution. As well, institutions may set special admission requirements for particular groups of applicants including high school graduates, mature applicants, individuals applying on the basis of completion of other post-secondary programs, such as a relevant diploma, and those applying, in part, on the basis of prior learning assessment and recognition (PLAR) or the submission of a portfolio.

Applied degree – by definition in the [Post-secondary Learning Act](#) (Appendix A), an applied degree in Alberta "means a degree that may be granted by a public college or a technical institute on the completion of a program of study that includes (i) course work, and (ii) work-related experience." Normally, an applied degree consists of six semesters of academic studies and at least two semesters of related work experience. In some cases, graduates of

³³ The following sources were used in the preparation of this *Glossary: Post-secondary Learning Act; Programs of Study Regulation (AR 91/2009); Types of Degrees and Nomenclature*, University of Calgary, 2003; *2008-2009 University of Alberta Calendar*, <http://www.registrar.ualberta.ca/calendar/Glossary/Information/240.html>; *University of Lethbridge: Calendar 2008/2009*, <http://www.uleth.ca/ross/calendar/glossary.pdf>; *Accreditation Handbook*, Private Colleges Accreditation Board (PCAB), 4th Edition, February 1998 (with revisions to January 2004); *Glossary of Transfer Terms*, Alberta Council on Admissions and Transfer, http://www.acat.gov.ab.ca/glossary_of_terms/definitions_new.htm; *Canadian Degree Qualifications Framework*, Council of Ministers of Education, Canada, <http://www.cmec.ca/Publications/Lists/Publications/Attachments/95/QA-Statement-2007.en.pdf>; *Guide to Terminology Usage in the Field of Credentials Recognition and Mobility in English in Canada*, Canadian Information Centre for International Credentials, <http://www.cicic.ca/en/Guide.aspx?sortcode=2.17.17>; *NEPAB: Standards for Alberta Nursing Education Programs Leading to Initial Entry to Practice as a Registered Nurse*, September 2005.

applied degree programs may be ineligible to enter graduate programs or second-entry degree programs, or may be required to complete a bridging program prior to beginning further study.

Asynchronous learning – group based learning where interactions are intermittent allowing participants to interact on their own time scale. Asynchronous learning is usually supported through use of computer conferencing, voice mail or email.

Added April 2011

Authentication (of learners) – the process of verifying the identity of online/distance learners throughout the cycle of an online/distance course, including registration, participation, assessment, academic credit, so that it can be determined with certainty that the learner turning in the work is the one who is registered for the course.

Added April 2011

Bachelor's degree – an undergraduate degree offered by universities and other authorized post-secondary institutions. There are various types of undergraduate degree programs which may differ in length, including 3-year and 4-year degrees, normally requiring completion of at least 90, and 120 credits, respectively. Two-year post-baccalaureate degrees (also known as "after" or "second-entry" degrees) normally require prior completion of a bachelor's degree in another discipline.

Benchmarks and benchmarking – the practice of systematically comparing measures on a key variable (e.g. cost per graduate) with the same variable in another institution or similar practice in a different kind of organization. For example, an organization can compare the costs of recruitment for a degree program with other organizations or with the costs of recruitment for a professional organization.

Blended learning – also known as hybrid delivery, an education delivery model that integrates distance/distributed learning techniques and technologies such as online delivery and interaction through web pages, wikis, discussion boards and/or email with campus based teaching activities such as lectures, in-person discussions, seminars, or tutorials.

Added April 2011

Canadian Degree Qualifications Framework – a framework, developed by the Council of Ministers of Education, Canada and endorsed by all Canadian provinces and territories. It provides a general description of qualifications expected of graduates at the bachelor's, master's and doctoral levels, and clarifies the purposes, aims and relationships among these different degree levels. As degree level standards are included in Part B of the framework, it can be used when designing and assessing new degrees to determine learning outcomes appropriate to the level of the degree.

Capstone project – a culminating project designed as a thesis, paper, portfolio or applied research study that is relevant to the student's main area of specialization and is normally undertaken in the final year of studies. The project may involve the synthesis of work done previously in the program and may involve elements of independent research; it is overseen and evaluated by a faculty supervisor and/or committee.

Clinical placement – a mandatory work term(s) that is integrated into the curriculum of a health-related program. For other forms of students' work experience see such terms as "co-operative education," "practicum" and "internship."

Certificate – a ministerially-approved credential that normally is granted for the completion of one year or less of full-time study in a specific program.

Cognates – courses from a related discipline that complement the area of specialization and support the development of desired qualifications/skills.

Collaborative/joint degree – a degree offered by two or more faculties (e.g., BSc with major in Earth Science offered by the Faculties of Science and Social Sciences at the UofC). Although usually only one faculty provides administrative control over the program, the names of both faculties appear on the parchment. A collaborative degree can also be offered by two or more institutions some of which do not have faculties.

Combined degree – a degree for which students are simultaneously or sequentially registered in two degree programs [e.g., BSc (Specialization in Science and Education)/BEd (Secondary) Combined Degrees Program]. A combined degree may have higher credit course requirements as well as a condition that students must graduate in both degree programs simultaneously.

Complementary studies – courses that are not within the specific area of specialization but in some way complement the main course of studies. Complementary courses may or may not be required.

Concentration – a focus on a specific topic within a discipline and normally associated with the delivery of a three-year degree. Where it is used in relation to a four-year degree proposal, it might represent a second level of specialization in which case it would not require approval by the Minister of Advanced Education and Technology. The number of credits required for a concentration is normally below the number of credits required for a major; however, it cannot be lower than 15 credits in a 4-year program and 12 credits in a 3-year program. A concentration is normally referred to on the transcript, but not on the parchment. As it is currently practiced in the post-secondary institutions in Alberta, a concentration is sometimes synonymous with such terms as minor, emphasis, stream, route, focus and track, which are also used to represent the second level of specialization (e.g., see definition of a “minor” in this glossary).

Co-operative education – a program that formally integrates students’ academic studies with work experience, which is often comprised of several terms dispersed throughout the program’s curriculum. The indication of a co-operative education program may appear both on the parchment and transcript. Students normally receive remuneration provided by the employer organizations. For other forms of students’ work experience see such terms as “practicum,” “internship” and “clinical placement.”

Core course – a course that is designed and listed as part of the principal requirements in the program’s curriculum.

Co-requisite – a course that normally is taken concurrently with another course in the program. A pre-requisite is a course that must be taken prior to the taking of a subsequent course in the program.

Course level: Junior/senior – “junior level” implies that the course is focused on building introductory or foundational knowledge or basic skills; “senior level” implies that the course transmits or articulates knowledge beyond the basic level and that it may require prerequisites, co-requisites, linguistic ability or quantitative skills.

Credential – certificate, diploma, degree or another type of official recognition awarded to students by a post-secondary institution in accordance with its published graduation requirements and with provincial legislation.

Credits – a method of weighting units assigned to a course and/or program of study. Credits may be related to the number of hours of instruction or to learning outcomes (e.g., a course having three hours of instruction per week through one semester would equal three credits).

Cross-listed course – a course developed or offered within two or more departments/faculties/schools within an institution. It may be accepted as a degree completion requirement in both areas or disciplines.

Depth and breadth of knowledge – a requirement for program curriculum to assure that students undertake an in-depth study of the area of their specialization and acquire basic knowledge in some other areas to broaden their academic perspective. The depth and breadth course requirements must be specified in the program curriculum.

Digital rights management – a variety of technologies and techniques such as passwords and encryption that are used by copyright owners to control the use (copying, distributing, viewing, watching, etc.) of digital content.

Added April 2011

Diploma program – a ministerially-approved, non-degree post-secondary academic and/or vocational program of studies which can be offered by a university, college or technical institute. The length of a diploma program is normally shorter than a degree program and consists of two years or less of full-time studies. There exists a broad spectrum of degree programs involving diplomas in Alberta. All degree programs involving diplomas must meet the [Canadian Degree Qualifications Framework](#) (Appendix B) requirements for undergraduate degree-level programs.

Distance/distributed education – formal learning activities which occur when students and instructors are separated by geographic distance or by time for all or the majority of interaction. The instruction is supported by communications technology such as web, television, video, email, mail, or interactive conferencing.

Added April 2011

Divinity degree – a degree that, in the judgment of the Minister of Advanced Education and Technology, primarily prepares students for service in the work of a religious group. According to the [Post-secondary Learning Act](#) (Appendix A) and the [Programs of Study Regulation \(AR 91/2009\)](#) (Appendix A), a degree in divinity does not require approval of the Minister and must be given a name that distinguishes it from an academic degree that has been approved by the Minister under the provisions of the *Act* and *Regulation*. Therefore, a divinity degree in Alberta has not been assessed to the degree-level standards of the [Canadian Degree Qualifications Framework](#) (Appendix B).

Drivers – the key motivating or initiating factors that lead to the creation of a new program or area of activity or a new organization.

Elective – an optional course in a program of study. The program curriculum may include electives within the chosen specialization as well as outside of it.

Empowerment – the practice of delegating authority lower down the organization, while holding the individual or team that is empowered accountable for their performance.

Engaged and Active Learning – Learning processes in which students actively and meaningfully participate in their own learning and instructors employ a diverse range of pedagogical methods (including but not restricted to traditional lectures) that by design seek to support students' thinking. Instructors use, as appropriate, the important pedagogical roles of coaching, advising, mentoring, modeling, discussion, argument, etc. Engaged and active learning is a thread running through the comprehensive student learning experience and is evident in pedagogy, curriculum, physical and virtual spaces, learning communities inside and outside the classroom, and through involvement in research and scholarship. Ultimately, engaged and active learning should lead to reflection on and the owning of learning outcomes by students.

Added December 2011

Equivalency – two or more courses that can be used as substitutes to fulfill a specified program course requirement. As well, course equivalent is a course taken at a sending institution for which credit is given to a transfer student by the receiving institution.

Excellence – the focus and commitment to being a high performing institution when compared with others. Excellence is not a "soft" statement, but a measurable statement. Excellent organizations are those which are admired and acknowledged by others for their leadership and performance, and succeed in meeting their own goals and objectives.

Full-load Equivalent (FLE) Enrolment – a measure of enrolment in which one FLE represents one student for a standard year of study taking a full load in a specific program. A full load, in this context, normally refers to a student taking five 3-credit courses per semester.

Full-time Equivalent (FTE) Staff – a staff member carrying a normal full-time teaching load for at least eight months of a reporting period has a full-time equivalence of 1.00. The definition of "full-time" load varies among institutions and among disciplines within institutions.

General Studies – a broadly based 3-year or 4-year general Bachelor of Arts and/or Bachelor of Science degree program. Normally these programs do not have a major and are drawn from more than one area of study in the Humanities, Social Sciences and Sciences.

Goals – specific, measurable plans for achieving specific outcomes within a specific time scale. Such goals can relate to outcome (number of graduates per year, cost per graduate, employment rates of graduates, etc.) or to process (reducing cycle time, decreasing drop-out and deferral).

Grade Point Average (GPA) – a measure of a student's weighted average grade, obtained by dividing the total number of grade points earned by the total units of course weight attempted. It can be calculated on the basis of all graded courses in one term or in the whole program of study (Cumulative GPA). An Admission GPA normally indicates the lowest GPA to be considered by the institution for enrolment purposes. It is calculated on the basis of specified post-secondary courses.

Honours degrees/programs – 4-year undergraduate programs designed to provide in-depth and rigorous study in academic disciplines (e.g., BA and BSc honours degrees). These programs normally prepare students for graduate study in the area of specialization and for employment in a variety of fields. The academic requirements for admission to, continuation in, and graduation from the honours degree are normally higher than those for the general program.

Independent study – independent coursework undertaken by a student under the supervision of a faculty member. The coursework is assigned a course credit and may involve readings, independent research, field work and a term paper.

Indicators – measures of performance linked to goals. If the goal is to sustain an enrollment of (say) 500, the number of inquiries is an indicator of the extent to which this measure is likely to be achieved. The best indicators are those relating directly to a goal (e.g. how many students are enrolled), but other indicators can help identify the likelihood of a goal being achieved (e.g. inquiry rates and conversion rates).

Interdisciplinary, transdisciplinary and thematic programs – a program of study based on the integration of disciplines and sometimes on staffing from two or more academic areas. Such programs are sometimes identified by the term "studies" (e.g., BSc in Environmental Studies).

Internship – a work experience that is integrated into a program’s curriculum and ranges in duration from several months to more than a year depending on the program. Normally, internship students receive remuneration for their work experience. For other forms of students’ work experience see such terms as “practicum,” “co-operative education” and “clinical placement.”

Key Performance Indicators (KPIs) – agreed measures of performance. These are the measures required of an organization by the Council and/or the Government of Alberta. These will change from time to time.

Learning object – a resource (usually digital) that is used to support teaching and learning. Learning objects may be combined and re-used in a variety of lessons, units or courses.

Added April 2011

Learning object repository – a collection of learning objects or links to learning objects that allows users to search for, retrieve, assess, recommend and upload new learning objects.

Added April 2011

Major – a primary area of specialization and a first level of differentiation in a baccalaureate program. New majors must be approved by the Minister of Advanced Education and Technology. The credit requirement for a major in a 4-year degree program in Arts or Science is normally a minimum of 42 credits, with 30 credits to be taken at the senior level. Definition of the major and its credit course requirements may differ in professional programs. Some degree programs offer only general degrees and therefore do not have majors.

Major: Combined/joint – a major program of study where two departments or disciplines establish the academic requirements. The course sequence and credit requirement are predetermined interdepartmentally.

Mandate – resident public post-secondary institutions in Alberta operate according to a mandate, which defines the institution’s purpose and range of programming and activities. According to the [Post-secondary Learning Act](#) (Appendix A), “the Board of each public post-secondary institution must prepare a statement in the form established by the Minister setting out the mandate of the public post-secondary institution and must submit that statement to the Minister for approval.” To be approved by the Minister of Advanced Education and Technology, the mandate of a public post-secondary institution must be consistent with the role of the sector to which an institution is assigned by the legislation.

Minor – a supporting specialization or concentration in a degree program. A minor may be chosen to support and complement the major in a program of study. An institution must specify the minimum number of courses required for a minor. Sometimes students can declare more than one minor. Minors are not recorded on the parchment but on the transcript. They do not require approval by the Minister of Advanced Education and Technology.

Mission – A set of statements which translate the values of the institution into more concrete strategic tasks. For example, if a value is respect for people, the mission could be to become recognized as a model for the way in which all within the institution are empowered and are able to share their views openly and directly without fear of consequence (academic freedom).

Mission statement – resident private post-secondary institutions in Alberta operate according to mission statements, which are comparable to mandates in public institutions, since they define the institution’s purpose and range of programming and activities. Mission statements do not require ministerial approval.

Networked learning – the process of developing and sustaining connections and interactions with people and information as a means to enhance learning.

Added April 2011

Non-resident institution – an institution that is resident outside Alberta. Non-resident post-secondary institutions seeking to offer degree programs in Alberta are subject to provincial legislation.

Objectives – ways of translating outcomes into specific tasks for individuals, teams or the institution as a whole. For example, if the outcome required is 500 new students each year, individual objectives for marketing staff and management personnel might be set with the intent of achieving this goal.

Option – an elective course or series of courses in a program of study. See also a definition for "elective."

Outcomes – specific, measurable and tangible performance. Outcomes are not vague statements, but are measurable (by both "hard" and "soft" measures) indicators of performance. If an intended outcome is "social conscientiousness of students", the question is "as indicated by ...".

Parchment – official document issued by a post-secondary institution confirming that a graduate has successfully completed all program requirements and has been awarded the relevant credential.

Performance Planning – the extent to which job design and competency development within the organization are systematic and aimed at improving outcomes.

Practicum – this term is often associated with the required fieldwork and clinical experiences in Education, Nursing, Social Work and other degrees with a professional focus.

Preceptorship – a teaching and learning method involving a formal one-to-one, relationship between the preceptor (e.g., expert nurse) and a student (e.g., nursing student, or preceptee). According to Nursing Education Program Approval Board (NEPAB), the learning occurs as the student works alongside the expert. The preceptor assists the student to consolidate theory with roles, functions, and competencies.

Professional accreditation – is the process of quality assurance through which it is ascertained that a program of study complies with standards of education established by professional authorities, with the goal of ensuring that graduates from such programs meet the academic and registration requirements established by the profession. For example, undergraduate engineering programs in Canada need to obtain accreditation through the Canadian Engineering Accreditation Board (CEAB). For program proposals from disciplines that require approval by the professional bodies, such approval complements CAQC's review but CAQC's review is not limited to the requirements of professional bodies.

Professional programs – programs designed to educate practitioners in a profession and to develop competencies to qualify for admission requirements for entry to the profession. Professionally oriented undergraduate degrees are offered in Business, Law, Education, Medicine, Veterinary Medicine, Engineering, Music, Nursing, Forestry, etc. Some professional programs are first-entry programs, whereas others are second-entry programs requiring some prior degree-level study or even a degree. Though considered to be bachelor's programs in academic standing, some professional programs yield degrees with other nomenclature [e.g., DDS (Dental Surgery), MD (Medicine), LLB (Law)]. Professional programs normally require periods of practical experience (internships, clinical work, or practicums). They are often strongly influenced by specific provincial or federal legislation or by regulations of licensing or accrediting bodies.

