

QUALITY REVIEW DEGREE PROGRAM CRITERIA – Public and Private Institutions**PROGRAM OVERVIEW**

The Program Overview must present, in a succinct manner, the purpose of the proposal and a summary of the key objectives and outcomes of the proposed degree program and must include the following information:

- a) An overview of the organization’s history, mission and academic goals
- b) Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study.
- c) Location of where the proposed degree program will be offered
- d) Faculty or school(s) offering the proposed new degree program
- e) Anticipated program start date
- f) Anticipated completion time in years or semesters
- g) Expected number of students at launch and at steady state**
- h) A summary of the proposed program, including:
 - Aims, goals and/or objectives of the proposed program;
 - Anticipated contribution of the proposed program to the mandate and strategic plan of the institution;
 - Linkages between the learning outcomes and the curriculum design, and whether a work experience/workplace term is required for degree completion; and,
 - Delivery methods.
- i) Name, title, phone number and e-mail address of the institutional contact person in case more information is required.

Proposed revisions include:

- Removed areas that are covered in stage 1 or other criteria for publics.

DEGREE LEVEL STANDARD

The ministry is committed to ensuring the national and international recognition of British Columbia degrees, and works closely with other provinces on pan-Canadian quality assurance initiatives. The Council of Ministers of Education Canada endorsed a [Ministerial Statement on Quality Assurance of Degree Education in Canada](#). The ministry's quality assessment processes and standards are consistent with those contained in the Statement and the board has adopted the Statement's Canadian Degree Qualifications Framework for use when assessing the level of proposed degree programs.

Standard

The institution must demonstrate that the proposed program meets or exceeds the proposed degree level standard and learning outcomes. The curriculum design must ensure that teaching is purposefully structured and logically sequenced across years so that students are building on what they have learned and learning the knowledge and skills that will progressively prepare them for more challenging, higher-level work within the degree.

Degree Categories

The following descriptions of degree categories are intended to capture the most salient general aspects of the three principal degree levels offered in Canada as well as the associate degrees offered in British Columbia. They apply to a broad spectrum of disciplines, program types, and program lengths.

Degree Level Standards

The focus of the 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, and
- 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.

See Appendix 1 for Degree Categories and Degree Level Standards.

Assessment Criteria

- Evidence that the degree program demonstrates transferable learning skills and level of mastery of a body of specialized knowledge in the six dimensions of the degree level standards.

Submission Guidelines

- a) Provide a curriculum map that demonstrates the curriculum is purposefully structured and logically sequenced (vertically and horizontally) to ensure that what students are actually taught matches the academic expectations in a particular subject area and degree level standard.
- b) Provide a learning outcomes matrix for the degree that demonstrates that the curriculum addresses both subject matter and program learning outcomes appropriate for the degree level standard.

Proposed revisions include:

- Removed reference to BCCAT's responsibility for the associate degree.
- Degree level standards, including the associate degree, moved to an appendix.
- Expanded standard to include degree program structure to meet degree level standards.
- Included criteria and submission guidelines for consistency with other standards.

CREDENTIAL RECOGNITION AND NOMENCLATURE

Standard

The institution must demonstrate that the program's learning outcomes and standards are sufficiently clear and at a level that will facilitate recognition of the credential by other post-secondary institutions, professional and licensing bodies, and employers. Where appropriate, the program, courses or curricular elements are designed to facilitate credential recognition by other post-secondary institutions and by employers, both within the province and in other jurisdictions.

The name of a degree should convey long-term meaning; the content of a degree program should be consistent with the name; and the reputation of the institution and of post-secondary education in British Columbia should be enhanced by the quality of the offering. Beyond that is the value to graduates of having a professional credential recognized by appropriate licensing and accrediting bodies as the basis for entry to practice.

Assessment Criteria

- Evidence that the institution is making provisions for credential recognition and course transfer, and that the institution will advise students of any changes to credential recognition or course transfer in a timely manner.
- Evidence that employers, relevant occupational and professional groups, regulatory bodies and other post-secondary institutions will recognize the credential and their assessment of whether the credential will contribute to the professional advancement of the graduate.
- **For credentials not intended to be “terminal degrees”, (i.e., doctoral degrees and certain professional programs) evidence that other post-secondary institutions will consider the credential as a basis for admission to advanced study.**
- For programs leading to a profession that is subject to government regulation, the learning outcomes and standards and other requirements for graduation reflect the requirements of the relevant regulatory or professional body.
- There is an appropriate fit between the nomenclature of the credential and the content of the degree.
- Degree name is consistent with the *Guidelines on Naming of Degrees*. (See appendix 2)

Submission Guidelines

- a) Explain how the design of the program facilitates credential recognition by other post-secondary institutions. Include an analysis of research undertaken to ensure credential recognition. **Provide evidence that other post-secondary institutions will consider the credential as a basis for admission to advanced study for credentials not intended to be terminal degrees.**

For programs that are not doctoral programs and are intended to be terminal degrees, explain how the institution will inform students prior to enrolment of the terminal nature of the degree.

- b) **In cases where the degree name is not consistent with the Guidelines on Naming of Degrees, provide a compelling rationale for diverging from the established nomenclature conventions in British Columbia.**
- c) **For programs leading to a profession that is subject to government regulation,** describe the consultations undertaken to ensure the credential and learning outcomes will be recognized by and meet the standards of the regulatory, licensing or credentialing bodies. Provide copies of letters from regulatory, licensing or professional credentialing bodies indicating that there are no concerns that the degree and learning outcomes will be recognized.

- d) In some instances regulatory, licensing or professional credentialing bodies do not recognize or accredit programs but require individuals to meet the certification requirements (e.g., certification exams). In such cases, describe the role of the regulatory, licensing or credentialing body and the steps taken to ensure graduates will be eligible to meet the requirements of the regulatory, licensing or credentialing body.
- e) Provide a copy of the policies and procedures pertaining to notifying students of credential recognition and/or transfer.

Proposed revisions include:

- Evidence required that the degree will be recognized for further study.
- Rationale required for a degree name that is inconsistent with the Degree Nomenclature guide.