Risk – an honest evaluation of the extent to which a plan or proposal is vulnerable to internal or external pressures.

Semester – a period of instruction at a post-secondary institution, which normally consists of 13 weeks of courses and is usually associated with the Fall (September to December) and Winter (January to April) teaching sessions, and sometimes to Spring and Summer sessions, in which the instructional period is typically condensed. Normally, institutions offer a full range of courses in the Fall and Winter semesters and a limited number of courses during the condensed Spring and Summer semesters. A trimester program provides an opportunity for year-round study.

Skills – the individual and collective set of competencies brought to bear in the work of the institution.

Specialization – represents the first level or second level of differentiation in a baccalaureate program. As a first level of differentiation, it is often synonymous with “major” in a 4-year program and “concentration” in a 3-year program. As a second level of differentiation, a specialization can be represented by a minor or a concentration in a 4-year program. In professional programs “specialization” may also mean route, stream or another form of focus in a subject area.

Strategy – the generic strategy of an institution concerns the way in which the organization determines who it is to serve (stakeholders) and what it will provide them. This basic set of decisions represents the strategic intent of the institution and has a degree of permanence that goes beyond specific tactics for recruitment or specific refinements to programs.

Synchronous learning – group based learning that takes place at the same time including class based learning, audio, video and web conferencing.

Added April 2011

Transcript – an official record that includes a student’s grades, course by course, issued by the institution during and at the completion of a student’s program. An excellent reference document containing recommendations of what to include on a transcript is contained in the 2003 Association of Registrars of the Universities and Colleges of Canada (ARUCC) National Transcript Guide.

Transfer credit – credits received for courses, blocks of courses or programs (e.g., diploma programs) taken at another institution. Normally, the receiving institution establishes the maximum limit of credits that can be transferred from another institution and incorporated into its degree program. The Alberta Transfer Guide, produced by the Alberta Council on Admissions and Transfer, contains a comprehensive description of transfer agreements in the province.

Values – an institution’s central and enduring tenets - a small set of guiding principles, not to be compromised for financial gain or short-term expediency.

Vision – a short (25-30 word) statement of the core values and strategic intent of the institution. For example, "Empowerment through Knowledge and Understanding" is a vision statement.

APPENDICES

A. EXCERPTS FROM THE *POST-SECONDARY LEARNING ACT* & THE PROGRAMS OF STUDY REGULATION (AR 91/2009)

Excerpt from the *Post-secondary Learning Act*

Campus Alberta Quality Council

Establishment of Campus Alberta Quality Council

108(1) The Minister may establish the Campus Alberta Quality Council to provide advice and recommendations to the Minister in accordance with section 109 and the regulations.

- (2) The Minister may, with respect to the Campus Alberta Quality Council,
- (a) appoint or provide for the manner of the appointment of its members,
 - (b) prescribe the term of office of any member,
 - (c) designate a chair, and
 - (d) authorize, fix or provide for the payment of remuneration and expenses to its members.

Powers and duties

109(1) The Campus Alberta Quality Council may make rules governing the calling of its meetings, the procedure to be used at its meetings, the conduct of business at its meetings, reporting and any other matters as required.

- (1) 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.
- (2) Without restricting the generality of subsection (2), the Campus Alberta Quality Council may consider
- (a) the identified and demonstrated need for the program,
 - (b) the capacity of the post-secondary institution to deliver and sustain a high quality program,
 - (c) the impact of the program on the ability of the post-secondary institution to fulfill its approved mandate,
 - (d) course and program transferability and portability within and outside the Alberta post-secondary system, and
 - (e) integration of the program within the existing array of similar programs and services across the post-secondary system.
- (3) The Campus Alberta Quality Council may exercise the powers and shall perform the duties and functions prescribed in the regulations.

Programs of Study Regulation (AR 91/2009)

Definitions

- 1** In this Regulation
- (a) "Act" means the *Post-secondary Learning Act*;
 - (b) "Council" means the Campus Alberta Quality Council established under the Act;
 - (c) "degree program" means a program of study that leads to the granting of a degree;

- (d) "diploma or certificate program" means a program of study that leads to the granting of a diploma or certificate;
- (e) "institution" means a public post-secondary institution, a resident private college or a non-resident institution.

Programs of Study

Application for approval

- 2** The following must apply for approval, in the form required by the Minister:
 - (a) A public post-secondary institution that proposes to establish, extend, expand, reduce, suspend, terminate or transfer a degree program or a diploma or certificate program offered or to be offered in Alberta;
 - (b) A resident private college or non-resident institution that proposes to establish, extend, expand, reduce, suspend, terminate or transfer a degree program offered or to be offered in Alberta.

Minister's approval of diploma or certificate program

- 3** On receiving an application made under section 2 respecting a program of study that is a diploma or certificate program, the Minister may approve that diploma or certificate program.

Minister's referral of degree program

- 4** On receiving an application made under section 2 respecting a program of study that is a degree program, the Minister may, if the Minister is satisfied that the degree program meets the Minister's criteria for post-secondary system co-ordination, refer the application to the Council for review.

Council's review of degree program

- 5** (1) The Council must review an application respecting a degree program referred to it by the Minister under section 4 to determine if the applicant institution and the proposed degree program meet the minimum standards and conditions established by the Council.
 - (2) If the Council determines that all the conditions and standards referred to in subsection (1) are met, the Council must recommend to the Minister that the degree program be approved.
 - (3) If the Council determines that all the conditions and standards referred to in subsection (1) are not met, the Council may recommend to the Minister that the degree program not be approved.

Minister's approval of degree program after review

- 6** After receiving the Council's recommendation under section 5(2) or (3) with respect to degree program, the Minister
 - (a) may approve the degree program if the application was made by
 - (i) a public post-secondary institution,
 - (ii) a non-resident institution, or
 - (iii) a resident private college that already offers an approved degree program in Alberta,
or
 - (b) if the application was made by a resident private college that does not already offer an approved degree program in Alberta, may
 - (i) recommend to the Lieutenant Governor in Council that an order be made under section 12(1),
and
 - (ii) after an order under section 12(1) is made, approve the degree program.

Council's duty to establish standards and conditions

- 7** In order to carry out its functions under this Regulation, the Council shall establish the minimum standards and conditions referred to in section 5(1) for institutions and for degree programs.

Powers of Council to ensure compliance

- 8** The Council may, on the referral to it of a matter by the Minister relating to an approved or proposed degree program,
- (a) review and monitor a degree program to ensure compliance with the standards and conditions established under section 7,
 - (b) require a report from the governing body of an institution on any matter relating to an approved or proposed degree program that the institution offers or proposes to offer, and
 - (c) appoint persons to provide advice and recommendations relating to the review and evaluation by the Council of a degree program under clause (a) or section 5.

Recommendation of Council if standards or conditions not met

- 9** If the Council determines that any of the standards or conditions established under section 7 are no longer being met with respect to an institution or a degree program offered by an institution, the Council
- (a) may recommend to the Minister that the Minister cancel the approval of one or more degree programs offered by the institution, and
 - (b) may, if the institution is a resident private college, also recommend to the Minister that the Minister recommend to the Lieutenant Governor in Council that the order designating the resident private college as a private college that may grant approved degrees be rescinded.

Minister's cancellation of approved degree program

- 10** The Minister may cancel the approval of a degree program
- (a) on receiving a recommendation of the Council under section 9(a),
 - (b) if the Minister has reason to believe that an institution has discontinued the approved degree program, or
 - (c) if, in the opinion of the Minister, it is necessary to cancel the approval for any other reason.

Minister's recommendation to Lieutenant Governor in Council

- 11** The Minister may recommend to the Lieutenant Governor in Council that an order designating a resident private college as a private college that may grant approved degrees be rescinded
- (a) on receiving a recommendation of the Council under section 9(b),
 - (b) if the Minister has reason to believe that a resident private college has discontinued all of the approved degree programs offered by the college, or
 - (c) if, in the opinion of the Minister, it is necessary to rescind an order designating a resident private college as a private college that may grant approved degrees for any other reason.

Order of Lieutenant Governor in Council

- 12** (1) On the recommendation of the Minister under section 6(b)(i), the Lieutenant Governor in Council may by order designate a resident private college as a private college that may grant approved degrees.
- (2) On the recommendation of the Minister under section 11, the Lieutenant Governor in Council may by order rescind an order designating a private college as a private college that may grant approved degrees.

Other Programs

Programs under s45(2) of Act

- 13** For the purposes of section 45(2) of the Act, the board of a vocational college must provide the following programs:
- (a) academic upgrading programs;
 - (b) career entry programs with a duration of one year or less;
 - (c) where deemed necessary, any English as a second language program.

Degree in divinity

- 14** (1) Section 106(1) of the Act does not apply in respect of a degree in divinity that, in the opinion of the Minister, primarily prepares students for service in the work of a religious group.
- (2) A degree in divinity must be given a name that distinguishes it from an academic degree that is granted by an institution and has been approved under the Act.

Repeal and Expiry

Repeal

- 15** The *Approval of Programs of Study Regulation (AR 51/2004)* is repealed.

Expiry

- 16** For the purpose of ensuring that this Regulation is reviewed for ongoing relevancy and necessity, with the option that it may be repassed in its present or an amended form following a review, this Regulation expires on January 31, 2013.

B. CANADIAN DEGREE QUALIFICATIONS FRAMEWORK

A. Descriptions of Degree Categories			
Description	Bachelor's Degree	Master's Degree	Doctoral Degree
<p>The following descriptions of degree categories are intended to capture the most salient general aspects of the three principal degree levels offered in Canada. They apply to a broad spectrum of disciplines, program types, and program lengths. The descriptors on the left-hand side are similar to the "Bologna Descriptors" used by many other jurisdictions, notably including the 25 countries in the European Union, the 20 countries that have formally associated with the European Union's project to develop common standards and quality assurance procedures, and many quality assurance agencies belonging to the International Network for Quality Assurance Agencies in Higher Education.</p>			<p>The intent of such frameworks is to provide an agreed description of what each degree level is intended to achieve in general learning outcomes. This Canadian version is intended to provide a broad framework for each degree level, leaving to each province/territory the development of more detailed qualifications frameworks for degree credentials offered in its jurisdiction. Other credentials, such as associate degrees, special categories of applied degrees, and certificates and diplomas related to both undergraduate and postgraduate study will need to be articulated at the provincial/territorial level.</p>
Program Design and Outcome Emphasis	<p>The credential awarded for the bachelor's degree is designed to acquaint the student with the basic conceptual approaches and methodologies of the principal discipline or disciplines that constitute the program of study, to provide some specialized knowledge, and to nurture the capacity for independent work in the discipline/disciplines and field of practice.</p> <p>All bachelor's programs are designed to provide graduates with knowledge and skills that enable them to develop the capacity for independent intellectual work. That capacity may be demonstrated by the preparation, under supervision, of one or more essays, a terminal research paper, thesis, project, exhibition, or other research-based or performance based exercise that demonstrates methodological competence and capacity for independent and ethical intellectual/creative work and, where relevant, the exercise of professional responsibility in a field of practice.</p>	<p>A master's degree program builds on knowledge and competencies acquired during related undergraduate study and requires more specialized knowledge and intellectual autonomy than a bachelor's-degree program. Much of the study undertaken at the master's level will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown some originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show independent capacity in addressing issues and problems.</p> <p>Research-oriented master's programs are typically for graduates of related undergraduate or professional programs in the field or students</p>	<p>A doctoral program builds on the knowledge and competencies in a field or discipline acquired during prior study, usually at the graduate level. Study at the doctoral level is at the forefront of an academic or professional discipline.</p> <p>Holders of the doctoral degree must have demonstrated a high degree of intellectual autonomy, an ability to conceptualize, design, and implement projects for the generation of significant new knowledge and/or understanding, and an ability to create and interpret knowledge that extends the forefront of a discipline, usually through original research or creative activity. Preparation for doctoral work may involve course work of varying lengths aimed at cultivating further conceptual depth or</p>

	<p>Some bachelor's-degree programs are intended to provide a wide exposure to several disciplines, others to provide an in-depth education in one or more disciplines (often as preparation for graduate study), and still others to provide a blend of theory and practice that equips students for entry into an occupation or profession. Despite that diversity, each bachelor's-degree program must meet a substantial and common set of competency outcomes, as outlined below, to justify use of the bachelor's-degree label. The range of bachelor's programs includes</p> <ul style="list-style-type: none"> • <i>Programs designed to provide a broad education as an end in itself.</i> They may also prepare graduates for employment in a variety of fields and/or for admission to second-entry professional programs. Examples: BHum (Humanities), General BA and General BSc degrees • <i>Programs designed to provide in-depth study in academic disciplines.</i> They normally prepare students for graduate study in the discipline(s) and for employment in a variety of fields. • <i>Programs with an applied focus.</i> They blend theory and practice, with content selected to ensure mastery of the field of practice rather than to deepen knowledge in the discipline/disciplines for their own sake or as preparation for further study in the discipline. Even so, they may prepare students for further study depending upon the field and length and depth of the program; graduates may or may not require preparatory studies before entering graduate programs. While professional associations or accrediting bodies may set entry-to-practice standards for such programs, those standards are not normally obligatory for the institution offering the program. • <i>Programs with a professional focus.</i> They are designed to prepare graduates to meet admission requirements and to be competent practitioners in the profession. Some of them are first-entry programs, others are 	<p>who have taken bridging studies to equip them for graduate study in the field; the focus is on developing the research, analytical, methodological, interpretive, and expository skills necessary for doctoral studies or for leadership in society. Some programs are thesis-based and require the student to develop and demonstrate advanced research skills under supervision. Others are course-based and require students to demonstrate the necessary research, analytical, interpretative, methodological, and expository skills in course exercises.</p> <p>Examples: MA programs in the humanities and social sciences, MSc programs Profession-oriented master's programs normally admit students holding baccalaureate degrees and provide them with a selection of courses and exercises intended to prepare them for a particular profession or field of practice or, if they are already involved in the profession or field, to extend their knowledge base and skills as professionals/practitioners. Example: MSW (Social Work)</p>	<p>breadth. It may also involve written and oral examinations of knowledge and skills in aspects of the discipline prior to authorization to proceed to work on a dissertation. Research-oriented doctoral programs focus on the development of the conceptual and methodological knowledge and skills required to do original research and to make an original contribution to knowledge in the form of a dissertation. In some fields an internship or exhibition component may be required, but without diluting the significance of the dissertation as the primary demonstration of mastery. Such programs lead to the award of the PhD. Examples: PhD (Psychology), PhD (Education), PhD (Music) Practice-oriented doctoral programs are of a more applied nature, relate to a professional or creative activity and, where there is an internship or exhibition requirement, may also require a dissertation. Doctoral programs with an orientation to practice typically involve more course work than doctoral programs with a more theoretical or disciplinary focus. Such programs lead to the award of a degree designation reflecting the field or discipline. Examples: EdD (Education), MusDoc (Music), PsyD (Psychology).</p>
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	<p>second-entry programs (that is, they require some prior degree-level study or even a degree). They normally require periods of practical experience (apprenticeship, internship, articling, clinical, etc.). The capacity for independent professional work is demonstrated by academic and practical exercises, under supervision, followed by admission tests to the profession. Though considered to be bachelor's programs in academic standing, some professional programs yield degrees with other nomenclature. Examples: DDS (Dental Surgery), MD (Medicine), LLB, or JD (Juris Doctor)</p>		
Preparation for Employment and Further Study	In addition to providing personal and intellectual growth, bachelor's programs, in varying degrees, may prepare students for entry into graduate study in the field, second-entry professional degree programs, or employment in one or more fields.	Graduates will have the qualities needed for either further study in the discipline or for employment in circumstances requiring sound judgment, personal responsibility and initiative, in complex and unpredictable professional environments.	Holders of doctorates will have the qualities needed for employment requiring the ability to make informed judgements on complex issues in specialist fields, and innovation in tackling and solving problems.
Length of Program	Owing primarily to variations in pre-university studies among the provinces/territories, classroom instruction is typically six to eight semesters or more in duration (normally 90-120 credits, or the equivalent) and may be supplemented by required professional experience (e.g., supervised practica, internships, and work terms).	Master's programs vary typically from two to six semesters in duration, depending on the field and the speed at which individuals progress through requirements.	A doctoral program is typically three to six years in length, depending on the field and the speed at which individuals progress through requirements.
Admission Requirements	Admission normally requires, at a minimum, a secondary school or CEGEP diploma and/or university preparatory courses, a minimum grade point average, and other program-specific requirements. Students lacking these credentials may be admitted on a part-time or probationary basis, with continuation subject to acceptable academic achievement. Second-entry programs normally require at least two or three years of completed degree-level studies or in some cases the prior or concurrent completion of another undergraduate degree.	Normally, an undergraduate degree with an appropriate specialization or an undergraduate degree with relevant bridging studies.	Normally, a master's degree with an appropriate specialization or a master's degree with appropriate bridging studies.

B. Degree-Level Standards

The focus of the following degree-level standards is on the expectations of graduates at each degree. The standards stipulate the demonstrable transferable learning skills and level of mastery of a body of specialized knowledge in six dimensions: 1. Depth and Breadth of Knowledge, 2. Knowledge of Methodologies, 3. Application of Knowledge, 4. Communication Skills, 5. Awareness of Limits of Knowledge, and 6. Professional Capacity/Autonomy. The shades of distinction between degrees are determined by the capacity of the graduate at each level to act competently, creatively and independently, and by their proximity to the forefront of a discipline and/or profession. Among other things, the degree-level standards are intended (a) to facilitate the assessment of credentials for broad purposes of credit transfer and credential recognition, (b) to provide clear learning-outcome standards to instructional and program designers, (c) as a broad framework for quality assurance purposes. The standards are intended to be cumulative — each degree level presupposes the accomplishment of an earlier one.

EXPECTATIONS	Bachelor's Degree	Master's Degree	Doctoral Degree
	<i>This degree is awarded to students who have demonstrated</i>	<i>This degree is awarded to students who have demonstrated</i>	<i>This degree is awarded to students who have demonstrated</i>
Depth and Breadth of Knowledge	<ul style="list-style-type: none"> a) Knowledge and critical understanding in a field of study that builds upon their secondary education and includes the key assumptions, methodologies, and applications of the discipline and/or field of practice b) Basic understanding of the range of fields within the discipline/field of practice and of how the discipline may intersect with fields in related disciplines c) The ability to gather, review, evaluate, and interpret information, including new information relevant to the discipline, and to compare the merits of alternate hypotheses or creative options relevant to one or more of the major fields in a discipline d) The capacity to engage in independent research or practice in a supervised context e) Critical thinking and analytical skills inside and outside the discipline f) The ability to apply learning from one or more areas outside the discipline 	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.
Knowledge of Methodologies and Research	<ul style="list-style-type: none"> a) An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to (i) evaluate the appropriateness of different approaches to solving 	A conceptual understanding and methodological competence that enables the graduate to <ul style="list-style-type: none"> a) Have a working comprehension of how established techniques of research and 	A conceptual understanding and methodological competence that provides the graduate with the ability to <ul style="list-style-type: none"> a) Conceptualize, design, and implement

	<p>problems using well established ideas and techniques, (ii) devise and sustain arguments or solve problems using these methods, and (iii) describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and on their relevance to the evolution of the discipline</p> <p>b) The ability to review, present, and critically evaluate qualitative and quantitative information to (i) develop lines of argument; (ii) make sound judgments in accordance with the major theories, concepts, and methods of the subject(s) of study; (iii) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; and (iv), where appropriate, use this knowledge in the creative process</p>	<p>b) inquiry are used to create and interpret knowledge in the discipline</p> <p>b) Have a capacity to evaluate critically current research and advanced research and scholarship in the discipline or area of professional competence, and on the basis of that competence, have shown at least one of the following: (i) the development and support of a sustained argument in written form or (ii) originality in the application of knowledge.</p>	<p>research for the generation of new knowledge, applications, or understanding at the forefront of the discipline and to adjust the research design or methodology in the light of unforeseen problems</p> <p>b) Make informed judgments on complex issues in specialist fields, sometimes requiring new methods</p> <p>c) Produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication</p>
Application of Knowledge	<p>a) The ability to use a range of established techniques to (i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts, and information; (ii) propose solutions; (iii) frame appropriate questions for the purpose of solving a problem; (iv) solve a problem or create a new work</p> <p>b) The ability to make critical use of scholarly reviews and primary sources.</p>	The capacity to (i) address complex issues and judgments based on established principles and techniques and (ii) apply an existing body of knowledge in the research and critical analysis of a new question or of a specific problem or issue in a new setting.	The capacity to (i) undertake pure and/or applied research at an advanced level and (ii) contribute to the development of academic or professional skill, techniques, tools, practices, ideas, theories, approaches, and/or materials.
Communication Skills	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to specialist and non-specialist audiences, using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.	The ability to communicate ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences.	The ability to communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively.
Awareness of Limits of Knowledge	An understanding of the limits to their own knowledge and ability; an appreciation of the uncertainty and ambiguity of and limits to knowledge, and an appreciation of how this might influence analyses and interpretations.	A cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

C. RESIDENT INSTITUTIONS – DEGREE PROGRAM PROPOSAL CHECKLIST FOR UNDERGRADUATE AND GRADUATE PROGRAMS

With revisions to April 2007

All proposals for new degree programs are to be submitted to the Minister of Advanced Education. Initially, this proposal will be forwarded to the Public Institutions Branch for a system coordination review. Once that review is completed, the Minister may forward the proposal to the Campus Alberta Quality Council for its review.

The following checklist identifies the elements which should be included in the program proposal submitted for system coordination review, followed by the additional proposal information that is needed for a quality assurance review by Council.

CONTENTS:

Part A

System Coordination Review - The fundamental question addressed in the system coordination review is the need for the program in the Alberta post-secondary system. The proposal will be considered in relation to the institution's mandate as approved by the Minister. The institution's rationale for the program will be reviewed in the context of current program offerings in the system. The proposal must contain documented evidence of student demand, employer demand, and opportunities for further education. Consideration will be given to the institution's financial plan for the program including the impact of the new program on institutional resources and its implications for students and system funding.

Overview

1. The institution
2. The title of the program and length of program (in years or semesters)
3. The credential to be awarded and the rationale for its use
4. Contact person
 - Name
 - Phone
 - E-mail
5. The proposed start date
6. Provide an overview of the program structure including a description of the goals of the proposed program. Indicate the distinctive features of the program and its relationship to the mandate of the institution. Include calendar level information about program requirements (e.g., core, general education and electives), specializations as well as course titles.
7. Outline the expected outcomes of the program in terms of employment, self-employment or further education and provide the data upon which this assessment is based. What is the targeted employment and/or further education rate?
8. Provide the enrolment plan for the program, identifying full-time, part-time and work experience enrolment, along with total FLE and anticipated number of graduates per year. Indicate the minimum viable enrolment. Include explanatory notes if needed.

Enrolment Table

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Annual Ongoing
• Total Full-Time head count	0	0	0	0	0
• Full-Time Year 1					
• Full-Time Year 2					
• Full-Time Year 3					
• Full-Time Year 4					
• Total Part-Time head count	0	0	0	0	0
• Part-Time Year 1					
• Part-Time Year 2					
• Part-Time Year 3					
• Part-Time Year 4					
• Total Work Experience hc	0	0	0	0	0
• Work Experience Year 1					
• Work Experience Year 2					
• Work Experience Year 3					
• Work Experience Year 4					
• Total FLE	0	0	0	0	0
• FLE Year 1					
• FLE Year 2					
• FLE Year 3					
• FLE Year 4					
• Anticipated No. of Graduates					

Institutional and System Issues

9. Describe the relationship between this proposed program and the approved mandate of the institution.
10. Describe how this initiative is reflected in the institution's current strategic plan, business plan, and accessibility plan.
11. Outline the institution's demonstrated expertise and capacity in this or related program areas.
12. Describe the proposed program's impact on and relationship to existing programs at the institution. What are the anticipated impacts, positive or negative, on other programs?
13. Outline the institutional development and academic approval processes that were followed in developing the proposal, including program advisory bodies formed by the institution.
14. Describe how the proposed program fits within the broader post-secondary system. Is it unique to the region, province, country? Does it compete with or complement other programs in the system? If the program is similar to or duplicates an existing program, is the duplication warranted? How does this program advance Campus Alberta?
15. Describe the consultation that has occurred with other institutions offering similar programs. Provide evidence of support. What opportunities for collaboration exist?

16. State what transfer arrangements have been identified for students who want to transfer from this program to other degree programs in Alberta. What transfer arrangements have been identified for students to transfer into the proposed program from existing programs within the same institution, and from existing programs at other institutions?
17. Describe how this program advances the province's social and economic priorities. (E.g., Increased post-secondary participation rates, Aboriginal Policy Initiative, Rural Development Strategy)
18. Describe how this program will benefit the Alberta post-secondary system (e.g., students, the institutions, the department). Are there any negative implications for the system?

Marketability Assessment

19. Describe what student demand currently exists and can be anticipated for this program. How has student demand been assessed? The demand analysis should be supported with relevant data and should be placed in the context of the post-secondary system. Some examples of demand data include surveys of existing students, surveys of high school students, ratio of applicants to admitted students in similar programs at the institution or elsewhere in the system, application patterns for similar programs at other institutions, and unsolicited student inquiries.
20. Describe the economic demand for this program. What steps were taken to assess economic demand for the program? How will this program address the needs of employers? The demand analysis should be supported with relevant data at the regional, provincial and national level as appropriate. Some examples of demand data include labour force projections from industry and professional associations, demographic analysis, graduate employment from similar programs at other institutions, employer surveys.
21. Explain the level and kind of support that will be provided by professional organizations, regulatory bodies, employers, and industry. Provide evidence of consultation and support.
22. Present evidence that employers will provide sufficient placements to support the clinical, coop and work experience requirements of the program.
23. Describe the opportunities graduates will have for progression to further study in this field or in professional fields? Provide evidence of consultation.

Financial Viability

Outline the fiscal plan for implementation (projected revenue and costs in each year from launch to maturity). Include costs for new faculty and support staff hires (if applicable), expected sources of revenue and tuition rates and other fees to be charged. Include the assumptions being made and a risk analysis (internal and external threats to program viability) and the institution's contingency plans.

Financial Table

	Year 1	Year 2	Year 3	Year 4	Annual Ongoing
Revenue					
Institutional Resource Amount:	\$	\$	\$	\$	\$
Tuition Revenue Amount:	\$	\$	\$	\$	\$
Indicate per Student Tuition Charge:	\$	\$	\$	\$	\$
Partner Contributions	\$	\$	\$	\$	\$

Amount (Identity):					
Other Amount (Identity Source):	\$	\$	\$	\$	\$
Total Revenue:	\$	\$	\$	\$	\$
Expenditures					
Faculty and Staff:	\$	\$	\$	\$	\$
Student/Institutional support services:	\$	\$	\$	\$	\$
Supplies:	\$	\$	\$	\$	\$
Other:	\$	\$	\$	\$	\$
Total Expenditures	\$	\$	\$	\$	\$

24. Identify any one-time costs associated with implementing this program. Provide a detailed budget.
25. Outline the impact this program initiative will have on the institution's resources and capacity. Will funds be re-allocated from existing programs and services? If so, which ones?
26. Indicate if the institution will require new funds to offer this program. Identify the sources of new funds (e.g., cost recovery tuition, Enrolment Planning Envelope, industry or foundation support).
27. Outline the financial impact on students. Compare the proposed tuition with tuition levels for comparable programs. What percentage of students may seek support from the Students Finance Board?

Part B

Campus Alberta Quality Council Program Review - The onus is on the applicant institution to satisfy Council that the level of learning to be achieved is consistent with that which is expected at the proposed degree level, that the program has sufficient breadth and rigour to meet national and international standards, and that the program is comparable in quality to similar programs (if any) offered in Alberta and elsewhere. Program proposals should demonstrate how their unique dimensions set them apart from similar programs offered elsewhere, and thus provide new educational opportunities for students.

NOTE: Part A of the program proposal may undergo changes as a result of the system coordination review. It is important that it be up-to-date and complete before it is forwarded to Council. In addition to the information provided in Part A, the program proposal that is sent to Council should contain the following additional information.

Program Specifics

28. Provide an outline of the program structure and requirements (major, minor, cognates, core, general education, etc.) including credits in each category, a sample student program by year of program, and a summary description of the curriculum, including course calendar descriptions and prerequisites. Course outlines must be available for reviewers but are NOT to be included with the proposal.
29. Where appropriate, indicate the method of establishing and a description of the competency profile that students are expected to attain in the program, and how this achievement will be evaluated. Providing a mapping of the courses to the competency profile, particularly in professional programs, is helpful.

30. Provide a comparative analysis of the proposed program (curriculum, structure, admission requirements, etc.) with other similar programs offered elsewhere (especially in Alberta and Canada).
31. Outline the admission criteria, residency requirements, academic performance progression requirements, and graduation requirements applicable to the program, along with the grading scheme.
32. Provide a brief description of delivery methods including a description of the teaching/learning approach to be used as well as a description of the rationale for using the approach and delivery method. Provide evidence of adequate support for the approach and delivery method(s).
33. Note any other relevant aspects of the proposed program that might affect quality (e.g., fast-tracking, individual study, parts of the program to be offered in cooperation with another institution, etc.).

Implementation and Resources

34. Provide a program implementation plan by academic year (start to maturity) that includes any elements to be phased in (e.g., new faculty hires (if applicable), courses, minors). If a current program is being phased out, the implementation plan should include how both programs are being supported until the phase out and start up are completed.
35. Provide a staffing plan that outlines the faculty and support staff at launch and at maturity of the program and how the number (head count and FTE), distribution and qualifications of teaching staff meet Council's requirements and the objectives of the program as a whole (see Part A #6 above). Include brief explanations of faculty categories (e.g., continuing, sessional, term) and faculty workload expectations. Include CVs of faculty teaching in the program as well as key administrators (see standard [CV template](#) in Appendix F). Be sure their permission has been given.
36. Provide a description of plans for supporting scholarly activities and professional development of faculty teaching in the proposed program.
37. For programs involving clinical or practicum placements, provide evidence that adequate liability insurance coverage will be arranged for by the applicant institution.
38. Describe the facilities, laboratory and computer equipment (as applicable) available to meet the specialized demands of the program, as well as plans to address any deficiencies in what might be required.
39. Provide an inventory and analysis of library holdings to support the program (using standard library reference guides) and plans to deal with any deficiencies, and a description of student access to other information services.

Consultation and assessment

40. Describe the criteria and methods which will be used to evaluate the success of the program, if approved for implementation, and how continuous quality improvement will be achieved. Include the expected outcomes, key performance indicators and performance targets for the program.
41. Outline the consultation that has occurred with other institutions, organizations or agencies, including advisory bodies formed by the applicant institution to assist in program design, implementation and evaluation? This should include professional associations where appropriate, and prospective employers. If the program is subject to accreditation or approval of a regulatory body, provide a description of the review process, requirements of the body and status of the review.
42. Include the report(s) of external independent academic experts. Normally, before the proposal is finalized, the applicant institution should consult with independent academic experts it selects from outside the

applicant institution regarding all aspects of the program. The applicant institution should provide short résumés of the academic experts involved and a rationale as to why they were selected. Applicants should consider the value of having one of the experts conduct an on-site visit to assess the applicant institution's library holdings and information access arrangements and other physical resources pertaining to the program area. In addition to the reports of these assessors, their brief résumés and reasons for their selection, also include the institution's response to the reports.

Other

43. Disclose any adverse claims or allegations that might affect this application or be of concern to Council.
44. Include a signed [Statement of Institutional Integrity](#) (Appendix D).
45. Provide any other supporting documents such as course rotation schedules, faculty course assignments, Faculty Handbook, calendar that would add support to the applicant's case and would help reviewers.

D. STATEMENT OF INSTITUTIONAL INTEGRITY

With revisions to October 2008

A signed Statement of Institutional Integrity must accompany each application (self-study and program proposal), as well as each revised program proposal, to the Campus Alberta Quality Council from institutions that are not authorized to offer government-approved degree programs. This requirement also applies to program proposals from any institutions already authorized by the province to offer degrees.

Statement of Institutional Integrity

In the institutional integrity section of the Campus Alberta Quality Council's *Academic Freedom and Scholarship Policy*, the following statements are made:

- The institution must present itself accurately and truthfully in all of its written documents. This includes the manner in which it describes its qualities and programs and compares them with other institutions.
- Full compliance with legal matters such as copyright law is expected.

On behalf of (name of applicant institution) I/we attest that, to the best of my/our knowledge, the information presented in this application is complete and accurate and reflects the highest standards of institutional integrity.

Signed by

President of institution

Board Chair of institution
(for applications from institutions not authorized to offer a government-approved degree program)

OR

Senior academic officer
(for subsequent program proposals from institutions authorized to offer at least one government-approved degree program)

E. CONTENTS CHECKLIST FOR FULL CAQC REVIEW OF UNDERGRADUATE AND GRADUATE PROGRAMS

NOTE: For use when applications require both an organizational and program evaluation by the Campus Alberta Quality Council during Stage 2 of the degree program approval process.

The following are the essential components of a full application that will be required should the Minister forward the proposal to the Council for review.

CHECKLIST:

1. Letter of Application to the Minister

(signed by the President or designate)

2. Payment of the application fee (private institutions only)

(made payable to the Government of Alberta's Minister of Finance)

3. Signed Statement of Institutional Integrity (Appendix D)

(signed by President and Chair of governing board)

4. Parts A and B of the Program Proposal

(The program proposal is the main document used by the program evaluation team in assessing the quality of the proposed program. Part A contains the initial information about the proposed program that must accompany the initial letter of application to the Minister. Part A must be updated to include any revisions that result from the system coordination review stage of the program approval process before it is combined with Part B and forwarded to Council. Please provide the required number of copies of the proposal and send one electronic copy (preferably in Word) to caqc@gov.ab.ca (See [Resident Institutions – Degree Program Proposal Checklist](#) in Appendix C or [Non-resident Institutions – Degree Program Proposal Checklist](#) in Appendix J).