CURRICULUM/PROGRAM CONTENT

Standard

*The management structures and methods of the program are well defined and permit delivery of the quality of education necessary for students to attain the learning outcomes. The institution must demonstrate that the program in both subject matter and learning outcome standards, offers an education of sufficient breadth and rigour to be comparable to similar programs at the proposed degree level offered by recognized provincial, national and international post-secondary institutions. The curriculum must be current and reflect the state of knowledge in the field, or fields in the case of interdisciplinary and multidisciplinary programs. **The curriculum is inclusive, and promotes a diversity of perspectives.***

Assessment Criteria

- Approval by the institution's senior academic governance body (i.e., Senate, Education Council, or equivalent), or an academic planning and priorities committee to which it has delegated authority and which has sufficient qualifications to ensure that the curriculum is current, **inclusive of a diversity of peoples and perspectives, ensures cultural appropriateness and safety, aligns with institutions' policies on respectful use of traditional knowledge and Indigenous intellectual property**, and reflects the state of knowledge in the field and the needs of the field in practice.
- Learning outcomes and standards for the program demonstrate how graduates will be prepared with a sound basis in theory, as well as the intellectual, communications and other skills necessary to be effective in the workplace upon graduation, **contribute to economic and social good**, and remain current in their field.
- Courses provide exposure to increasingly complex theory, and in programs with an applied or professional focus, the application of that theory to practice in the field. For doctoral programs, course work is aimed at cultivating further conceptual depth or breadth and may involve written and oral examinations of knowledge and skills in aspects of the discipline prior to authorization to proceed to work on a dissertation.
- **Development of program content and learning materials referenced in course outlines include, and reflect consultation with, a diversity of perspectives and peoples, including those whose physical and cultural characteristics have been traditionally underrepresented and underserved in BC's post-secondary system.**
- **In consultation with Indigenous communities, consideration is given to the implementation of Indigenous content and knowledge into the program curriculum for social work, health care, law, public administration, education, and journalism/media (as per the TRC's Calls to Action # 1, 12, 16, 24, 28, 62, 63, 86, 92). http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf**
- **Agreements, protocols and practices for the protection and respectful use of Indigenous knowledge and wisdom have been developed in collaboration with the Indigenous communities from where the content originates.**
- The program has sufficient breadth (i.e., courses outside the professional or main field of studies, some of which are free electives) and/or an appropriate balance of professional and liberal studies.
- **The program provides sufficient learning opportunities for graduates to have developed general skills such as communication, collaboration, teamwork, innovation, languages, intercultural relationships and understandings that help prepare them for their ultimate arrival in the labour market and for making contributions to economic and social good.**

- Time allotments assigned to the program as a whole, and to components in the program, are appropriate to the stated learning outcomes.
- The type and frequency of evaluations of student learning are commensurate with the stated learning outcomes, **flexible to reasonably accommodate students with diverse learning needs**, and provide appropriate information to students about their achievement levels.
- Levels of student achievement for successful course completion and the graduation requirements for the proposed program are appropriate to the learning outcome goals and degree level standard, **flexible to reasonably accommodate students with diverse learning needs**, and allow for confirmation that a student is making satisfactory progress in the program.
- For degrees with an applied or professional focus, work experiences, field placements, etc., have appropriate articulated learning outcome goals, **can be accessed equitably by eligible students regardless of financial and/or other barriers, and have** a method for joint instructor and employer evaluation leading to the assignment of a grade.
- For new degrees at the baccalaureate level, proposals must either demonstrate that there are accessible co-operative education opportunities or other work integrated learning components available for students, or provide a satisfactory reason why not.
- **For work integrated learning opportunities within Indigenous communities, the institution has worked in partnership with that community to adopt culturally-appropriate, research methods and ethical approaches that are specific to the project and community and that are led by collaborative practice and partnerships between communities and institutions.**

Submission Guidelines

- a) Describe the program structure, **learning outcomes** and the length of the program (number of credit hours) and proposed student evaluation.
- b) Identify the prescribed set of core and prerequisite courses. Course descriptions included in the program proposal should be of the level of detail found in the academic calendar. **Full course outlines must be provided in an appendix. Course outlines should each be no more than 5 pages long and follow a standardized format that include at minimum a course description, course structure, prerequisites, required texts and other learning resources, learning outcomes, assessment methods, and grading policy.**
- c) Identify which courses already exist at the institution and which new courses will be implemented as a result of the program.
- d) Explain how the course and curriculum requirements will contribute to the intended goals of the program.
- e) Where work experience or field placements are a component of the program, describe the institution's plans to develop placement opportunities for students, the institution's ability to ensure all eligible students have **equity of access to placement opportunities**, and the level of support the institution will extend to students seeking placements.
- f) Where applicable, describe the anticipated outcomes of the work experience or field placement associated with the program, how the experience offered will provide the opportunity to put the stated learning outcomes into practice, and how the students will be evaluated during their placements.

Proposed revisions include:

- Added requirements for inclusive and diverse perspectives.
- Removed external review report requirement and moved it to program review section.

LEARNING METHODOLOGIES/PROGRAM DELIVERY

Standard

*Learning methodologies are the methods of delivery that will be used to achieve the desired learning outcomes at the degree level standard and at an acceptable level of quality. The institution must demonstrate that it has the expertise and resources to support the proposed method of delivery and ensure its effectiveness. **It must also demonstrate ability to accommodate students with physical, mental health or other health-related challenges.***

Assessment Criteria

- The delivery method(s) and quality assurance policies are appropriate to course content, **accessible for all** the students involved and support the proposed learning outcomes.
- **Learning methodologies and delivery methods can accommodate students with physical, mental health or other health-related challenges.**
- Evidence that the institution has the expertise and resources to support the proposed method of delivery (both human and material that support the program and its students and provides processes for students' feedback); and ensures its effectiveness or demonstrates a viable plan to put the necessary expertise and resources in place.
- **Where appropriate, institutions have Indigenous mentors or academic support for students wishing to draw upon Indigenous ways of knowing and there is an appropriate way of grading and providing feedback.**
- Policies pertaining to technology-based, computer-based and web-based learning and modes of delivery ensure:
 - **students are fully advised about the competencies, the self-discipline and the equipment they will need to have in order to successfully participate in the program;**
 - **students gain experience in teamwork and collaboration and have ready access to faculty;**
 - **availability of appropriate hardware, software and other technological resources and media;**
 - reliable, and sufficient course management systems are in place;
 - students and faculty are prepared and orientated to the technology;
 - **faculty are trained in the pedagogy of on-line learning;**
 - **appropriate safeguards are in place to assure the authentication of learner identity and the integrity of learner work in blended, distributed and distance programs;**
 - **appropriate storage protocols are in place to assure that security of personal information is protected in conducting assessments and evaluations and in the dissemination of results;**
 - accessible, ongoing technical assistance for students and faculty is available;
 - **that the technology and equipment is well-maintained and current; and,**
 - **students without access to the equipment needed are provided with alternative options that support their ability to complete the program successfully.**

Submission Guidelines

- a) Explain the learning methodology/methodologies to be used.