5. Institutional Self-study

The institutional self-study provides evidence of the institution's readiness to mount and sustain the proposed degree program(s). It will be the primary document used by Council's organizational evaluation team in preparing for its site visit to the applicant institution and its final report to Council. Applicants are advised to use the Institutional Self-study Guidelines to help them determine what kinds of evidence to include in the self-study document.

While each institution will develop its own unique institutional self-study, each of the 11 categories must be addressed in the self-study. While the [Institutional Self-study Guidelines for Organizational Evaluations](#) in Chapter 3.8 outline these categories and suggest possible kinds of information to include, this document itemizes the key pieces of information normally expected under each category.

Category:

1. Mission/Mandate Educational Objectives and Academic Freedom

- mission or mandate statement that enables offering of proposed program
- educational objectives

- academic freedom and academic honesty policies, procedures and practices as they pertain to faculty and students
- brief history of the institution

2. Organization and Administration

- □ownership of the institution
- CEO or other officer with overall responsibility for the program (including position descriptions and CVs for key senior administrators)
- provision for continuity of leadership
- composition and responsibilities of governing board
- organizational and decision-making flowcharts
- procedures for collection, maintenance and security of student records

3. Financial Structure

- or 4 year business plan
- recent audited financial statements
- financial ratios
- evidence of sound new program costing practices and assessments of risk
- adequate financial backing to launch and sustain the proposed program(s)

4. Curricula and Instruction

- programs currently offered
- procedures for curricular development, approval, implementation and change
- future plans and priorities regarding curricula and instruction
- historical performance of the institution in providing learning and support to students (outcomes) – new institutions provide performance indicators and predictions of what these indicators will show at various times
- student focus and satisfaction (include feedback from students and alumni)

5. Academic Staff

- academic staff profile with respect to number, discipline, degrees, rank, tenure, teaching experience, age, gender and salary
- evidence of sufficient academic or educational expertise, or a credible plan to obtain it in order to launch the proposed program
- CVs of key academic administrators
- Faculty Handbook or equivalent (policies regarding teaching load, promotion, etc.)
- policies and practices regarding academic staff involvement in scholarship and/or research

6. Strategic Planning

- description of an integrated, comprehensive planning process
- strategic plan outlining major directions, etc.

7. Information Services

- summary and analysis of resources available on site and agreements regarding student access to other libraries and online resources
- future plans and priorities

8. Academic Policies and Records

- policies and procedures regarding admissions, registration, transfer, continuation, graduation, residence requirements, student records, appeals, academic behaviour, and evaluation of students
- demographic profile of the student body

9. Student Services

- summary of services provided to students
- future plans

10. Physical Plant and Facilities

- description of facilities available
- computer and related equipment to support information services and technology for teaching/learning
- future plans and priorities

11. Institutional Publications

- institutional calendar (or prototype)

F. CV TEMPLATE

NAME

John Doe

COMPLETED ACADEMIC DEGREES

Degree Name	Subject Area	Where Completed	Date of Completion
MEd	Counseling Psychology	University of xxx	1973
BEd	Business Ed., Social Studies	University of xxx	1967

NOTE: Do not use "Candidate" in describing Completed Credentials. Instead, provide information below.

ADVANCED STUDIES IN PROGRESS

Degree Name	Subject Area	Where Enrolled	Est. Completion Date
PhD	Psychology	University of xxx	20xx

ACADEMIC APPOINTMENTS

Appointment Level	Institution	Dates	Subject Area
Adjunct Professor	Institution A	19xx-	Education
Associate Professor	Institution A	19xx-	Education
Sessional Instructor	Institution B	19xx-	Education

ADMINISTRATIVE APPOINTMENTS

Appointment Level	Institution	Dates
Director of xxx	Institution A	1998-

TEACHING EXPERIENCE

Institution	Dates	Courses Taught
Institution A	19xx-	EDUC ##, title EDUC ##, title EDUC ##, title EDUC ##, Organizational Framework of Teaching EDUC ##, title
Institution B	19xx-	EDUC ##, title EDUC ##, title EDUC ##, title EDUC ##, title

SCHOLARLY PARTICIPATION

Books Authored or Edited

Date	Activity
2000-01	Name of book, publisher, date

Refereed Publications (*might also have headings such as Non-refereed Publications, Conferences Presentations, Research Grants*)

Date	Activity
2000-01	Name of article and journal
1999-00	Name of article and journal

ACADEMIC AND PROFESSIONAL PRESENTATIONS

Date	Presentation
2000-01	Name of presentation to name of organization

PROFESSIONAL MEMBERSHIPS, QUALIFICATIONS and EXPERIENCE

Professional Memberships

Life member and past president of xxx
Member of xxx

Professional Qualifications

Permanent Professional Teaching Certificate, Alberta
Certificate of Registration as a Chartered Psychologist, Province of Alberta

Professional Experience

Official Trustee, xxx School Division, year(s)
Edmonton Public Schools; teacher, principal, assistant superintendent, associate superintendent, year(s)

G. ORGANIZATIONAL EVALUATION FRAMEWORK

Category 1: Financial Planning and Resources

Council is looking to be assured that the institution has sound financial management procedures, sound financial arrangements, appropriate planning and realistic financial goals.

It will satisfy itself of these features by requiring colleges to file the following financial documents:

1. Audited financial statements for the most recent fiscal year and previous three years (i.e. four years in all), preferably using accrual accounting methods. Council recognizes that start-up organizations may not have these documents available. In which case, the relevance and importance of all subsequent requirements of this section become more significant.
2. (a) Three-year financial projections for the program(s) for which approval is sought, using accrual accounting methods. These projections should show:
 - Forecasts of earned revenue by quarter for each of the three years.
 - Forecasts of expenditure on teaching staff, support staff, library and learning resources, communications, marketing, advertising, placements and the supervision of placements, and such other costs items associated with operations by quarter for each of the three years.
 - Forecasts of amortized capital expenditure and rates of depreciation for each quarter for three years.
 - Sources and uses of cash for each quarter for three years.(b) Institutions applying for program approval should make explicit their assumptions about revenue. In particular, Council wishes to know:
 - What fees students will be charged for what services and what the total cost of degree completion will be.
 - What assumptions are being made, if any, about the eligibility of students of the program(s) for Student Finance Board support and how demand would be affected if students were deemed not to be eligible for such support.
 - What pattern of fee increases is envisaged over the three year period of the business plan.
3. In its initial submission, the institution will be asked to estimate a number of financial ratios to be used in assessing the financial performance of the programs under consideration. These may include, but will not be limited to, the following:
 - Cost per student per course completion.
 - Cost per student per credit hour.
 - Cost per graduate.
 - Ratio of teaching costs to overhead costs per year.
 - % of budget allocated to learning resources and library per year.
 - Marketing and advertising costs as a % of earned revenue per year.
 - Marketing and advertising costs per student entering the program in each year.
 - % of expenditure on contracts for teaching staff who are not full-time employees of the organization per year.
 - Net of (earned revenue – costs) per year.

- Information technology expenditure per student per year.
- Information technology expenditure per graduate per year.

If the financial data in these documents show that the program will not be self-sufficient from earned revenue, then Council will require a clear and unequivocal statement about the sources of funds to supplement earned revenue for each year of the three years of the financial plan.

4. The organization will also be asked to submit actual and forecast key performance indicator measures on non-financial indicators as required from time to time by Council.

Council is concerned with financial viability of both an organization seeking approval and its program(s). The concern focuses on ensuring that students are able to start a program with a fair and reasonable expectation that the contract they have entered into will be completed and that they can achieve both the outcomes and the degree which has been advertised.

Category 2: Leadership

Leadership and involvement of senior executives within the institution is essential to create and sustain the development of a student focused, quality and outcome oriented organization. Also examined here are the ways in which institutional values and processes are integrated into the systems of the organization and the manner in which the organization addresses its public responsibilities. Leadership at all levels will be examined. It should be clear from the description provided below that the degree of prescription of content and method is minimum: institutions are being asked to indicate how their vision, mission and values, leadership and strategy are enacted within the organization.

Where the institution is a new organization, many of the procedures called for here will not be in place. The Council requires such organizations to document their intentions about such procedures, as they are seen to be appropriate.

NOTE: The Council requires that the institution designate an individual as having fiduciary or legal responsibility for the educational activities of the institution and that the individual has the status of a corporate officer (or its equivalent) as defined in the *Companies Act*.

Subcategory	Areas to Address
2.1 Senior Executive Leadership: 2.1.1 Describe the senior executive leadership, personal involvement, and visibility in developing and maintaining a student focus and an environment which optimizes the achievement of institutional mission. (This category of staff refers to the highest category of staff, e.g. President, CEO, and those who directly report to this person.)	<ul style="list-style-type: none"> • Reinforcement of student focus. • Establishment of excellence as a value and creating expectations about it. • Planning and reviewing performance towards attaining objectives. • Recognition of the contribution of employees. • Communication of institutional excellence outside of the organization.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Evidence that all senior executives are involved in the effort to achieve excellence. • Breadth of efforts to achieve institutional 	<ul style="list-style-type: none"> • Executives set performance goals that link to quality and outcomes. • Executives undertake staff appraisals and reviews

<p>excellence in which senior executives are engaged.</p> <ul style="list-style-type: none"> • Amount of training/education that executives have received with respect to the management of effective learning. • Improvement projects launched by and managed by executives. • What staff and students say about the role of executives in the management of the organization and the initiatives to enhance services. • Degree to which staff and students believe that executives are serious about institutional excellence. 	<p>which focus on outcomes and the satisfaction of stakeholders with the learning activities of the organization.</p> <ul style="list-style-type: none"> • Executives review quality on a systematic basis, using data. • Executives report back to stakeholders on performance. • Executives have attended training or educational sessions which focus on excellence or performance management in education.
<p>Subcategory</p> <p>2.1.2 Summary of the institution's vision and values and how the values serve as a basis for consistent communication within and beyond the organization.</p>	<p>Areas to Address</p> <ul style="list-style-type: none"> • The vision, mission, values and strategy of the institution. • Communication processes within and beyond the institution. • The extent of alignment between public statements and organizational practices.
<p>Focal Points for Evaluation</p> <ul style="list-style-type: none"> • Quantity and quality of communication of institutional values outside the organization. • Existence of a clear and concise mission statement that makes a clear and specific commitment to institutional excellence and student service. • Existence of a set of institutional values that emphasize such concepts as continuous adaptation to changing conditions, student and staff involvement, outcome measurement, and learner satisfaction. • Extent to which long term planning and resourcing reflect a commitment to institutional values and practices. 	<p>Examples</p> <ul style="list-style-type: none"> • A clear and explicit vision, mission and values statement exists and is widely posted in the organization. • Publications from the institution document the vision, mission and values of the organization. • Planning activities are based on achieving the vision and mission while living the values of the institution.
<p>Subcategory</p> <p>2.1.3 Personal actions of senior executives to regularly demonstrate, communicate, and reinforce the organization's orientation and values through all levels of management and supervision.</p>	<p>Areas to Address</p> <p>Evidence that senior executives demonstrate institutional values through their behaviour.</p>
<p>Focal Points for Evaluation</p> <ul style="list-style-type: none"> • Evidence that institutional values are integrated into the organization's approach to and practices in: <ul style="list-style-type: none"> Planning Decision making Monitoring student performance Collecting and analyzing data 	<p>Examples</p>

Organization and job design Staff work load design Performance planning and appraisal Employee education and training <ul style="list-style-type: none"> • Employee evaluation of leadership. 	
Subcategory	Areas to Address
2.1.4 How senior executives evaluate and improve the effectiveness of their personal leadership and involvement.	The processes for evaluation and appraisal of executives.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Evidence of a systematic approach to executive evaluation. • Evidence of improvement in the executives' performance over time. 	<ul style="list-style-type: none"> • Clear and open policy and procedures on evaluation of executive staffs' performance exist, including internal and external perspectives.

Subcategory	Areas to Address
2.2 Management for Effectiveness	
2.2.1 How institutional values are translated down the institution - within academic and support units and between such units.	<ul style="list-style-type: none"> • Systems and procedures which are in place to encourage and support cooperative and cross-functional management. • Evidence that systems have been fully implemented and have produced good results.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Existence of job descriptions which include indicators of quality over which the employee has a degree of control. • Degree to which outcomes are defined and measured. • Extent to which responsibilities have been clearly delineated. • Extent of student satisfaction with services provided. • Degree to which <u>all</u> employees are clear as to their role in securing positive outcomes for the institution. 	<ul style="list-style-type: none"> • Job descriptions exist for all positions, stating scopes of positions and duties. • Supervisors work with employees to establish what constitutes excellence in their job performance, spelling it out in position descriptions and in annual evaluations. • Department heads preside over a discussion as to how service to students can be improved. • Human resource policies are consistent with modern management practice in an academic environment, balancing central management directions re values, etc. and empowerment of employees, academic freedom, etc.
Subcategory	Areas to Address
2.2.2 The extent to which the institution manages its measurement processes to achieve excellence.	<ul style="list-style-type: none"> • A logical design of the organization - linked to mission and objectives. • The responsiveness and effectiveness of the institution.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Evidence that the vision, values and principles of the institution are reflected in the design of the organization and in the design of jobs. • Evidence that the institution is minimizing 	<ul style="list-style-type: none"> • A clear set of internal measures are regularly undertaken and reported: an "Institutional Studies" unit or responsibility is clearly identified. • Executives and department heads preside over regular

<p>bureaucracy and is efficient.</p> <ul style="list-style-type: none"> • Evidence of the use of indicators, measures and data as a basis for evaluating the institution. • Evidence of organizational effectiveness. 	<p>department and program reviews which have the stated goal of assessing the quality of the service provided to the students and to other internal and external clientele.</p> <ul style="list-style-type: none"> • Administrative structure is demonstrated to be a balance between articulation or differentiation of tasks and efficiency; in other words, bureaucracy is intentionally optimized (not minimized). • Executives and department heads ensure that appropriate data are provided for good decision-making and call for the use of such data in determining program development.
<p>Subcategory</p> <p>2.2.3 Type, frequency and nature of performance reviews by unit.</p>	<p>Areas to Address</p> <ul style="list-style-type: none"> • Systematic process for reviewing a unit. • The steps taken when performance goals are not being met.
<p>Focal Points for Evaluation</p> <ul style="list-style-type: none"> • Frequency of meetings to review institutional effectiveness. • Link between such reviews and reviews of other aspects of performance. • Process for dealing with problems within the institution. 	<p>Examples</p> <ul style="list-style-type: none"> • As above but applied to programs and services. Degree programs, for instance, should have a 5-year review cycle. • Executives ensure that, at least annually, meeting agendas of key decision-making bodies include a review of institutional effectiveness. • Structures and procedures exist which allow for dealing with problems.
<p>Subcategory</p> <p>2.2.4 Key methods used to evaluate and improve awareness and integration of institutional values at all levels of the institution.</p>	<p>Areas to Address</p> <p>Systematic collection of data about awareness and integration of institutional values.</p>
<p>Focal Points for Evaluation</p> <ul style="list-style-type: none"> • Reliability and validity of data collected. • Systematic process for looking at performance. • Benchmarking data. • Decision making based on data. 	<p>Examples</p> <ul style="list-style-type: none"> • The institution has access to and uses suitable analytical expertise for dealing with performance data. • The institution has internally published benchmark data available to appropriate personnel, regarding student recruitment, persistence, and program completion, as well as satisfaction and employment or occupation after graduation.

Subcategory	Areas to Address
<p>2.3 Public Responsibility</p> <p>2.3.1 How the institution demonstrates ethical behaviour, public responsibility for health and safety, environmental protection and respect for persons.</p>	<p>Evidence that these issues are attended to and managed well.</p>

Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Existence of plans and methods for managing health and safety issues. • Evidence of a commitment and practices that deploy this commitment to ethical behaviour. • Clear evidence of environmental management practices. 	<ul style="list-style-type: none"> • Policies and committees are in place to handle these issues. • The organization has a published code of ethics for faculty, administration and students, and ensures that internal and external relationships are handled ethically. • The institution has published statements and policies regarding safety, and responsibility for the environment, and complies with all safety and environmental regulations.
Subcategory	Areas to Address
2.3.2 The extent to which promotion and publicity (marketing, advertising and presentations) reflect values of the institution.	Evidence of integrity in external relations.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Number of presentations, tours, speeches and shows reflecting the work of the institution. • Evidence of collaboration with others. • Degree of congruity between public statements and operational measures. • Reaction of students and staff to public statements about the institution. 	<ul style="list-style-type: none"> • The institution has a stated advertising and promotion policy with high-level approval. • The institution periodically gauges the effectiveness of its advertising in its constituency and beyond. • Annual plan exists for promotion and publicity activities with appropriate funds allotted. • Focus groups, etc. are planned with public, students and graduates.

Category 3: Information and Analysis

Data and information management are essential for a good educational institutional. How such data are used and deployed is also critical. In this category, evaluators will be looking at the rigour with which data are used for decision making in the institution.

Subcategory	Areas to Address
3.1 Scope of Data	How the institution decides what data to collect and how it determines the utility of these data.
3.1.1. Indicators for selecting types of data and information to be used in the management process.	How the institution decides what data to collect and how it determines the utility of these data.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Degree to which measures are selected because they impact on academic quality, student performance and student and staff satisfaction. • Degree to which staff and students are involved in deciding which measures to select and use. • Integrity of the data collection process. • Scope and quality of the data collected. • Extent to which data are used as a basis for 	<ul style="list-style-type: none"> • Institutional Studies unit that develops an annual plan and is appropriately funded. • Institutional Studies head is part of the larger community of colleges, such as CIRPA. Activities are open for review and discussion both internally and externally. Annual reports are available for internal and external review consultations with staff. • The institution has stated performance measures,

decision making.	<p>department by department, which explicitly refer to student performance or student satisfaction.</p> <ul style="list-style-type: none"> • To the extent possible, the institution collects reliable and valid data, and distributes them, with interpretation, to personnel affected. • Departments meet at least annually to review what student response data reflect about their performance.
Subcategory	Areas to Address
3.1.2 How access to data is ensured.	Standardization of data collection and distribution methods, access to data and use of data at all levels in the institution.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Availability of relevant data to staff and students. • Degree to which available data are current and reliable. • Readability of reports and data. • Responses of staff and students to the data they receive. 	<ul style="list-style-type: none"> • See 3.1.1 above. • Employees can locate quality control data relevant to their area of responsibility when they are asked to produce it by name.
Subcategory	Areas to Address
3.1.3 Key indicators of performance.	The identification of key performance indicators (KPIs) used by the institution to determine overall performance; correlation with Council's indicators.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Existence of a systematic approach to KPI determination, including Council indicators. • Evidence of benchmarking on the KPIs. • Evidence of all staff being aware of what the KPIs are and what the current performance of the institution is against the benchmarks. 	<ul style="list-style-type: none"> • See 2.2.2 above. • Benchmark document and results of measures are available regularly. • All-staff forums, publications and agendas of academic and governing councils. • Staff are aware of the current benchmarks for their departments. • The institution makes a critical assessment of the extent to which public Performance Indicators reflect its own priorities. • The institution has its own articulated Performance Indicators and benchmarks, apart from those imposed on it.

Subcategory	Areas to Address
3.2 Benchmarking the work of the institution <p>1.2.1 The indicators used for selecting benchmark comparisons.</p>	The frequency and quality of benchmark comparisons with other educational providers and other providers of services.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Evidence of a systematic process for selecting comparison organizations. 	<ul style="list-style-type: none"> • Comparison organizations are chosen in public/private sector, in Alberta and beyond.

<ul style="list-style-type: none"> • Scope and breadth of data collected in comparing the institution to others. • Thoroughness of the benchmarking study. • Use of benchmarking data to set improvement goals. • Number of different functions and processes which are benchmarked. • Objectivity of benchmarking analysis. • Evidence of adhering to Council and KPI reporting specifications. 	<ul style="list-style-type: none"> • Process of benchmarking is clear and open to review. • There is external validation of the benchmarking process. • Annual Report to Council/Advanced Education. • The institution gives evidence of having optimized the collection of comparison data; comparators vary appropriately according the function being assessed with stated grounds. • Program development plans refer to benchmarks.
<p>Subcategory</p> <p>3.2.2 Use of benchmarking data to encourage new ideas and practices inside the institution.</p>	<p>Areas to Address</p> <p>The way in which the benchmarking process is used to create new ways of working or new challenges for the institution.</p>
<p>Focal Points for Evaluation</p> <ul style="list-style-type: none"> • Evidence of a systematic process for analyzing benchmarking data for organizational development and improvement. • Evidence that a consistent and thorough process is used to follow up benchmarking data. • Provision of training in interpreting benchmarking information. • Number of changes and innovations resulting from benchmarking. 	<p>Examples</p> <ul style="list-style-type: none"> • The institution can cite changes resulting from benchmarking discussions. • Regular reports go to key institution bodies. • Staff forums are held plus follow up plans are formulated. • Annual reports and reports to councils.
<p>Subcategory</p> <p>3.2.3 Planning for evaluation through benchmarking and a study of tested practices used by other institutions.</p>	<p>Areas to Address</p> <p>The plans the institution has to examine practices that work well in learning and teaching and the development of its benchmarking efforts.</p>
<p>Focal Points for Evaluation</p> <ul style="list-style-type: none"> • Evidence of program and organizational evaluation development plans. • Systematic plans for analysis of practices that work well. 	<p>Examples</p> <ul style="list-style-type: none"> • Program review policies, procedures and schedule.

<p>Subcategory</p> <p>3.3 Link between Data and Planning</p> <p>3.3.1 Using data as a basis for planning</p>	<p>Areas to Address</p> <p>The extent to which data about student satisfaction, academic evaluation and program review are used as a basis for planning and organizational development.</p>
<p>Focal Points for Evaluation</p> <ul style="list-style-type: none"> • Evidence that planning is systematic and rigorous. • Clear examples of the use of student performance data as a basis for planning. 	<p>Examples</p> <ul style="list-style-type: none"> • Regular reports from Executive to Academic Council and General Council are duly approved. • Program reviews include this data with plans flowing from them.

	<ul style="list-style-type: none"> Organization regularly develops strategic planning documents, such as staffing and program development plans, budgets, business plans, and mission and vision statements, which are consistent and interrelated. Planning documents refer to Performance Indicators and benchmarks.
Subcategory	Areas to Address
3.3.2 Using financial data in planning and evaluation.	The use of activity based costing, cost/activity data and unit cost data as one of several bases for planning and decision making.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> Clear and systematic process for analyzing the relationships between cost and performance. Plans for academic and teaching development are fully costed. Management are aware of the financial consequences of their decision making as they make their decisions. 	<ul style="list-style-type: none"> See 3.3.1 above. Program plans indicate their implications for revenue streams and expenses, with attention to strengths, weaknesses, opportunities and threats. All program and service initiatives are fully costed as part of their approval process.
Subcategory	Areas to Address
3.3.3 The institution is working to ensure that decision makers are trained to use systematic analysis tools in their decision making.	Rigour in the way in which "problems" are analyzed and acted upon.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> Evidence of the use of analytic tools such as process maps, data based tools, problem solving tools - throughout the institution. Examples of effective improvement projects inside the institution. 	<ul style="list-style-type: none"> This would be evident in performance reports to the Councils, the Board, the Ministry, etc. Should also be reflected in committee structure and functions.

Category 4: Strategic Planning

Before it can recommend approval for any academic degree program, Council needs assurance that the institution has developed business plans which are viable, both strategically and financially. The minimum requirement here is for the submission of available three-year business plan, including all relevant performance information. While some of these data will have been provided under Category 1, what is sought here is the integration of such financial information as is available with the planning process.

Subcategory	Areas to Address
4.1 Short and Long Term Planning	
4.1.1 The process used to develop 3-year business plans inside the institution.	The nature of the planning process and what it reveals about the nature of management and organizational design.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> Extent of student and staff involvement in the development of the plan. 	<ul style="list-style-type: none"> Evidence of a creative disregard for "bottom-line economics" in decision-making processes in favour of

<ul style="list-style-type: none"> • Extent to which plan is seen as a “guide to action” inside the institution. • Extent to which planning relates to all aspects of the institution. • Integration of improvement and performance issues into the plan. • Evidence that learner requirements have been thoroughly and systematically examined. • Evidence that the needs and concerns of other stakeholders have been addressed in the plan. • Evidence that the core competencies of the organization have been assessed. • Evidence that the limitations of the institution are understood. • Evidence of risk assessment. • Degree to which the competitive environment has been appropriately assessed. 	<ul style="list-style-type: none"> overall institutional integrity. • Rolling 3 - 5 year strategic plan which includes implementation activities, timelines, details, etc.. • Biannual environmental scans.
Subcategory	Areas to Address
4.1.2 Plan Implementation	The extent to which the business plan is deployed in a systematic way in all parts of the institution.

Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Evidence of a workable process for plan deployment. • Evidence by example of successful plan implementation. • Frequent use is made of the plan in decision making. 	<ul style="list-style-type: none"> • Regular updates of plan to councils. • All policy and program proposals refer to the plan.

Subcategory	Areas to Address
4.2 Plans for Excellence and Performance	
4.2.1 Planning Process	What is the plan for improvement over a 3-5 year period, how was this plan arrived at and what are its intended consequences?"
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Clarity of the changes which need to be made for performance to be successful. • Evidence to support predictions about improvement. • Evidence of a proactive approach to improvement rather than a reactive one. 	<ul style="list-style-type: none"> • Increase student pass/fail rate by 10%. • Survey of students/faculty re reasons for success/failure. • The organization has published procedures for planning and arriving at the requirements for successful implementation.
Subcategory	Areas to Address
4.2.2 Goals	The nature of goals and the detailed plans for their achievement.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Specific goals, unit by unit, for improvement • Breadth of goals. 	<ul style="list-style-type: none"> • Unit goals set and reported annually (e.g., registrar, library, academic departments). Goals are tabled with

<ul style="list-style-type: none"> The extent to which goals are seen as challenging goals within the organization. Evidence of a link between goals and resource allocation. 	councils. <ul style="list-style-type: none"> Goals are approved before the budget process. The organization has articulated institution-wide goals for development and change, with stated resource requirements for implementation, as well as contingency plans.
<p>Subcategory</p> <p>4.2.3 Ownership of the Plans</p>	<p>Areas to Address</p> <p>The extent to which plans are valued and being enacted within the institution.</p>
<p>Focal Points for Evaluation</p> <ul style="list-style-type: none"> Extent to which staff and students are aware of the plans. Extent to which plans influences the individual plans of staff and students. Extent to which unit plans are integrated with the institution's business plan. 	<p>Examples</p> <ul style="list-style-type: none"> Plans are broadcast via newsletters, staff forums and surveys. Cross-referencing exists in business plan and strategic plan. Staff and students (at the level of student government, at least) can refer knowledgeably to development plans and their (departmental) role in achieving them.

Category 5: Human Resource Development and Management

Council has to ensure that those associated with the management of the learning process and those engaged in teaching have been selected in a systematic and planned way, have the skills and competencies required and have the opportunity to develop while employed by the institution. While not all employees will be full time, all staff must have clear and explicit expectations for performance and clear and specific responsibilities.

Council recognizes a growing diversity in the nature of employment relationships within institutions delivering and providing educational programs. The requirement here is to be explicit about the plans for the deployment of people and their skills in the service of the mission/mandate of the institution. While certain core competencies will be required to be available within an institution seeking program approval, Council recognizes that there are a variety of means by which these core competencies can be retained and deployed.

<p>Subcategory</p> <p>5.1 Human Resource Planning</p> <p>5.1.1 The nature of the personnel plan and its links to quality and performance.</p>	<p>Areas to Address</p> <p>A systematic personnel plan.</p>
<p>Focal Points for Evaluation</p> <ul style="list-style-type: none"> Existence of a staff recruitment strategy and plan. Existence of a training and development plan for new and existing employees beyond the current year. Plans for employee recognition and reward. Linking of personnel plans to outcome. Thoroughness of the personnel plan. 	<p>Examples</p> <ul style="list-style-type: none"> Annual staff awards for teaching and service, long term service awards, pay for performance.

Subcategory	Areas to Address
5.1.2 Key Performance Indicators for personnel.	The performance measures adopted in relation to personnel and their links to the business plan of the institution.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Recruiting strategies to attract suitably qualified applicants. • Strategies for staff upgrading. • Skill level of new and existing employees. • The measures of performance for staff. • Nature of performance appraisal inside the institution. 	<ul style="list-style-type: none"> • Job evaluation policies are in place. • Human resource policies and processes for performance assessment are in place and regularly monitored.
Subcategory	Areas to Address
5.1.3 How the institution uses employee information to improve the organization.	The extent to which data from employees is used as a basis for organizational development.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Amount of employee data collected by the organization - e.g., employee satisfaction data. • Extent of use of employee data in decision making. • Link between what employees say and what actions are taken. 	<ul style="list-style-type: none"> • Regular employee satisfaction surveys and follow up exist. • Staff forums are held regularly with executive.

Subcategory	Areas to Address
5.2 Employee Involvement	
5.2.1 The extent to which units manage their own work.	The extent and nature of empowerment and the links between empowerment and the efforts to improve the institution.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Extent to which the organizational structure is based on teams working together to meet the needs of students and their programs. • Nature of decision making and the part each teaching staff member plays in decisions about programs, courses, student progress and improvement. • Extent to which individual staff members, working with their team, can influence policy decisions. • Extent to which staff performance is evaluated by their peers. • Involvement of students in the decision making which most affects them. 	<ul style="list-style-type: none"> • Committee and council structure is open, fully representative and accountable. • Open processes for program and course development and review, etc. are built into the governance structure. • Peer evaluation of performance is part of assessment process. • Students are represented on key bodies and are elected by the students.
Subcategory	Areas to Address
5.2.2 The actions taken to increase employee involvement over time.	A critical examination of the extent to which empowerment is developing within the institution.

Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Evidence of a clear plan for increasing employee involvement. • What employees say about the degree of empowerment they have. • Evidence of a clear plan for increasing innovation and creativity. • Comments from employees concerning responses of management to risk taking and innovation. 	<ul style="list-style-type: none"> • Accountability statements for each employee exist which show how much each is empowered in relation to supervisors and those supervised. • Surveys of employees are conducted.
Subcategory	Areas to Address
5.2.3 Key methods and indicators used by the institution to assess the extent and nature of empowerment.	The extent to which empowerment is evaluated within the institution.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Review the measurement indices that have been created to examine empowerment and employee involvement. • Extent to which all categories of employees are involved and empowered and the appropriateness and utility of the measures of empowerment and involvement used for each category of staff. 	

Subcategory	Areas to Address
5.3 Employee Education and Training	
5.3.1 How the institution determines training and educational needs of employees.	<p>The nature of education and training planning, specifically:</p> <ul style="list-style-type: none"> • the link between plans for education and training of employees and the 3-year business plan; • the needs of individual employees and how these are balanced against the needs of the institution; • the extent to which all units within the institution have resources for training and development.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Evidence that a systematic analysis of education and training needs of employees has been completed and is related to the business plan of the organization and the program approval requirements of the Council. • Use of a variety of different methods to meet needs – in-house training, external courses, video based learning, computer based learning, etc. • Extent to which employee appraisal processes within the institution are linked to training and education. • Extent to which employees receive feedback about the value of the training and education they have 	<ul style="list-style-type: none"> • A staff training plan based on survey of needs should include all these issues. • See performance assessment (5.1.2) for indication of extent to which employee appraisal process is linked to training and education. • Regular surveys are conducted to obtain employees' views of education and training strategies.

received. <ul style="list-style-type: none"> Employees' views of the education and training strategy and practices of the institution. 	
Subcategory	Areas to Address
5.3.2 The orientation of new employees to the institution and the development of learning contracts with all employees.	Policy and practice - i.e., data about the action taken by the institution to implement policies.

Subcategory	Areas to Address
5.4 Employee Performance and Recognition 5.4.1 Examining the nature of the reward, recognition and pay systems used by the institution.	The philosophy, policies and practices with regard to pay, recognition, promotion, compensation, reward, and feedback processes.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> Existence of and practice regarding employee appraisal and evaluation. Clarity of job descriptions and inclusion of key performance indicators in same. Extent to which employees have a strong influence over the indices against which they are being assessed. Extent to which pay and compensation is based on the achievement of goals. Approach to deciding on promotions to leadership and management positions. What employees at all levels say about pay, reward and recognition systems within the institution. 	

Subcategory	Areas to Address
5.5 Employee Well-being and Morale	The organizational climate and culture, especially employee wellness.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> Existence of policy in relation to health and safety at work. Health and safety practices. Results of safety audits completed by others. Absence of lawsuits regarding health and safety issues. Absentee rates of employees. 	

<ul style="list-style-type: none"> • Design of the institution's facilities. • Concerns raised by employees and students concerning health, safety, ergonomic and wellness issues. • Work access for the disabled; • Special facilities for employees and students - recreation, sports, dining, etc. 	
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Category 6: Management of Process

In this category, the focus of Council's concern is with the design process for programs and the services to staff and students associated with these programs. While a later and separate evaluation will focus on the programs themselves, the concern here is with process: the mechanisms by which quality is designed into the way in which program and service decisions are made.

Put simply, this category examines the systematic processes used by the institution to pursue ever higher quality in its programs and services and ever better performance on key performance indicators (KPIs).

Again, new institutions seeking to offer innovative programs may not be able to provide all of the information implied by the "focal points for evaluation" listed below. Council understands this, and expects the institution to provide such information as it deems to be helpful to the evaluators to meet as many of the "areas to address" and "focal points for evaluation" as possible.