Indicate which of the following methodologies will be incorporated into the learning environment of the new degree program, and how they will be used:

- Work integrated learning (e.g., co-operative education, practicum placements, clinical, work term or simulated work experience);
 - Distance education;
 - Independent study, computer assisted instruction, etc.;
 - Lectures, labs, tutorials; and,
 - Other.
- b) Include any policies pertaining to technology-based, computer-based or web-based learning and modes of delivery.
- c) Include policies that demonstrate broad access to technological resources and learning methodologies.**

Proposed revisions include:

- Included more requirements for online modes of delivery for protection of student information and faculty training in pedagogy.
- Added criteria to gauge accessibility.
- Add greater protection of student information.

ADMISSION AND TRANSFER/RESIDENCY

Standard

*The institution should demonstrate that the program is designed to provide flexible admission, transfer arrangements **and pathways for further education**. Admissions policies should be used to create a vibrant educational community where students are with peers of different backgrounds, including those from traditionally underrepresented groups, to promote a diversity of perspectives and prepare graduates for an increasingly diverse, inclusive and culturally safe workforce and society. Where appropriate, the program, courses or curricular elements are designed to facilitate credit transfer by other post-secondary institutions both within the province and other jurisdictions and **provide opportunities for further education**.*

Assessment Criteria

- Evidence that the institution has clearly established equitable policies and procedures on admissions consistent with the level of the degree program (including policies on direct entry, transfer, and mature students). Policies and procedures on admissions must be publicly available.
- The institution has admission requirements for the proposed program that are consistent with the degree level standards, include a variety of selection criteria, and, where applicable, ensure appropriate forms of assessment of prior **and competency-based** learning for admission to programs.
- **The institution has admission policies and/or practices that promote diversity, inclusion, cultural safety and equity of opportunity.**
- **The institution encourages applications and admissions from students of a wide range of backgrounds, including those from traditionally underrepresented groups, and provides supports to the success of students in the proposed degree program.**
- Evidence that the institution has clearly established policies and procedures on transfer consistent with the level of the degree program. Policies and procedures on transfer and articulation must be publicly available.
- The institution's policy on admissions and transfer indicates a willingness to consider applicants to undergraduate, graduate and professional programs from any post-secondary institutions.
- **The institution has appropriate residency requirements for all programs that lead to degrees granted in the institution's name. The institution must have policies specific to the amount of time that must be spent or number of courses or credits that must be completed by a student at the institution granting the credential.**

Submission Guidelines

- a) Describe the admission requirements, **including conditional admissions**, for this program and provide a copy of the policies and procedures on admissions. **If institutions make exceptions for admission requirements, provide a rationale.**
- b) **Describe the policies and practices in place to promote the admission, retention and success of students from a diverse range of backgrounds including those from traditionally underrepresented groups.**
- c) Describe the existing practice or proposed policy for the granting of transfer credit for equivalent courses and/or programs completed at other institutions that will satisfy the requirements for this program and

include a copy of the policy. **Include the institution's framework for developing block transfer/articulation agreements.**

- d) **Submit institutional policy and process for credit transfer from previous post-secondary studies so that students are not required to repeat comparable courses.**
- e) **Institutions that grant credit based on prior learning assessment or competency based learning must include the policy and practice for granting credit.**
- f) Describe the residency requirements for this program. Specify the minimum number of credits that must be completed at the institution awarding the degree.
- g) Describe existing arrangements or plans for establishing articulation agreements so that transfer credit will be granted for courses completed in this program toward meeting requirements for credentials offered at other institutions. If applicable, include a copy of the policy.

Note: The British Columbia Council on Admissions and Transfer (BCCAT) administers the *British Columbia Online Transfer Guide* that provides information on course or program articulation agreements between institutions. Institutions are encouraged to contact BCCAT early in the development of degree program proposals for information on admissions and transfer in British Columbia.

Information on [Principles and Guidelines for Transfer](#) as well as a provincial transfer-friendly course outline form for voluntary use by post-secondary institutions is available on the BCCAT web site at <http://www.bccat.ca/>.

Proposed revisions include:

- Added criteria to encourage the admission and support of traditionally underrepresented and underserved populations.

FACULTY AND STAFF

Standard

*The institution must demonstrate that it has the **ongoing** human resources necessary to develop and deliver a quality degree program. **The institution must have an appropriate number of permanent, qualified faculty in the department/discipline in which the degree program is offered. The institution must have faculty selection criteria that ensures new faculty hires have the necessary qualifications and add to the diversity of the unit offering the program being proposed. The institution must demonstrate that it has the appropriate level and balance of student support services to ensure the necessary supports are in place for student success in the degree level proposed.***

Assessment Criteria

- Faculty and instructors are in sufficient numbers, **based on the size of the student body and length of the degree program**, with appropriate credentials to develop and deliver the degree level being offered and program being proposed.
- **The degree program must be anchored by a designated complement of continuing faculty who are primarily responsible for the delivery and continuity of the degree program. Continuing faculty are expected to be actively and deeply engaged in the activities of the institution and program in matters beyond direct teaching responsibilities (e.g. governance, curricula and policy development, advising, research, service, etc.).**
- **Institutions must be able to demonstrate that ninety percent of their faculty engaged in teaching meet the standards of being *Academically Qualified* or *Professionally Qualified* (Please see glossary).**
- Staff resources **at each campus location in British Columbia** must be sufficient to ensure the coverage required within the discipline for the proposed program.

{MOVED FROM RESOURCES}

- Evidence that there is an adequate number of professional staff with appropriate qualifications (education and experience) to support student, faculty and staff use of resources.
- Evidence that the institution's policies and practices on the type of academic appointment of faculty (e.g., continuing/regular appointments) are **fair, equitable, and** appropriate to sustain the degree program.
- The institution has satisfactory policies pertaining to faculty that address issues such as the protection of academic freedom; academic/professional credentials; professional development; **the regular, equitable review** of faculty performance; and the means of ensuring that faculty knowledge of the field is current, that teaching, supervision and student counselling loads **are appropriate, and that a diverse and inclusive faculty culture is promoted and retained. Policies and procedures relating to faculty and staff must be publicly available.**
- Faculty have an appropriate level of scholarly output and/or research or creative/experiential activity for the baccalaureate or graduate program involved.
- For degrees with an applied or professional focus, faculty maintain continuing academic and professional competence and accreditation in their discipline or field appropriate to the specific degree program.
- **For graduate programs the institution must have a detailed graduate supervision plan in place to organize appropriate and accessible advising, supervision, monitoring and support of graduate students. The proposed program should specify graduate supervisory loads for faculty; flexible, accessible and culturally**

sensitive advising and monitoring practices for graduate students; and procedures for the support, monitoring and evaluation of students that will provide adequate feedback to the program administrators and to students in support of their success.