Subcategory	Areas to Address
6.1 The Design and Introduction of Effective Programs and Services	How new or improved programs and services are designed and introduced and how key performance requirements for these services and programs are determined. The core question here is: what is the process used by the institution for introducing or improving a program or service for students and how rigorous and focused is this process?
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Thoroughness of the planning process for new programs or services. • Extent to which designs for new programs or services are based on a thorough assessment of student needs. • Extent and quality of market research. • Evidence that student requirements and those of other "stakeholders" have been translated into specific outcome measures for the program or service which can be readily assessed. • Process for internal approval of the program or service is open and leads to modifications and improvement in the design. • Evidence of comparative analysis for similar programs and services in other or related 	The institution would provide this in each new program proposal.

<p>organizations.</p> <ul style="list-style-type: none"> • Evidence of capability assessment - i.e., an assessment of the institution's ability to deliver the proposed program. 	
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Subcategory	Areas to Address
6.2 Program and Service delivery process management	This section deals with the management of the delivery process for programs and services, that is, the processes used by the institution to maintain programs and services.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Use of appropriate KPIs as a basis for measuring performance. • Extent of monitoring in the implementation of a new program or service. • Extent of process monitoring in the ongoing delivery of a program or service and the mechanisms used to keep performance within "planning boundaries". • Use of valid evaluation and statistical data as the basis for performance review. • Speed at which problems and concerns are responded to. 	<ul style="list-style-type: none"> • Regular updates for internal and external review of a program. • All reports on problems/concerns include specific actions within timelines and costs.

Subcategory	Areas to Address
6.3 The Quality and Responsiveness of Support and Business Processes within the Institution.	An examination of the whole organization, not just those parts which deliver programs. For example, an institution may have an excellent educational program, but a poor computer services unit or marketing unit. To ensure an examination of all aspects of organizational design and performance, this category is included. It encompasses such services as finance and accounting, registrarial services, purchasing, legal services, plant and facilities management, secretarial, information systems and other administrative services.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Extent to which internal customer needs for each of these services has been identified, quantified and assessed. • Systems are in place for measuring the performance of these services and functions. • Standards for service are published and readily available to all who use them. • Extent to which employees and students are satisfied with the services provided by these units. 	<ul style="list-style-type: none"> • Benchmarking is set for key activities (registration, admission, program planning, etc.) These are measured regularly and reported.

<ul style="list-style-type: none"> Frequency and of performance reviews within and between these units. 	
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Subcategory	Areas to Address
6.4 Assessment	An examination of the nature of assessment within the institution. That is, what evaluative processes are used to ensure the highest level of excellence in all aspects of the services provided by the institution?
Focal Points for Evaluation	<p>Examples</p> <ul style="list-style-type: none"> A senior committee of Academic Council or Governing Council oversees all these review activities and reports regularly to the institution's community.

Category 7: Outcomes

Council is concerned not just with process, but also with outcomes. Before it will examine a specific program or course of study, it needs to examine the actual historical performance of the institution in providing learning and support to students. In this section, outcomes will be examined in detail.

New institutions may not have a great deal of data, but will be expected to specify and describe the specific performance indicators against which they wish to be assessed and to make some predictions of what these indicators will show at various points in time.

Subcategory	Area to Address
7.1 The extent to which the goals set by the institution are met in practice.	<p>The rigour and nature of the performance measures which the organization has selected as the basis for their performance assessment process.</p> <p>Council will use benchmarking data and other data to compare the performance of the organization being assessed with other comparable organizations, where this is possible.</p>

Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Number and variety of performance indicators used by the institution; • The actual outcomes. • Extent to which the data show improvement over time. • Measures used include input data, process data and outcome data. • Number and nature of adverse trends noted in the data provided. • Credibility and clarity of the explanations given for adverse trends. • Use of benchmarking data by the organization itself. • Performance of the institution against that of others in the same field of operation. 	

Subcategory	Areas to Address
7.2 Outcomes relating to productivity, effectiveness and efficiency of the internal operation of the institution.	The internal data showing how effective the institution is in its use of resources.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Scope, objectivity and breadth of operational data are presented. • Extent to which positive trends are revealed. • Presentation of adequate data to establish trends and patterns. • Presentation of data on key financial performance ratios. • Benchmarking of the performance of the organization being evaluated with that of other similar organizations. • Data concerning internal levels of satisfaction with performance. • The nature and speed at which corrective actions were taken by the organization when performance was showing adverse trends (if at all). 	<ul style="list-style-type: none"> • Senior managers regularly report on such matters to both Councils, taking into account student success costs, comparisons to related programs, and action plans for adjustments.

Category 8: Student Focus and Student Satisfaction

Council has a variety of responsibilities. One critical responsibility is to ensure that students' needs are being understood, appropriately interpreted, acted upon and met. This requires Council to examine the nature of the institution's focus on students, the commitments it makes to them and how well it delivers on these commitments. The needs of other stakeholders strongly rely upon the needs of students being understood and met. While this is the subject of this separate category, it will be noted that there are requirements for the student focus to be evident in other categories of this evaluation.

Subcategory	Area to Address
8.1 Relationship management and support of students	<p>The nature of the relationship between the institution and students. The nature of student expectations and how these are “managed” by the institution.</p> <p>The quality of information provided to students about programs, courses, services and support.</p> <p>The nature of student-staff interaction and the ease of access of staff to students.</p> <p>Student perception of service quality.</p> <p>Students’ views of the institution and its overall performance.</p>
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Nature of marketing and promotional materials used by the institution and their accuracy with respect to expectations, services and programs. • Thoroughness with which market segments and customers are targeted. • Depth and quality of understanding of the needs of students as evidenced in the organizational methodology for looking at student needs, concerns and trends in the marketplace. • Quality of information and advising provided to prospective students of the institution. • Rigour with which students are selected for entry. • Extent and quality of student complaint handling within the institution. • Tracking of student performance on a regular basis. • Way in which drop-out and drop down are handled by the institution. • Extent to which students feel that the expectations established during recruitment are matched by their experience of the institution within their first six months. 	<ul style="list-style-type: none"> • Follow up on usefulness of calendar, etc. • Should be part of program proposals and review. • Admissions process data will provide evidence of rigour with which students are selected for admission. • Ombudsperson to handle student complaints. • Student surveys, graduate follow up exist to determine student satisfaction.

Subcategory	Area to Address
8.2 Service Accessibility	<p>The ease and extent to which students can access assistance, support and services and the ease of complaint processes within the institution.</p>
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Students know how and /or whom to contact with questions, comments, concerns and complaints about the programs or services being provided. • Clear understanding on the part of students that 	<ul style="list-style-type: none"> • Independent, random sampling of students undertaken regularly.

<p>their concerns will be listened to, addressed and dealt with without fear of consequence.</p> <ul style="list-style-type: none"> • Clear understanding on the part of students and strong supportive evidence showing that concerns are followed up and action is taken. 	
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Subcategory	Areas to Address
8.3 Setting and Monitoring Standards	Evidence that standards are set and monitored with respect to services to students.
Focal Points for Evaluation <ul style="list-style-type: none"> • Evidence of standards being set with respect to services offered by the organization to students - e.g. registrarial services (registration, transcripts, transcript evaluation, etc.), financial services. • Clear standards for marking assignments and standards for marking turnaround. • Quality of feedback to students on assignments, evaluated projects and examinations. • Clear statement of student and staff responsibilities and obligations. • Clear statement of learning objectives for courses and programs. • Evidence that standards set are monitored and performance assessed. • Student and employee opinions about the standards set. 	Examples

Subcategory	Areas to Address
8.4 Commitment to Students	Evidence that contract between the institution and students is explicit.
Focal Points for Evaluation <ul style="list-style-type: none"> • Guarantees or written commitments provided to students with respect to services, programs and courses. • Regulations relating to programs, courses, students and their behaviour and the extent to which they provide a climate of trust and support for students. • Extent to which professional programs (where offered) are underwritten, accredited or supported by professional bodies. 	Examples

Subcategory	Areas to Address
8.5 Student Satisfaction	The extent to which the institution deliberately works toward the satisfaction of students and works to ensure that the levels of student satisfaction are high.
Focal Points for Evaluation	Examples
<ul style="list-style-type: none"> • Student survey data from past and present students with regard to satisfaction. • Frequency and variety of sources for student satisfaction measurement by the institution. • Reliability and validity of the methods used to measure and assess student satisfaction. • Trends in student satisfaction over time. • Growth of student body over time. • Retention rates. • Benchmarking the performance of the organization against that of similar organizations offering similar programs and services. 	

H. UNDERGRADUATE PROGRAM EVALUATION FRAMEWORK

With revisions to December 2011

Criterion 1: Program has an appropriate fit between name, program content, and nomenclature for credential.

See Resident Proposal Checklist #2 and #3 (Appendix C) OR Non-resident Proposal Checklist #2 and #3 (Appendix J); and CAQC's Program Assessment Standard #4 (Chapter 4.3.1).

The applicant has:

- Demonstrated that the name and nomenclature fits the Quality Council's guidelines where specified.
- Provided the rationale for choice of name and nomenclature.

Criterion 2: Program implementation date is appropriate given the timing of the proposal and the readiness of the institution to mount the program.

See Resident Proposal Checklist #5 and #35 (Appendix C) OR Non-resident Proposal Checklist #5 and #30 (Appendix J); and CAQC's Program Assessment Standard #4 (Chapter 4.3.1).

The applicant has:

- Specified the desired implementation date.
- Provided a rationale for the readiness of the institution to meet this deadline given known circumstances (e.g., application deadline, Quality Council review timelines, etc.).

Criterion 3: Program learning objectives and student outcomes are comparable to programs of similar length and level of program.

See Resident Proposal Checklist #31 (Appendix C) OR Non-resident Proposal Checklist #26 (Appendix J); CAQC's Program Assessment Standard #6 (Chapter 4.3.1); and the Canadian Degree Qualifications Framework (Appendix B).

The applicant has:

- Specified clear and achievable learning objectives and outcomes.
- Demonstrated that learning objectives are at the appropriate level of learning for a 3- or 4-year baccalaureate program.
- Incorporated appropriate strategies to identify and meet the needs of learners, including support for engaged and active learning.
- Specified a competency profile for graduates of the program.
- Provided an explanation of how program objectives relate to the institutional mission and objectives.
- Demonstrated that it has a process in place to maintain the currency of the program and the quality of its learning outcomes.

Criterion 4: Program responds to adequate level of student demand.
See Resident Proposal Checklist #19 (Appendix C) OR Non-resident Proposal Checklist #16 (Appendix J).

The applicant has:

- Provided an indication of the process used to assess student demand and employment prospects for graduates of the proposed program.
- Provided comparative analysis with other institutions offering similar programs to demonstrate adequacy of demand.
- Described the student target group and provided a strong rationale for the targeted student group.
- Indicated the level of societal demand for graduates of the program.
- Specified the proposed enrolment (both full-time and part-time) and how it relates to the above factors.

Criterion 5: Program curriculum is clear and well integrated with the objectives and outcomes.
See Resident Proposal Checklist #29 (Appendix C) OR Non-resident Proposal Checklist #24 (Appendix J); and CAQC's Program Assessment Standards #6 and #7 (Chapter 4.3.1).

The applicant has:

- Demonstrated that the program curriculum has a clear focus.
- Demonstrated that the courses are taught at the appropriate depth and breadth for the proposed level.
- Demonstrated that the program has an appropriate balance between core requirements and specialized courses.
- Provided course descriptions of all the courses included in the curriculum.
- Indicated if there is any integration of the proposed program with other areas.
- Indicated clearly how the curriculum meets Quality Council program structure guidelines (total number of courses, number of senior courses, etc.).
- Provided a sample student program for each year of the program.

Criterion 6: Relationship of proposed program to existing programs within and outside the institution is appropriate.
See Resident Proposal Checklist #12, #14 and #31 (Appendix C) OR Non-resident Proposal Checklist #14 and #26 (Appendix J); and CAQC's Program Assessment Standards #2 and #6 (Chapter 4.3.1).

The applicant has:

- Indicated the existing or planned for external portability and internal transferability.
- Demonstrated how the program provides appropriate preparation for postgraduate or professional degrees, or graduate studies, if applicable.
- Indicated any possible positive or negative impacts on other existing programs within the institution.

Criterion 7: Program resources are adequate.

See Resident Proposal Checklist #39 and #40 (Appendix C) OR Non-resident Proposal Checklist #34 and #35 (Appendix J); and CAQC's Program Assessment Standard #3 (Chapter 4.3.1).

The applicant has:

- Demonstrated that there are adequate library and learning resources (both physical and electronic) to support the proposed program.
- Demonstrated that there are appropriate labs, computing facilities, and/or specialized equipment to support the program.
- Indicated how practica or other such experiences shall be utilized to achieve program objectives, and how they will be organized and managed.
- Provided a fiscal plan for implementation of the program (including, e.g., fees to be charged, Access funding, if applicable, etc.).
- Demonstrated how any advisory committees shall be selected and operate, where appropriate.
- Demonstrated that there are sufficient and appropriate academic student services to support the program (e.g., student advising).
- Demonstrated institutional commitment to maintaining and supplementing resources and equipment for the program as needed.

Criterion 8: Faculty resources are adequate for the program.

See Resident Proposal Checklist #36 and #37 (Appendix C) OR Non-resident Proposal Checklist #31 and #32 (Appendix J); and CAQC's Program Assessment Standard #1 (Chapter 4.3.1).

The applicant has:

- Demonstrated that the institution meets Quality Council requirements for number and quality of faculty and support staff.
- Indicated a plan for future hiring, if appropriate.
- Given evidence of faculty workload policies and actual workload statistics.
- Provided a staffing plan if rotation of courses is being proposed.
- Demonstrated an appropriate level of scholarly activity, research or creative activity by faculty teaching in the baccalaureate or graduate program involved.

Criterion 9: Interdisciplinary programs are well designed and integrated (if such programs are proposed).

See Resident Proposal Checklist #12 (Appendix C); and CAQC's Program Assessment Standard #6 (Chapter 4.3.1).

The applicant has:

- Demonstrated that the interdisciplinary program has a clear focus.
- Demonstrated that the program meets Quality Council staffing standards.
- Provided a staffing plan in relation to other programs, when interdisciplinary faculty are shared across programs.

Criterion 10: Teaching approach and objectives have an appropriate fit.

See Resident Proposal Checklist #33 (Appendix C) OR Non-resident Proposal Checklist #28 (Appendix J); and CAQC's Program Assessment Standard #5 (Chapter 4.3.1).

The applicant has:

- Provided a rationale and demonstrated effectiveness for the teaching approach, especially if innovative.
- Demonstrated how the teaching approach will allow the student to achieve the desired learning objectives and outcomes.
- Provided evidence of possible student evaluation of the teaching approach.
- For programs to be delivered by non-traditional means, demonstrated that the institution has the expertise and resources to support the proposed method of delivery.

Criterion 11: Program evaluation plan is evident.

See Resident Proposal Checklist #41 and #42 (Appendix C) OR Non-resident Proposal Checklist #36 and #37 (Appendix J); and CAQC's Program Assessment Standard #8 (Chapter 4.3.1).

The applicant has:

- Demonstrated that a formal, approved policy and procedure for periodic review and improvement is in place for the proposed program to determine whether student outcomes are achieved. Normally such assessments include the advice of external experts.
- Demonstrated that the institution regularly allows for student, faculty and employer review of programs within the institution.
- Demonstrated that information gathered from such evaluation is, or can be, utilized to improve the programs.

Criterion 12: Academic policies related to the program are planned or in place.

See Resident Proposal Checklist #16 and #32 (Appendix C) OR Non-resident Proposal Checklist #13 and #27 (Appendix J); and CAQC's Program Assessment Standard #2 (Chapter 4.3.1).

The applicant has:

- Demonstrated that appropriate academic policies are in place for the program (e.g., admission, mature students, grading, student academic code, academic progress, academic dishonesty, appeals, graduation).
- Demonstrated that it has established policies and procedures that outline the process by which transfer of academic credits is awarded.

Criterion 13: Consultation with other institutions and professional licensing or regulatory bodies, where appropriate, has occurred.

See Resident Proposal Checklist #15 and #42 (Appendix C) OR Non-resident Proposal Checklist #12 and #37 (Appendix J); and CAQC's Program Assessment Standard #9 (Chapter 4.3.1).

The applicant has:

- Demonstrated that there has been sufficient consultation with other institutions and or academic experts who either offer or are familiar with similar programs.

- Demonstrated adequate support from other institutions for the offering of the program.
- Demonstrated that graduates of the program are prepared to meet the requirements of the relevant regulatory or professional body.

Criterion 14: Independent academic expert reports are available (normally needed for 4-year programs).

See Resident Proposal Checklist #43 (Appendix C). Criterion 14 is not applicable for non-resident institutions.

The applicant has:

- Provided independent academic expert reports and a description of each expert's qualifications for each 4-year program proposals.
- Provided evidence of thoughtful responses to the issues and recommendations raised in the reports of the independent academic experts.

I. INDEPENDENT ACADEMIC EXPERTS

March 2008

With revisions to December 2011

Council's Degree Program Proposal Checklists (Appendix C for Resident institutions and Appendix J for Non-resident institutions) normally require institutions, including those requesting fully expedited reviews, to include with the submission of new degree program proposals the full report(s) of an independent academic expert (or experts) engaged by the institution, along with the institution's response. The applicant institution should provide short résumés of the academic experts involved and a rationale as to why they were selected.