- Faculty teaching graduate courses will normally have the terminal academic degree credential in the field in which they are teaching.
- Faculty providing doctoral supervision are expected to have an active research, program in their discipline or field of study.
- **Faculty whose work involves Indigenous communities have agreements with those communities that uphold Indigenous data collection processes and collaborative research design and include principles of ownership, control, access and protection to avoid unintended cultural appropriation.**
- For proposals involving human research, a statement that a Research Ethics Board is in place.
- For proposals involving animal research, a statement that an Animal Care Committee is in place.

Submission Guidelines

- a) Indicate the number of faculty, instructors (present and future) and other administrative and academic support services staff required to mount and maintain the program and the qualifications required.

Indicate whether the faculty, instructors and staff will be continuing, term, or sessional appointments. In exceptional cases where a substantial proportion of an institution's faculty resources are not permanent in nature, the institution must provide documentation of how this faculty model supports its mission achievement, overall high quality, and continuous improvement and how this model is consistent with the spirit and intent of this standard.

- b) Provide an enrolment plan for the length of the program (e.g., four-year projection of cumulative enrolment) that accounts for projected attrition and indicates the number of faculty and staff (faculty, technical, teaching assistants, etc.) assigned to the program.

Indicate whether any of these positions will be new to the institution. In cases where new faculty or student support staff will be hired, provide the specific selection criteria that will be used to ensure new hires have the necessary qualifications for the disciplinary and specialty areas and degree level being offered **and include people from traditionally underrepresented groups.**

- c) Provide any policies pertaining to faculty and instructors specific to the program, including:
- policies that define the minimum academic/professional credentials required of faculty teaching all courses in the program, and where appropriate, serving as members of thesis or project examining committees;
 - protection of academic freedom;
 - review of faculty performance;
 - teaching, supervision and student counselling loads; and,
 - professional development of faculty.
- d) Provide the institution's policies and practices on the type of academic appointment of faculty specific to this program (e.g., continuing or regular and temporary appointments).

- e) Provide evidence that the institution has the necessary student support services and human resources necessary to mount and sustain a quality program at the proposed degree level and to ensure students have the resources they need to succeed.

{MOVED FROM RESOURCES}

- f) Provide qualifications of professional staff and the number of professional staff providing support for learning and information resources;
- g) Provide the curricula vitae of faculty members and instructors specific to the program. **Curricula vitae follow a standardized format (either the institution's own or one provided by the DQAB) for consistently presenting faculty members' qualifications. Curricula vitae demonstrate academic and/or professional background, teaching experience, service activities, awards/honours, and scholarship. Each faculty member's list of scholarship/research works must not exceed 10 pages in length.**
- h) Provide policies on faculty research/scholarly activity requirements.**

Proposed revisions include:

- Included definitions of Academically and Professionally Qualified faculty.
- Added the requirement for a permanent core of continuing faculty to anchor each degree program.
- Moved criteria regarding staff from resources to Faculty and Staff.
- Added criteria to encourage diversity among faculty and staff and the development of an inclusive organizational culture.

PROGRAM RESOURCES AND INFRASTRUCTURE

Standard

*The institution must demonstrate that it has the learning, physical, and information resources (at start-up and **at steady-state**) needed to mount and sustain a program of acceptable quality. These include facilities, equipment, library services and resources, laboratories, computing facilities, shops, specialized equipment, student support services, etc., and co-operative work placements where this is a component of the program.*

Assessment Criteria

- Evidence that **student support services**, the physical plant, equipment, and technology adequately support the organization's educational and student activities **and provide equitable access to a diversity of students, including those with physical disabilities**.
- Evidence of reasonable, **equitable and accessible** student and faculty access to program resources (such as support services, library services, databases, computing, classroom equipment and laboratory facilities) sufficient in scope, quality, currency and type to support students and faculty in the program.
- **Evidence that the institution has learning and information resources and support services that recognize diversity.**
- Evidence of commitment to provide and maintain necessary learning and other resources specific to the program and to supplement them as necessary to meet standards applicable to the field **and current technology**.
- Submission of any agreements with other institutions where resources and services are shared.

Submission Guidelines

- a) Describe the resources that will support this program including:
 - i) library resources (on-site library resources relevant to the degree program area and **at the appropriate degree level** for faculty and students and other library access such as web-based or inter-library arrangements.) Include the number of holdings (print) relevant to the field of study and number of holdings (electronic) (i.e., program-specific databases);
 - ii) computers and computer access;
 - iii) classrooms, laboratories and equipment;
 - iv) existing and shared resources at the institution or at other institutions that will be used to offer the program;
 - v) arrangements to facilitate and support Work Integrated Learning placements where this is a component of the program;**
 - vi) student support services; and,**
 - vii) additional resources that will be required to offer this program.
- b) For new programs, provide the intended implementation schedule and evidence of the appropriateness of the schedule, given the timing of the proposal and readiness of the institution to offer the program.
- c) Describe the institution's plans for determining the adequacy and appropriateness of its learning and information resources and their renewal and upgrade.

Proposed revisions include:

- Included criteria related to diversity of perspectives.
- Included criteria related to accessibility for diverse peoples.
- Addition of student support services references.

Program Consultation

Removed and integrated into Stage 1

Proposed revisions include:

- Removed to Stage 1 to eliminate duplication.

PROGRAM REVIEW AND ASSESSMENT

Standard

*In order to ensure the ongoing currency of the program and the quality of its learning outcomes, the institution must show evidence that a program review and assessment policy is in place. **Institutions seeking a renewal of consent must show evidence that it has implemented and is following its program review and assessment policies and procedures.***

Note: Degree Quality Assessment Board degree program reviews or reviews conducted by other external accrediting bodies are not substitutes for an institutionally led external program review process.

Assessment Criteria

- Evidence of a formal, institutionally approved policy and procedure for the periodic academic review of programs (i.e., normally every five years) that includes the following characteristics:
- A self-study undertaken by faculty members and administrators of the program based on evidence relating to program performance, including strengths and weaknesses, desired improvements, and future directions. For example, a self study takes into account:
 - the continuing appropriateness and accessibility of the program's structure, admissions requirements, method of delivery and curriculum for the program's educational goals and standards;
 - the adequacy and effective use of resources (academic and student support services, physical, technological, financial and human);
 - faculty performance including the quality of teaching and supervision and demonstrable currency in the field of specialization;
 - that the learning outcomes achieved by students/graduates meet the program's stated goals, the degree level standard, and where appropriate, the standards of related regulatory, accrediting or professional association;
 - the continuing adequacy of the methods used for evaluating student progress and achievement to ensure that the degree level standards have been achieved; and,
 - the graduate employment rates, graduate satisfaction level, employer satisfaction level, advisory board satisfaction level, student satisfaction level, and graduation rate.
- An assessment conducted by a panel **usually consisting of three academic** experts external to the institution that normally includes a site visit; a report of the expert panel assessing program quality and recommending any changes needed to strengthen that quality; and an institutional response to the recommendations in the report. **Note: consultation with program advisory committees and external reviews conducted by the Degree Quality Assessment Board do not fulfil the criteria for a periodic academic review.**
- A summary of the conclusions of the evaluation made publicly available.
- For programs where professional credentials are awarded externally or where industry standards require review, reports from any appropriate external review bodies are included.
- **For professional programs, regular consultation with an external program advisory committee.**