Note that these academic experts, engaged by an institution when it is developing a proposal, are not to be confused with CAQC's peer evaluators, who are invited by Council to join review teams established later in the program approval process by Council.

The following are guidelines with respect to the selection and use of independent academic experts:

- Academic experts must have doctoral degrees (or terminal degrees in the discipline) and hold (or have held) academic appointments at the senior level.
- Academic experts should have experience in the design, delivery or administration of a similar program offered at a degree-granting institution.
- In order to avoid conflict of interest and to ensure objective assessments, any connection between an academic expert and the applicant institution must be disclosed. Institutions are wise to avoid potential and perceived conflicts by selecting experts who have no connection with the institution or faculty/administrators of the proposed program, or who are from institutions that are not affiliated with the applicant institution.
- Given *Freedom of Information and Protection of Privacy Act* considerations, the institution should seek permission from the expert for submission to Council of the expert's resume.
- Academic experts should be provided with terms of reference, including specific issues/areas to be addressed in the review (see below for a sample that can be adapted to suit the particular institution and program being proposed).
- For some program proposals, the institution should consider the merits of having an academic expert visit the campus to assess the institution's infrastructure, including library holdings and information access arrangements pertaining to the program area, as well as other physical resources such as laboratories.
- If an expert's report fails to address critical elements of the proposed program, the institution should consider engaging another expert to assist it in the development of a strong proposal.

SAMPLE TERMS OF REFERENCE

The following exemplifies terms of reference that an institution might give to independent academic experts commenting on program proposals. They may be adapted to suit the institution and program being evaluated.

1. Does the proposed program meet or have the potential to meet national and international quality standards for degree programs?

2. Does the proposed program demonstrate an understanding of the needs of learners in the program and provide the appropriate academic breadth and depth of knowledge as outlined in the expectations for degree level standards in the [Canadian Degree Qualifications Framework](#) (Appendix B)?
3. Will the proposed program offer similar learning outcomes and opportunities for advancement as those offered to graduates of similar programs at Canadian post-secondary institutions?
4. Have institutional administrators and faculty made a realistic assessment of demands that will be created by the proposed program (e.g., finances, adequacy of current and proposed faculty resources, workloads, support for scholarship of faculty, etc.)?
5. Does the institution have both the academic resources (e.g., supporting disciplines) and the infrastructure (e.g., classrooms, information resources, labs, offices, equipment, etc.) to implement the proposed program?
6. Given the over-all quality of the institution's operations, does the expansion of programs, as proposed, seem to be a viable and realistic proposition?
7. Do you endorse the proposal without conditions? If yes, for what reasons? Do you endorse the proposal subject to stated conditions? If yes, with which conditions and for what reasons? If you do not support the proposal, what are your reasons?
8. Has the institution adequately assessed demand for the program? Has it provided realistic enrolment projections?

In order to assist academic experts with their assessments, it is recommended that they be provided with information about the degree approval process (Chapter 2), the [Canadian Degree Qualifications Framework](#) (Appendix B) and Council's program assessment standards (Chapter 4.3.1). In the case of undergraduate degrees, the applicable guidelines with respect to staffing, degree structure and curriculum content, etc. should also be provided.

J. NON-RESIDENT INSTITUTIONS – DEGREE PROGRAM PROPOSAL CHECKLIST FOR UNDERGRADUATE AND GRADUATE PROGRAMS

With revisions to April 2007

All proposals for new degree programs from non-resident institutions are to be submitted to the Minister of Advanced Education. Initially, this proposal will be forwarded to the Public Institutions Branch for a system coordination review. Once that review is completed, the Minister may forward the proposal to the Campus Alberta Quality Council for its review. The following checklist identifies the elements which should be included in the program proposal submitted for system coordination review, followed by the additional proposal information that is needed for a quality assurance review by Council.

CONTENTS:

Part A

System Coordination Review - The fundamental question addressed in the system coordination review is the need for the program in the Alberta post-secondary system. The institution's rationale for the program will be reviewed in the context of current program offerings in the system. The proposal must contain documented evidence of student demand, employer demand, and opportunities for further education. Consideration will be given to the institution's financial plan for the program including its implications for students and student financial assistance.

Overview

1. The institution
2. The title of the program and length of program (in years or semesters)
3. The credential to be awarded and the rationale for its use
4. Contact person
 - Name
 - Phone
 - E-mail
5. The proposed start date
6. Provide an overview of the program structure including a description of the goals of the proposed program. Indicate the distinctive features of the program and its relationship to the mandate of the institution. Include calendar level information about program requirements (e.g., core, general education and electives), specializations as well as course titles.
7. Outline the expected outcomes of the program in terms of employment, self-employment or further education and provide the data upon which this assessment is based. What is the targeted employment and/or further education rate?
8. Provide the enrolment plan for the program, identifying full-time, part-time and work experience enrolment, along with total FLE and anticipated number of graduates per year. Indicate the minimum viable enrolment. Include explanatory notes if needed.

Enrolment Table

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Annual Ongoing
• Total Full-Time head count	0	0	0	0	0
• Full-Time Year 1					
• Full-Time Year 2					
• Full-Time Year 3					
• Full-Time Year 4					
• Total Part-Time head count	0	0	0	0	0
• Part-Time Year 1					
• Part-Time Year 2					
• Part-Time Year 3					
• Part-Time Year 4					
• Total Work Experience hc	0	0	0	0	0
• Work Experience Year 1					
• Work Experience Year 2					
• Work Experience Year 3					
• Work Experience Year 4					
• Total FLE	0	0	0	0	0
• FLE Year 1					
• FLE Year 2					
• FLE Year 3					
• FLE Year 4					
• Anticipated No. of Graduates					

Institutional and System Issues

9. Outline the institution's demonstrated expertise and capacity in this or related program areas.
10. Outline the institutional development and academic approval processes that were followed in developing the proposal, including program advisory bodies formed by the institution.
11. Describe how the proposed program fits within the broader post-secondary system. Is it unique to the region, province, country? Does it compete with or complement other programs in the system? If the program is similar to or duplicates an existing program, is the duplication warranted?
12. Describe the consultation that has occurred with other institutions in Alberta offering similar programs. Provide evidence of support.
13. State what transfer arrangements have been identified for students who want to transfer from this program to other degree programs in Alberta. What transfer arrangements have been identified for students to transfer into the proposed program from existing programs within the same institution, and from existing programs at other institutions?
14. Describe how this program advances the province's social and economic priorities. (E.g., Increased post-secondary participation rates, Aboriginal Policy Initiative, Rural Development Strategy)

15. Describe how this program will benefit the Alberta post-secondary system (e.g., students, the institutions, the department). Are there any negative implications for the system?

Market Assessment

16. Describe what student demand currently exists and can be anticipated for this program. How has student demand been assessed? The demand analysis should be supported with relevant data and should be placed in the context of the post-secondary system. Some examples of demand data include surveys of existing students, surveys of high school students, ratio of applicants to admitted students in similar programs at the institution or elsewhere in the system, application patterns for similar programs at other institutions, and unsolicited student inquiries.
17. Describe the economic demand for this program. What steps were taken to assess economic demand for the program? How will this program address the needs of employers? The demand analysis should be supported with relevant data at the regional, provincial and national level as appropriate. Some examples of demand data include labour force projections from industry and professional associations, demographic analysis, graduate employment from similar programs at other institutions, employer surveys.
18. Explain the level and kind of support that will be provided by professional organizations, regulatory bodies, employers, and industry. Provide evidence of consultation and support.
19. Present evidence that employers will provide sufficient placements to support the clinical, coop and work experience requirements of the program.
20. Describe the opportunities graduates will have for progression to further study in this field or in professional fields? Provide evidence of consultation.

Financial Viability

21. Outline the fiscal plan for implementation for this program only (projected marginal revenue and costs in each year from launch to maturity). Include costs for new faculty and support staff hires (if applicable), expected sources of revenue and tuition rates and other fees to be charged. Include the assumptions being made and a risk analysis (internal and external threats to program viability) and the institution's contingency plans.

Financial Table

	Year 1	Year 2	Year 3	Year 4	Annual Ongoing
Revenue					
Tuition Revenue Amount:	\$	\$	\$	\$	\$
Indicate per Student Tuition Charge:	\$	\$	\$	\$	\$
Other Amount (Identity Source):	\$	\$	\$	\$	\$
Total Revenue:	\$	\$	\$	\$	\$
Expenditures					
Faculty and Staff:	\$	\$	\$	\$	\$
Student/Institutional support services:	\$	\$	\$	\$	\$
Supplies:	\$	\$	\$	\$	\$
Other:	\$	\$	\$	\$	\$

Total Expenditures	\$	\$	\$	\$	\$
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22. Identify any one-time costs associated with implementing this program. Provide a detailed budget.
23. Outline the financial impact on students. Compare the proposed tuition with tuition levels for comparable programs. What percentage of students may seek support from the Students Finance Board?

Part B

Campus Alberta Quality Council Program Review - The onus is on the applicant institution to satisfy Council that the level of learning to be achieved is consistent with that which is expected at the proposed degree level, that the program has sufficient breadth and rigour to meet national and international standards, and that the program is comparable in quality to similar programs (if any) offered in Alberta and elsewhere. Program proposals should demonstrate how their unique dimensions set them apart from similar programs offered elsewhere, and thus provide new educational opportunities for students.

NOTE: Part A of the program proposal may undergo changes as a result of the system coordination review. It is important that it be up-to-date and complete before it is forwarded to Council. In addition to the information provided in Part A, the program proposal that is sent to Council should contain the following additional information.

Program Specifics

24. Provide an outline of the program structure and requirements (major, minor, cognates, core, general education, etc.) including credits in each category, a sample student program by year of program, and a summary description of the curriculum, including course calendar descriptions and prerequisites. Course outlines must be available for reviewers and are to be included with the proposal.
25. Where appropriate, indicate the method of establishing and a description of the competency profile that students are expected to attain in the program, and how this achievement will be evaluated. Providing a mapping of the courses to the competency profile, particularly in professional programs, is helpful.
26. Provide a comparative analysis of the proposed program (curriculum, structure, admission requirements, etc.) with other similar programs offered elsewhere (especially in Alberta and Canada).
27. Outline the admission criteria, residency requirements, academic performance progression requirements, and graduation requirements applicable to the program, along with the grading scheme.
28. Provide a brief description of delivery methods including a description of the teaching/learning approach to be used as well as a description of the rationale for using the approach and delivery method. Provide evidence of adequate support for the approach and delivery method(s).
29. Note any other relevant aspects of the proposed program that might affect quality (e.g., fast-tracking, individual study, parts of the program to be offered in cooperation with another institution, etc.).

Implementation and Resources

30. Provide a program implementation plan by academic year (start to maturity) that includes any elements to be phased in (e.g., new faculty hires (if applicable), courses, minors). If a current program is being phased out, the implementation plan should include how both programs are being supported until the phase out and start up are completed.
31. Provide a staffing plan that outlines the faculty and support staff at launch and at maturity of the program and how the number (head count and FTE), distribution and qualifications of teaching staff meet Council's

requirements and the objectives of the program as a whole (see Part A #6 above). Include brief explanations of faculty categories (e.g., continuing, sessional, term) and faculty workload expectations. Include CVs of faculty teaching in the program as well as key administrators (see [CV Template](#) in Appendix F). Be sure their permission has been given.

32. Provide a description of plans for supporting scholarly activities and professional development of faculty teaching in the proposed program.
33. For programs involving clinical or practicum placements, provide evidence that adequate liability insurance coverage will be arranged for by the applicant institution.
34. Describe the facilities, laboratory and computer equipment (as applicable) available to meet the specialized demands of the program, as well as plans to address any deficiencies in what might be required.
35. Provide an inventory and analysis of library holdings to support the program (using standard library reference guides) and plans to deal with any deficiencies, and a description of student access to other information services.

Consultation and assessment

36. Describe the criteria and methods which will be used to evaluate the success of the program, if approved for implementation, and how continuous quality improvement will be achieved. Provide evidence that the program being delivered in Alberta and in the home jurisdiction are of comparable quality. Include the expected outcomes, key performance indicators and performance targets for the program.
37. Outline the consultation that has occurred with other institutions, organizations or agencies, including advisory bodies formed by the applicant institution to assist in program design, implementation and evaluation. This should include professional associations where appropriate, and prospective employers. If the program is subject to accreditation or approval of a regulatory body, provide a description of the review process, requirements of the body and status of the review.

Other

38. Disclose any adverse claims or allegations that might affect this application or be of concern to Council.
39. Include a signed [Statement of Institutional Integrity](#) (see Appendix D).
40. Provide any other supporting documents such as course rotation schedules, faculty course assignments, Faculty Handbook, calendar that would add support to the applicant's case and would help reviewers.

K. TERMS AND CONDITIONS OF MINISTERIAL APPROVAL FOR NON-RESIDENT INSTITUTION DEGREE PROGRAMS

Name of Institution:

Approval for: Degree title: Specialization:

to be offered in: Alberta

The following terms and conditions are attached to this Approval from the Minister of Advanced Education and Technology under section 106 of the [Post-secondary Learning Act](#) (Appendix A) and [Programs of Study Regulation \(AR 91/2009\)](#) (Appendix A).

- 1. Scope of approval:** Approval is specific to the program (or major, if specified) and/or locations noted in this Approval. The Institution must inform the Minister if the program is suspended, terminated, or altered in any substantive manner, and any such termination, suspension, or alteration gives the Minister the right to change these terms and conditions as the Minister sees fit.
- 2. Material change in circumstances:** Where a material change in circumstances occurs, as set out in Campus Alberta Quality Council (CAQC) policy, as amended from time to time, the Institution shall inform the Minister of such material change in writing, after which the Minister has the right to rescind or alter the terms and conditions of this Approval as he sees fit.
- 3. Approval not transferable:** This Approval is not transferable.
- 4. Offering program in home jurisdiction:** The Institution must continue to offer the same or a comparable program in its home jurisdiction. The curriculum and delivery methodologies used for the degree program delivered by the Institution must continue, in the sole opinion of the Minister, to be substantially the same as, or of comparable quality to, those used for the same or similar degree program in the Institution's home jurisdiction, or a sound rationale for any differences must be clearly demonstrated to the Minister's satisfaction.
- 5. Institution/program approval in home jurisdiction:** Approval and/or accreditation of the Institution and/or program by the appropriate authorities and/or professional bodies in its home jurisdiction must remain valid during the duration of the program offering in Alberta.
- 6. Program no longer offered in Alberta:** Where the program is no longer offered in Alberta, any arrangements made by the Institution to allow students enrolled in the program to complete their studies must remain in place. When requested by students, credits earned by them in the program offered by the Institution in Alberta must be accepted as credit towards the program offered in the Institution's home jurisdiction or at other locations where the institution offers its program.
- 7. Notice for students and public:** The following statement must appear in the Institution's current calendar/catalogue and in the student's enrolment contract:

This program is offered pursuant to the written approval of the Minister of Advanced Education and Technology effective (approval date) having undergone a quality assessment process and been found to meet the criteria

established by the Minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

- 8. Advertising:** The Institution must not use any term or phrase in advertising that refers to this Approval other than that the program is offered pursuant to the written approval of the Minister of Advanced Education and Technology.
- 9. Program Implementation:** The Institution must enroll students in the degree program within three years from the date of this Approval. If the degree program has not been offered, or no students have been enrolled in the program within the three-year time period, this Approval is automatically cancelled.
- 10. Reporting:** The Institution must make such reports, and provide such information regarding the approved program, as may be required by the Minister or the CAQC in the form and manner required by the CAQC, and according to the timelines set by the CAQC.
- 11. Cancellation or suspension of Approval:** The Minister may, in his sole discretion, amend, suspend or cancel this Approval where, in the Minister's opinion,
 - i. the Institution fails to comply with any term or condition of this Approval, or
 - ii. the Institution fails to comply with any obligation under any applicable statute or regulation, or
 - iii. the Institution is no longer in compliance with applicable CAQC standards and/or conditions.
- 12. Financial security:** The Institution must provide proof satisfactory to the Minister of security for the payment of tuition or other mandatory fees in a form and amount acceptable to the Minister as specified in [Financial Security Requirements for Non-Resident Institutions](#) (Appendix L), which is attached to and forms part of this Approval.
- 13. Security of student records and transcripts:** The Institution must ensure the security of student records and transcripts, including their retention, in accordance with CAQC policy, as it may be amended from time to time.
- 14. Student contracts:** The Institution shall ensure that each student enrolled in the program enters into an enrolment contract for a period of time not exceeding 12 consecutive months, which must include the following:
 - i. the title of the program and name of degree,
 - ii. the start date and end date,
 - iii. applicable policies on student withdrawal and refund of fees and charges, and
 - iv. the statement required under condition #7.
- 15. Awareness of policies affecting students:** The Institution must have a calendar/catalogue or other comparable publication available to students and the public, setting out the policies affecting students.
- 16. Misrepresentation or malfeasance:** Where, in the sole opinion of the Minister, the Minister determines that anyone acting on behalf of the Institution for the purposes of a review:
 - i. has made a false statement or a misrepresentation, orally or in writing,
 - ii. has given false or misleading information, or
 - iii. has failed to provide complete information,

the Minister may, in his sole discretion, suspend or cancel this Approval, and in the case of a suspension, determine the length of the suspension.