Submission Guidelines

- a) Indicate the policies/procedures that are planned for ensuring adequate depth and breadth and frequency of ongoing program review and assessment once the program has been implemented.
- b) Provide copies of the formal, approved policy and procedures for periodic academic review of programs that address the program review elements described in the criteria above.
- c) **Institutions applying for re consent under the DAA are required to undergo an external academic review prior to submission of the application. As evidence, provide a copy of the external review in an appendix and indicate how the program changed in response to this feedback. External reviews should be conducted by disciplinary experts with experience teaching at the degree level of the program.**

Proposed revisions include:

- Added criteria stating completion of an external academic program review is required prior to making application for re consent.
- Added criteria related to use of program advisory committees for professional programs.

APPENDIX - ASSOCIATE DEGREE

The Associate of Arts and Associate of Science degrees are designed to provide an educational experience that prepares students for life as an educated person, and to lay a solid foundation for further study. The requirements specified below are intended to provide breadth of exposure to a variety of disciplines in both Arts and Sciences.

The associate degree curriculum comprises two years of university-level study in a variety of academic areas. Students are required to complete a broad range of course offerings balanced with in-depth study in specific disciplines. The requirements are sufficiently flexible to enable students to complete the required prerequisites for upper level course work in their intended major if they wish to pursue a baccalaureate degree.

All associate degrees, regardless of where they are offered, must follow the guidelines as set forth below.

Requirements for Both Degrees

- All general and specific requirements must be met but an institution may set higher standards or additional requirements over and above these general and specific requirements.
- No course will be used to meet more than one of the specific requirements.
- An average overall grade of “C” (cumulative GPA of 2.0 or its equivalent) calculated on all courses counting towards the associate degree must be achieved.
- The number of credits awarded for any particular course will be determined by the institution granting the associate degree. Although the number of credits awarded for any particular course may vary from institution to institution, it is expected that a student will have completed the equivalent of approximately twenty 3-credit courses to fulfill the degree requirements.

Associate of Arts Degree

The Associate of Arts Degree is a provincial credential offered by many institutions in the BC Transfer System. The associate degree is designed to provide an educational experience that prepares students for life as an educated person, and to lay a solid foundation for further study. The associate degree curriculum comprises two years of university level study in a variety of academic areas.

Students are required to complete a broad range of course offerings balanced with in-depth study in specific disciplines. Since many students will continue their studies, the requirements are sufficiently flexible to enable students to complete the required prerequisites for upper level course work in their intended major. Students will be exposed to a program of study that seeks to develop:

- an interest in and curiosity about the world around them
- an understanding of the global context in which they live and work
- an appreciation of intellectual thought and human creativity
- an openness to a variety of viewpoints
- a capacity for and interest in self-directed life-long learning
- acceptance of the social responsibilities that come with the benefits of advanced learning

In addition, the program of study should develop and improve those skills essential for academic success at an advanced intellectual level. They include but are not limited to:

- advanced reading comprehension
- effective written and oral communications

- mathematical and scientific reasoning
- computer and technological literacy
- research and evaluative skills
- analysis, synthesis, and integration of knowledge
- critical thinking and problem solving
- application of theoretical understanding to practice
- working collaboratively

General Requirements

A minimum of 60 semester credits of first and second year courses. Unless otherwise noted, all required credits in this framework constitute minima.

1. All general and specific requirements must be met but an institution may set higher standards or additional requirements over and above these general and specific requirements.
2. No course will be used to meet more than one of the specific requirements.
3. An average overall grade of "C" (cumulative GPA of 2.0 or its equivalent) calculated on all courses counting towards the associate degree must be achieved.
4. The number of credits awarded for any particular course will be determined by the institution granting the associate degree.

Specific Requirements

- A. 6 credits in first-year English; and
- B. 9 credits in Science which shall include:
 - 3 credits in Mathematics, Computing Science, Formal Logic, or Statistics (Statistics courses taught in subject areas such as Business, Commerce, Economics, Psychology, etc. may also be used to meet this requirement);
 - 3 credits in **physical or biological** sciences, and
- C. **33** credits in Arts. Eighteen (18) of these credits must be at the second-year level, taken in two or more subject areas. The 33 credits in Arts shall include:
 - 6 credits in the Social Sciences;
 - 6 credits in Humanities (including the Creative and Performing Arts) other than English;
 - **21** additional credits in Arts, and
- D. **12** credits in Arts, Science, or other areas.

Definitions

1. A course may be defined by any subject for which it is granted transfer credit at **any BC public university**.
 - Any course in a subject area for which there is a Baccalaureate of Arts degree at any BC public university may be defined as an Arts course for the purposes of the associate degree.
 - Any course in a subject area for which there is a Baccalaureate of Science degree or Baccalaureate of Applied Science degree at any BC public university may be defined as a Science course for the purposes of the associate degree.
 - The requirements specified above are intended to provide breadth of exposure to a variety of disciplines in both Arts and Sciences. In some instances there may be some ambiguity as to whether a course is in the Humanities or Social Sciences and is an Arts course or a Science course. While those determinations are left to the discretion of the institution granting the associate degree, it is expected that such courses as Human Geography and most Psychology courses would be designated as Arts courses, whereas courses in Physical Geography and Mathematics would be designated as Science courses.

- a course in an "other" area is defined to be any course in a subject area for which there is a Baccalaureate degree other than in Arts, Science, or Applied Science at any BC public university.
2. Any course that has assigned or unassigned transfer credit at the 100-level at any BC public university may be defined as a first-year course for the purposes of the associate degree.
 3. Any course that has assigned or unassigned transfer credit at the 200-level or higher level at a BC public university may be defined as a second-year course for the purposes of the associate degree.
 4. A laboratory science is one in which a substantial component of student instruction involves the study of natural phenomena, either in the laboratory or in the field. Each institution granting the associate degree will determine which of its courses satisfy this requirement.
 5. For the purposes of this framework, a BC public university includes the following institutions:
 - Capilano University**
 - Emily Carr University of Art and Design**
 - Kwantlen Polytechnic University**
 - Royal Roads University**
 - Simon Fraser University**
 - Thompson Rivers University (campus or open learning)**
 - University of the Fraser Valley**
 - University of British Columbia (Vancouver or Okanagan campus)
 - University of Northern British Columbia
 - University of Victoria
 - Vancouver Island University

Associate of Science Degree

The Associate of Science Degree is a provincial credential offered by many institutions in the BC Transfer System. The associate degree is designed to provide an educational experience that prepares students for life as an educated person, and to lay a solid foundation for further study. The associate degree curriculum comprises two years of university level study in a variety of academic areas.

Students are required to complete a broad range of course offerings balanced with in-depth study in specific disciplines. Since many students will continue their studies, the requirements are sufficiently flexible to enable students to complete the required prerequisites for upper level course work in their intended major. Students will be exposed to a program of study that seeks to develop:

- an interest in and curiosity about the world around them
- an understanding of the global context in which they live and work
- an appreciation of intellectual thought and human creativity
- an openness to a variety of viewpoints
- a capacity for and interest in self-directed life-long learning
- acceptance of the social responsibilities that come with the benefits of advanced learning

In addition, the program of study should develop and improve those skills essential for academic success at an advanced intellectual level. They include but are not limited to:

- advanced reading comprehension
- effective written and oral communications
- mathematical and scientific reasoning
- computer and technological literacy
- research and evaluative skills
- analysis, synthesis, and integration of knowledge
- critical thinking and problem solving

- application of theoretical understanding to practice
- working collaboratively

General Requirements

A minimum of 60 semester credits of first and second year courses. Unless otherwise noted, all required credits in this framework constitute minima.

1. All general and specific requirements must be met but an institution may set higher standards or additional requirements over and above these general and specific requirements.
2. No course will be used to meet more than one of the specific requirements.
3. An average overall grade of "C" (cumulative GPA of 2.0 or its equivalent) calculated on all courses counting towards the associate degree must be achieved.
4. The number of credits awarded for any particular course will be determined by the institution granting the associate degree.

Specific Requirements

- A. 6 credits in first-year English; and
- B. 6 credits in Mathematics which shall include 3 credits in Calculus; and
- C. 36 credits in Science. Eighteen (18) of these credits must be in Science at the second-year level, taken in two or more subject areas. The 36 credits in Science shall include 3 credits in a laboratory science; and
- D. 6 credits in Arts other than English (excluding Mathematics and Laboratory-based Science courses); and
- E. 6 credits in Arts, Science, or other areas.

Definitions

1. A course may be defined by any subject for which it is granted transfer credit at any BC public university.
 - Any course in a subject area for which there is a Baccalaureate of Arts degree at any BC public university may be defined as an Arts course for the purposes of the associate degree.
 - Any course in a subject area for which there is a Baccalaureate of Science degree or Baccalaureate of Applied Science degree at any BC public university may be defined as a Science course for the purposes of the associate degree.

The requirements specified above are intended to provide breadth of exposure to a variety of disciplines in both Arts and Sciences. In some instances there may be some ambiguity as to whether a course is in the Humanities or Social Sciences and is an Arts course or a Science course. While those determinations are left to the discretion of the institution granting the associate degree, it is expected that such courses as Human Geography and most Psychology courses would be designated as Arts courses, whereas courses in Physical Geography and Mathematics would be designated as Science courses.

- a course in an "other" area is defined to be any course in a subject area for which there is a Baccalaureate degree other than in Arts, Science, or Applied Science at any BC public university.

2. Any course that has assigned or unassigned transfer credit at the 100-level at any BC public university may be defined as a first-year course for the purposes of the associate degree.
3. Any course that has assigned or unassigned transfer credit at the 200-level or higher level at a BC public university may be defined as a second-year course for the purposes of the associate degree.
4. A laboratory science is one in which a substantial component of student instruction involves the study of natural phenomena, either in the laboratory or in the field. Each institution granting the associate degree will determine which of its courses satisfy this requirement.
5. For the purposes of this framework, a BC public university includes the following institutions:
 - Capilano University**
 - Emily Carr University of Art and Design**
 - Kwantlen Polytechnic University**
 - Royal Roads University**
 - Simon Fraser University**
 - Thompson Rivers University (campus or open learning)**
 - University of the Fraser Valley**
 - University of British Columbia (Vancouver or Okanagan campus)
 - University of Northern British Columbia
 - University of Victoria
 - Vancouver Island University

BACHELOR'S DEGREE

Program Design and Outcome Emphasis

The credential awarded for the bachelor 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.

All bachelor 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 faculty 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.

Some bachelor degree programs are intended to provide wide exposure to several disciplines, others provide an in-depth education in one or more disciplines (often as preparation for graduate study), still others provide a blend of theory and practice that equips students for entry into an occupation or profession. Despite that diversity, each bachelor degree program must meet a substantial and common set of competency outcomes, as outlined below, to justify use of the bachelor degree label. The range of bachelor programs includes:

- *Programs designed to provide a broad education as an end in itself* prepare graduates for employment in a variety of fields and/or for admission to second entry professional programs. Examples: B. Hum (Humanities); General B.A. and General B.Sc. degrees.

- *Programs designed to provide in-depth study in academic disciplines* normally prepare students for graduate study in the discipline(s) and for employment in a variety of fields.
- *Programs with an applied focus* blend theory and practice, with content selected to ensure mastery of the field of practice, and prepare students for employment and for advanced study in relevant graduate and professional programs.
- *Programs with a professional focus* prepare graduates to meet admission requirements and to be competent practitioners in the profession. Some of them are first entry programs, others are 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 programs in academic standing, some professional programs yield degrees with other nomenclature [D.D.S. (Dental Surgery); M.D. (Medicine); or LL.B./J.D. (Law)].

Preparation for Employment and Further Study

In addition to providing personal and intellectual growth, bachelor 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.

Length of Program

Owing primarily to variations in pre-university studies among the provinces, classroom instruction is typically four years in duration (normally 120 credits, or the equivalent) and may be supplemented by required professional experience (e.g., supervised practica, internships, and work terms).

Admission Requirements

Admission normally requires at a minimum a secondary school 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.

Degree Level Standard – Bachelor Degree

1. Depth and Breadth of Knowledge

- a) Knowledge and critical understanding in a field of study that builds upon the student's 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; and,
- f) The ability to apply learning from one or more areas outside the discipline.

2. Knowledge of Methodologies and Research

An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:

- a) evaluate the appropriateness of different approaches to solving problems using well-established ideas and techniques;
- b) devise and sustain arguments or solve problems using these methods; and,
- c) describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and how these are relevant to the evolution of the discipline.

3. Application of Knowledge

- a) The ability to review, present and critically evaluate qualitative and quantitative information to:
 - develop lines of argument;
 - make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;
 - apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; and,
 - where appropriate, use this knowledge in the creative process.
- b) The ability to use a range of established techniques to:
 - initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;
 - propose solutions;
 - frame appropriate questions for the purpose of solving a problem; and
 - solve a problem or create a new work.
- c) The ability to make critical use of scholarly reviews and primary sources.