Where charges have been laid against the Institution or a member of its staff for a violation of any law related to the offering of the program which is the subject of this Approval, the Minister may suspend or cancel this Approval.

- 17. Amendment of terms and conditions:** The Minister may add, delete or amend any of the terms and conditions of this Approval by providing reasonable notice in writing to the Institution, including the date the notice takes effect.

Name of authorized representative

Position at the Institution

Signature

Date

L. FINANCIAL SECURITY REQUIREMENTS FOR NON-RESIDENT INSTITUTIONS

The following requirements are intended to protect the interests of students and the public against the inability of the Institution to deliver approved degree programs to completion.

1.1 Ability to Provide Security

As part of its initial application for approval, an Institution shall provide proof satisfactory to the Minister of Advanced Education and Technology ("the Minister") in the form of an official letter signed by its President confirming that it will be able to provide financial security for students in approved degree programs in accordance with the requirements set out herein.

1.2 Security Requirements

Any approval of a program proposed by a non-resident Institution does not take effect unless and until the Institution submits proof of financial security satisfactory to the Minister. Public post-secondary institutions, as determined by the Minister, are exempt from this requirement.

1.3 Form of Security

The security must be in the form of an Irrevocable Letter of Credit in favour of the Government of Alberta or other form of security satisfactory to the Minister.

1.4 Amount of Security Required

1.4.1 The amount of security required for approval of a degree program offered by a non-resident institution is the greater value of "(1)" or "(2)" below:

- 1) \$100 000,
- 2) An institution must make a projection of the program's total annual tuition and mandatory fees³⁴ for a 12-month period and use one of the following two calculation options based on its schedule for collecting the total annual tuition:
 - a) where an applicant requires students to pay tuition fees in one or more installments throughout the year, with any single installment exceeding 50% of the program's total annual tuition, the applicant must provide financial security using the following formula:
Security = Total annual tuition x 0.75; OR
 - b) where an applicant provides students with an option of paying tuition fees in two or more installments throughout the year, with no single installment exceeding 50% of the program's total annual tuition, the applicant must provide financial security using the following formula:
Security = (Total annual tuition / 2) x 0.75.

1.4.2 Security calculated pursuant to section 1.4.1 must be based on the same currency in which the tuition is paid.

³⁴ **Total annual tuition and mandatory fees** is calculated by multiplying the projected total student enrollment in a program by the per student tuition and mandatory fees during a 12-month study period. An institution may use its own fiscal year dates as endpoints for the 12-month period or can provide rationale for using another 12-month cycle.

1.5 Additional Obligations

- 1.5.1 A non-resident Institution must:
- ensure that any security required with respect to an approved degree program(s) remains in force for as long as there are students registered in the program(s),
 - notify the Minister immediately of any changes to the total annual tuition for the program and/or tuition collection schedule that would necessitate an increase in the amount of the security calculated under section 1.4.1,
 - annually, or when otherwise requested by the Minister, provide evidence satisfactory to the Minister that security is being maintained in accordance with the requirements set out in this document, and
 - at the request of the Minister, provide any information or documents to verify the calculation of security under section 1.4.
- 1.5.2. If the Minister, in his sole discretion, believes that the security provided by an Institution is no longer sufficient for any reason, the Minister may at any time require the Institution to provide additional security, or to change the form of security or the holder of the security, and the Institution must comply with these additional requirements and provide the Minister with proof thereof.

1.6 Forfeiture of Security

- 1.6.1 The Minister may declare any security that has been submitted by an Institution to be forfeited to the Crown in the right of Alberta if, in the Minister's sole discretion,
- the Institution is unable to continue offering the degree program in Alberta covered by the security, or is unable to meet its other obligations as specified in the [Terms and Conditions of Ministerial Approval for Non-Resident Institution Degree Programs](#) (Appendix K) document, and
 - is unable or refuses to refund the applicable tuition and mandatory fees, or
 - fails to comply with requirements as outlined in 1.5.1(c).
- 1.6.2 If the Minister declares any security to be forfeited to the Crown in right of Alberta in accordance with clause 1.6.1, the Minister may, in his sole discretion, determine the amounts of tuition and mandatory fees to be refunded to students who are, in the Minister's opinion, eligible for refunds. If a student's tuition and/or mandatory fees were paid by a financial institution, employer or other third party, the Minister may pay any refund directly to the third party or to any other party where, in the Minister's sole discretion, he considers it appropriate to do so.
- 1.6.3 If the amount of all tuition and mandatory fees to be refunded exceeds the amount of security, the security will be distributed on a pro rata basis among those entitled to a refund in proportion to the cost of the program not provided.
- 1.6.4 If the amount of security exceeds the amount of all tuition and mandatory fees to be refunded, the Minister shall return the remaining funds to the authorized issuer of the security within eighteen months after the date of the forfeiture.

M. RESEARCH AND SCHOLARSHIP IN CAMPUS ALBERTA: CAQC INTERPRETATION OF THE ROLES AND MANDATES POLICY FRAMEWORK FOR ALBERTA'S PUBLICLY FUNDED ADVANCED EDUCATION SYSTEM (MARCH 2008)

The Campus Alberta Quality Council (CAQC) appreciates the Ministry's careful analysis of and planning for a high-quality post-secondary system in Alberta as embodied in the recently approved *Roles and Mandates Policy Framework* (RMPF). As an arms-length body created by the [Post-secondary Learning Act](#) (Appendix A) and charged there with the task of making recommendations to the Ministry on the acceptability or otherwise of new program proposals, the CAQC values the Ministry's commitment to quality within all of the six sectors identified within Campus Alberta (RMPF, pp. 9-10). We applaud, in particular, the Ministry's renewed commitment to an "advanced education system . . . of the highest quality, recognized globally for its excellence, and a successful participant within the global knowledge economy" (RMPF, p. 2).

In order to ensure the credibility, quality and portability of the degrees offered to students in the Advanced Education System and in order to ensure that those degrees are widely recognized and respected, both nationally and internationally, the CAQC has adopted and applied standards and policies on "Academic Freedom and Scholarship" and on the role of scholarship and research in informing undergraduate and graduate programs. These standards are intended to ensure that the degrees students receive in Alberta are consistent with national and international norms and expectations. CAQC regards the [Canadian Degree Qualifications Framework](#) (Appendix B), developed by the Council of Ministers of Education (CMEC), Canada and endorsed by all ministers of advanced education in Canada, as an especially important expression of national norms and expectations for undergraduate degree programs.

The RMPF alludes to research and scholarly activity frequently and uses the "type and intensity of research activity" (p. 9) as the major device for differentiating and classifying post-secondary institutions within Campus Alberta. CAQC believes it to be appropriate and timely, therefore, to comment on its standards vis-à-vis the RMPF's references to engagement in research. We want to affirm for students, educational providers, and prospective employers CAQC's on-going commitment to ensuring that Alberta's undergraduate and graduate degrees are informed by scholarly activities of various kinds, all of them undertaken within a post-secondary organization demonstrably committed to open inquiry and academic freedom.

The RMPF refers to three kinds of research: pure research, applied research and scholarly activity. CAQC's policy on [Academic Freedom and Scholarship](#) (Chapter 3.7) identifies a broad range of activities that constitute "scholarship" there defined as "multi-faceted activity involving the creation, integration and dissemination of knowledge." CAQC will continue to expect that all undergraduate programs aspiring to instructional excellence and approved for delivery in Alberta be grounded in scholarly activity, broadly defined, notwithstanding an institution's engagement, as well, in pure and/or applied research.

CAQC retains its expectation that for approved programs in Alberta "a spectrum of scholarly activity will normally exist within the complement of academic staff, ranging from the scholarship of discovery, to the scholarship of teaching, integration, application and engagement." This taxonomy of kinds of scholarship follows Ernest Boyer's classification,³⁵ which is widely used around the world. The "scholarship of discovery," as CAQC uses the term, is synonymous with RMPF's term "pure research."

³⁵ Ernest Boyer, *Scholarship Reconsidered: Priorities of the Professoriate* (The Carnegie Foundation for the Advancement of Teaching, 1990.)

CAQC continues to recognize that the “type and intensity” of research, scholarly activity and creative activity predominant at a post-secondary institution will vary, depending on its classification within one of the six sectors. For example, polytechnics in Alberta will normally offer degrees that are grounded in applied research and professional activities undertaken by members of its academic staff.

CAQC continues to recognize that the “type and intensity” of research, scholarly activity and creative activity presented by a particular institution may vary, depending on the discipline within which its program falls. For example, at both a “comprehensive academic and research institution” and a “baccalaureate and applied studies institution”, pure research may be more prevalent in a Bachelor of Science program than in a Bachelor of Business Administration program. CAQC’s expectation is that, within a program, individual faculty members may engage in one or more kinds of scholarly activity found within the spectrum it has outlined.

CAQC recognizes the strong linkages between research and scholarship and the delivery of graduate degrees, and it has therefore adopted standards for the offering of degrees at the master’s and the doctoral levels.

CAQC remains committed to “peer review” as the primary form of ensuring the quality of academic publications and the dissemination of various forms of scholarship.

CAQC has adopted as a key Operating Principle respect for academic freedom. In the provision of undergraduate and graduate degrees proposed to the CAQC, all degree granting institutions within Campus Alberta must demonstrate that they recognize the foundational role of critical inquiry and academic freedom. CAQC is prepared to respond to questions from institutions within Alberta or from other parties about how to interpret its standards, policies and expectations in light of the new RMPF and the statements made there on engagement in research.

N. GRADUATE PROGRAM EVALUATION FRAMEWORK

Criterion 1: Appropriate fit of name, level, content and nomenclature

Does the program have an appropriate fit between the name, program type, degree level and nomenclature?

The applicant has:

- demonstrated that the program type and degree level is consistent with North American practice in graduate education, as exemplified by the [Canadian Degree Qualifications Framework](#) (Appendix B).
- provided a rationale for the choice of name and nomenclature
- demonstrated that the nomenclature will align with national standards

Criterion 2: Program implementation date

Is the program implementation date appropriate given the timing of the application and the readiness of the institution to mount the program?

The applicant has:

- provided evidence of sufficient planning to launch the program at the specified time
- provided evidence that appropriate resources will be in place prior to implementation
- demonstrated that students will be able to be recruited by the desired date of implementation
- provided a rationale for the readiness of the institution to meet this deadline given known circumstances (application deadlines, Council review timelines, etc.)

Criterion 3: Research philosophy and research/scholarly/creative culture

Does the program have a research philosophy which operates in a rich research/scholarly/creative culture within the institution to guide its operation?

The applicant has:

- specified the research philosophy for the program
- demonstrated that students have the possibility of thriving in a dynamic research/scholarly/creative culture
- described the manner in which faculty and graduate students will be involved in the research/scholarly/creative culture of the institution
- described any institutional supports that will be provided to maintain a strong research/scholarly/creative culture that will enhance the proposed program
- demonstrated within the context of the particular institution or unit how students might participate in the research culture online or in a distributed experience as well as in an on-campus experience
- described the possible participation by graduate students and faculty in the research/scholarly/creative culture of the institution
- described the support for graduate students to participate in the broader research community (conferences, international meetings, etc.)
- demonstrated how graduate students will be encouraged to develop leadership skills and a personal philosophy of life-long learning

Criterion 4: Program learning objectives and student outcomes

Are the program objectives and student outcomes consistent with high quality graduate programs of similar type?

The applicant has:

- designed the program considering graduate student needs and aspirations
- specified clear and achievable learning objectives and outcomes
- demonstrated that the objectives are at the appropriate level of learning for the type of program being proposed (master's, PhD, professional, etc.)
- specified how the learning objectives relate to the institution's and unit's mission and mandate
- designed the program so that student outcome options are maximized
- demonstrated that the program aligns with the long range goals and aspirations of the students completing the degree (e.g., pre-preparation for professional programs, professional accreditation, doctoral study, etc.)

Criterion 5: Program design and content

Does the program have a design and content structure that assures that the student will achieve the objectives of the program and that compares favorably with similar programs nationally?

The applicant has:

- demonstrated the alignment of the program with the national standards of program design for similar programs
- demonstrated that the program has a sufficient philosophical and theoretical foundation
- shown that if it is proposing a professional or clinical practice program, it has sufficient philosophical and theoretical foundations so that study can be integrated with and informed by original research in the unit and by the student
- demonstrated that the program can achieve the specified objectives and student outcomes
- demonstrated that the program has a well developed structure to achieve the desired level of breadth as well as specialization in the focused area
- demonstrated that the program compares favorably to similar programs

Criterion 6: Student profile

Will the desired student profile for the program result in an excellent graduate student experience and excellent student outcomes?

The applicant has:

- specified the profile for students to be recruited to the program
- specified the desired number of students at initiation and full operation
- described the desired balance between different types of students at the institution (part time/full time, master's/PhD/undergraduate, etc.) in order to allow the program to function at a high level
- described the critical mass of graduate students necessary to provide students with an excellent program and to maintain program viability
- specified policies (admission, progress, etc.) that will support the implementation of the desired student profile

Criterion 7: Program resources (funding, space, graduate support, facilities)

Does the program have sufficient program resources to support an excellent graduate program over a continuous period?

The applicant has:

- demonstrated that there are appropriate and adequate library resources off-campus and on-campus to support the graduate program
- demonstrated that there are appropriate laboratories, computing facilities and/or specialized equipment to support the program
- indicated whether and how practica or other such experiences shall be utilized to achieve program objectives and how they will be organized, if any
- demonstrated that funding resources will be in place before the implementation of the program
- described the graduate financial support available for the students in the program
- described the office space and other space issues relevant to the program
- demonstrated how any advisory committees (if any) will be selected and operate

Criterion 8: Program policies

Has the institution developed appropriate graduate policies or are these in place prior to implementing the program?

The applicant has:

- developed appropriate graduate policies to support the program (see Section 4.1.6 of the [Graduate Program Proposal Guidelines and Assessment Standards](#) document in Chapter 4.4.1)
- demonstrated that the institution is prepared to implement the policies prior to admission of students

Criterion 9: Graduate faculty

Does the program engage competent, high quality faculty for core and supporting participation in the program?

The applicant has:

- demonstrated that graduate faculty have appropriate credentials to teach and/or supervise graduate students
- demonstrated that faculty have an established record of scholarly/research activities in the program area
- provided evidence of research support for core faculty
- described the faculty commitment to the graduate program
- described the roles and degree of involvement of core and supporting faculty in the program
- provided a sample teaching workload for core courses for continuing faculty
- demonstrated that there are sufficient numbers of continuing graduate faculty to teach and supervise the desired number of students
- described any institutional faculty support resources and plans for future development of faculty to enhance research/scholarship
- described the intellectual vitality of the faculty including any areas of content and research specialization among the core and supporting faculty

Criterion 10: Administration and leadership of the program

Has the institution demonstrated that it has developed an appropriate administrative process and has in place key leaders for the program?

The applicant has:

- described the administrative structure for the program in detail
- indicated who within the institution/unit will provide intellectual leadership for the development, implementation and improvement of the program (individually and as a group)
- described any external groups who may provide input to the program

Criterion 11: Graduate supervision plans

Is there a detailed graduate supervision plan in place to organize the advising, supervision and monitoring of graduate students?

The applicant has:

- described the criteria to be used for core faculty who will supervise graduate students
- described the criteria to be used for supporting faculty who will teach graduate courses
- described any criteria for appointing adjunct faculty
- described any mentoring practices to enhance graduate supervisory skills of faculty
- detailed graduate supervision loads for core faculty
- described advising and monitoring practices for graduate students
- demonstrated that monitoring and evaluation of students will provide adequate feedback to the program and the student

Criterion 12: Program evaluation plan

Has the institution/unit developed a program evaluation plan that will allow for continuous quality assurance?

The applicant has:

- described the program evaluation plan for the program in conjunction with the institutional plans for internal program assessments
- detailed how data will be collected to conduct formative evaluation on an ongoing basis and to make adjustments to the program
- demonstrated the use of appropriate graduate program evaluation tools/instruments to assess the quality of the program

Criterion 13: Independent expert reports

If applicable, have the independent expert reviewers retained by the institution deemed the program to be (or has the potential to be) an excellent graduate program given comparable national programs in the same area?

The reviewers have:

- described the program as viable given the proposed resources
- described the program level and nomenclature as appropriate given national standards
- described the faculty resources as adequate and of high quality
- agreed that the research/scholarly/creative culture of the institution will support the program well
- described the graduate support for the program as appropriate to produce a high quality student experience

- detailed areas for improvement that will assist the program in achieving its objectives
- agreed that the program objectives and student outcomes are appropriate
- assessed the program policies and found them workable
- determined that the plans for graduate supervision are adequate
- determined that the administration and leadership of the program is dynamic and well developed
- recommended that the program be offered in Alberta.