4. Communication Skills

The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to a range of audiences, to specialist and non-specialist audiences, using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.

5. Awareness of Limits of Knowledge

An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.

6. Professional Capacity/Autonomy

Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:

- a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;
- b) working effectively with others; and,
- c) behaviour consistent with academic integrity.

MASTER'S DEGREE

Program Design and Outcome Emphasis

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 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.

Research-oriented master's programs are typically for graduates of related undergraduate or professional programs in the field or students 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. **Some research-oriented master's programs are** course-based but still require students to demonstrate the necessary research, analytical, interpretative, methodological and expository skills in course exercises to prepare students for advanced study. Examples: M.A. programs in the humanities and social sciences; M.Sc. 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. **Professional-oriented master's programs are not research-oriented and are typically terminal degrees where admission to advanced degrees is limited.** Example: Master of Social Work, Master of Business Administration.

Preparation for Employment and Further Study

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.

Length of Program

Master's programs vary, **normally with a minimum of 30 credits (1-2 years), depending on the field and the speed at which individuals progress through requirements.**

Admission Requirements

Normally an undergraduate degree with an appropriate specialization, or an undergraduate degree with relevant bridging studies.

Degree Level Standard – Master’s Degree

1. Depth and Breadth of Knowledge

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.

2. Knowledge of Methodologies and Research

A conceptual understanding and methodological competence that enables the graduate to have a:

- a) working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;
- b) capacity to evaluate critically current research and advanced research and scholarship in the discipline or area of professional competence; and,
- c) capacity to address complex issues and judgments based on established principles and techniques.

On the basis of this competence, graduates are able to demonstrate:

- a) the development and support of a sustained argument in written form; and/or
- b) originality in the application of knowledge.

3. Application of Knowledge

Competency in the research process by applying 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.

4. Communication Skills

The ability to communicate ideas, issues and conclusions clearly and effectively to specialist and non-specialist audiences.

5. Awareness of Limits of Knowledge

A cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

6. Professional Capacity/ Autonomy

- a) The qualities and transferable skills necessary for employment requiring:
 - i) initiative, personal responsibility and accountability; and,
 - ii) decision-making in complex situations, such as employment.
- b) The intellectual independence required for continuing professional development; and,
- c) The ability to appreciate the broader implications of applying knowledge to particular contexts.

An institution proposing to offer its first master’s degree program will normally be required to undergo an organization review unless the board has already determined that the institution meets the organizational review standards and can satisfactorily support the proposed graduate program.

DOCTORAL DEGREES

Program Design and Outcome Emphasis

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.

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 their 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 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 Ph.D. Examples: Ph.D. (Psychology), Ph.D. (Education), Ph.D. (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: Ed.D. (Education), Mus.Doc. (Music), Psy.D. (Psychology).

Preparation for Employment and Further Study

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

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

Normally a master's degree with an appropriate specialization, or a master's degree with appropriate bridging studies.

Degree Level Standards - Doctoral Degree

1. Depth and Breadth of Knowledge

A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.

2. Knowledge of Methodologies and Research

A conceptual understanding and methodological competence that provides the graduate with the ability to:

- a) conceptualize, design, and implement 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;
- b) make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and,
- c) produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.

3. Application of Knowledge

The capacity to:

- a) undertake pure and/or applied research at an advanced level; and,
- b) contribute to the development of academic or professional skill, techniques, tools, practices, ideas, theories, approaches, and/or materials.

4. Communication Skills

The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.

5. Awareness of Limits of Knowledge

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.

6. Professional Capacity/ Autonomy

- a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;
- b) The intellectual independence to be academically and professionally engaged and current; and,
- c) The ability to evaluate the broader implications of applying knowledge to particular contexts.

Applications for the approval of doctoral programs will only be considered 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. An institution proposing to offer its first doctoral degree program will normally be required to undergo an organization review, unless the board has already determined that the institution meets the organizational review standards and can satisfactorily support the proposed program.

Appendix 2 – GUIDELINES ON NAMING DEGREES

The following guidelines have been adopted by the board to assist institutions in determining the name of the credential they offer. Institutions proposing new degree names should indicate the basis for selecting a degree name. This should be determined within the institution's overall approach to degree nomenclature and reflect historical practice in British Columbia and, where necessary, within the broader Canadian and international context. It should be noted that the guidelines apply to all new degrees

- 1) Credentials for new academic programs should ordinarily be selected from degree names that are widely used and generally understood in British Columbia.
- 2) A generic degree name that already incorporates a broad range of academic disciplines or subject areas is preferable to a multitude of specific degree names. Examples include the Bachelor of Arts at the undergraduate level and the Master of Science at the graduate level. In the case of more specialized institutions, the standard credential awarded could be reflective of the overall mission of the institution (e.g., technical institute, Bachelor of Technology).
- 3) The name should be descriptive of the general area of study, which usually corresponds to a particular faculty or school. **For example, the Bachelor/Master of Arts are normally used for programs in arts and humanities and some areas of the social sciences; the Bachelor/Master of Science normally refers to programs in the natural and physical sciences, technology and mathematics. The nomenclature conventions in British Columbia, while consistent with Canadian norms, may differ from some international jurisdictions. In such cases, the norms in British Columbia will take precedent as the conventions are commonly understood by students, employers and post-secondary institutions.** The emergence of interdisciplinary studies has led to a number of departures from this practice. **The current understanding of an interdisciplinary studies degree normally involves the combining of two or more disciplines to solve a specific problem.**
- 4) The name should be appropriate for adoption by other British Columbia post-secondary institutions with similar programs. Comparable, but not necessarily identical, programs should lead to equivalent credentials. To a certain extent the system has already demonstrated its flexibility. The two clearest examples are the degrees of Bachelor of Applied Science and the Bachelor of Engineering as engineering credentials and the Bachelor of Commerce and the Bachelor of Business Administration as business credentials. While the degree designations differ, the credentials are seen to be equivalent.
- 5) In British Columbia, the use of associate degrees is restricted to the Associate of Arts and the Associate of Science degree.
- 6) The above principles apply to both undergraduate and graduate programs.

How to Indicate Specialization in the Degree Name

The board assumes that the principal reason for proposing a distinct degree is to indicate an academic area of specialization. Where appropriate the subject of specialization could be included as part of the degree name. Majors and areas of concentration are already identified on the transcript. In some instances, honours are shown as part of the degree. In addition, the specialization or major is sometimes shown on the parchment as a matter of institutional preference, but that does not mean it needs to be incorporated into the name of the degree.

New degrees, which identify an area of specialization, should fit into one of the following categories:

Appendix 2 – GUIDELINES ON NAMING DEGREES

- a) Bachelor/Master of Science in _____. There is a clearly identified and specialized field of study that finds its roots in science, but derives its distinctiveness from being located in a separate academic unit. Examples include: agriculture, dietetics, forestry, kinesiology, nursing and pharmacy. From the examples given, it is clear that there is a strong link to a particular profession. While the degree names follow a standard pattern, the degree initials do not. Examples are: B.Sc.(Agr.) and B.S.N. Either format is appropriate.
- b) Bachelor/Master of _____ Science. This approach is similar to the previous method. In this instance a descriptive adjective is used to distinguish the branch of science. Examples include: Bachelor of Applied Science and Bachelor of Health Science. Again, recognized academic units offer the degree and there is a connection with a particular profession.
- c) Bachelor/Master of Arts in _____. While not as common as the comparable degree in science, there are a few instances where this approach has been adopted, e.g., Bachelor of Arts in Child and Youth Care. To warrant a separate degree name, the number of courses required in the field of specialization should exceed that required for a major. There should also be some demonstrated link with a particular profession or occupation.
- d) Bachelor/Master of Education (Elementary). This approach to indicating specialization is achieved by showing the specialty in parentheses after the generic degree. In British Columbia it has been used primarily to distinguish various kinds of education degrees. Unlike the previous examples, these degrees are offered by a single faculty. The Education degree is also a professional degree and the designated distinction has obvious implications for employment. Other faculties offering specialized professional programs may consider this option: an example is the Bachelor of Arts (Criminal Justice).
- e) Bachelor/Master of _____ Studies. The word “studies” is used in instances where there is a well-defined academic program but where the course offerings are provided by a number of academic units or faculties. In interdisciplinary programs, there is often a tension between choosing a more generic degree (e.g., B.A. (Canadian Studies)) versus Bachelor of Canadian Studies. The former is the more widely recognized and recommended approach.
- f) Bachelor of Technology (_____). With the post-secondary system expanding to include a greater variety of academic institutions, generic degrees that reflect the academic orientation of these institutions have emerged. In the case of technological institutes, academic programs are grounded in the study of the practical application of science in a variety of subject areas. The field of specialization, if necessary, can be shown in parentheses following the general degree, as is the practice in the education field. Normally this degree designation is confined to institutes of technology.
- g) Bachelor of Applied _____. The development of more applied degrees in British Columbia has led to a rise in the use of the word “applied” in the title of the credential offered. New degree programs that are “applied” may consider using a generic degree name such as Bachelor of Applied Arts (name of specialization) or Bachelor of Applied Design (name of specialization). Each designation is sufficiently broad to allow a number of specific programs under a single umbrella. However, as the term “applied” may be perceived to be a “terminal” degree that does not allow for easy progression to post-graduate education, institutions are urged to take this in consideration when choosing a degree name to ensure graduates do not face barriers to having their credential recognized as having equivalent depth and breadth as any other degree at the same level. Also, as the Bachelor of Applied Science is already identified with engineering, its use should be limited to such programs to avoid confusion.

Appendix 2 – GUIDELINES ON NAMING DEGREES

- h) Master of _____. Professional degrees may indicate a specific discipline. Profession-oriented master's are normally course-based and intended to prepare students 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 (e.g., Master of Social Work).
- i) Doctor of Philosophy in _____. This credential is widely used for doctoral programs regardless of the faculty or school to which the program belongs. Specializations tend to denote the disciplinary field of study (e.g., PhD in Political Science). PhD programs are normally research based and prepare graduates for an academic career.
- j) Doctor of _____. There are a very small number of professional doctorate programs in British Columbia. Professional doctorates are typically oriented to practice, usually involving 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 (e.g., Doctor of Psychology in Clinical Psychology (Psy.D.)).

GLOSSARY OF TERMS¹

Admission

An educational institution's formal acceptance of a person to enter a program or course.

Applied Degree

A qualification at the baccalaureate or master's level with a strong vocational/professional orientation.

Articulation Agreement

An agreement, between two institutions that authorizes studies undertaken in specific programs to be credited toward advanced standing into a specific program at the receiving institution.

Associate Degree

An academic qualification generally awarded after a two-year academic study (60 credits) that is transferable into a bachelor's degree program.

Bachelor's Degree / Baccalaureate Degree

An undergraduate degree normally requiring four years of full-time study (120 credits).

Branch campus

Any location of an institution, other than the main campus, which is under a similar corporate and governance structure as the main campus. The branch campus is accountable to the main campus through its governance system, where the main campus provides direct responsibility for academic standards and financial oversight to ensure equivalency to the main campus

Calendar

A document describing rules, regulations, policies, programs, and courses for a specific institution.

Consent Holder

An institution operating under written consent given by the Minister of Advanced Education under Section 4(1) of the *Degree Authorization Act*.

Course

A single unit of study offered by an educational institution.

Credential (Academic)

A document provided as evidence of learning based on completion of a recognized program of study. Degrees, diplomas, and certificates are examples of academic credentials.

¹ Many of the definitions were adapted from The Canadian Information Centre for International Credentials (CICIC) English Terminology Guide for academic credential assessment in the provinces and territories of Canada.

Credit

A unit used to express the value of a course or other training activity in relation to the total requirements for a degree, diploma, or certificate, usually measured in hours of study or achievement of threshold standard or both.

Curriculum

A systematic group of courses or sequences of subjects.

Degree

An academic credential awarded by an authorized academic institution for successful completion of a program of academic study.

Degree Program

A program of study that when completed successfully entitles the student to a degree.

Degree Granting Institution

An educational institution granted by competent provincial or territorial authorities the right to confer bachelor's and/or master's and doctoral degrees.

De Novo Institution

A post-secondary institution that is at an early stage of organizational formation and does not yet offer degree programs.

Discipline

A grouping of several related fields of study that forms the basis for organizing educational programs.

Distance Education

An instructional system in which the learner is separated from the institution organizing the instruction by space and/or time. Includes blended learning, correspondence courses, distributed education, e-learning, and learning facilitated by information and communications technology.

Doctoral Degree

A graduate degree that is one level higher than a master's degree.

Faculty Qualifications:*Academically Qualified:*

- Hold a Doctorate in the program area with:
 - a graduate level specialization in the field in which they are teaching, or
 - professional certification in the field of teaching, or
 - five or more years of *current* professional experience in the field of teaching, or
- Hold an out of field Doctorate with:
 - demonstrated content knowledge of the field, such as a professional certificate in the field, and
 - demonstrated teaching effectiveness, and

- demonstrated scholarly evidence considered as expert work or significant professional practice experience

Professionally Qualified:

- Hold a Master's degree in a related field with a specialization in the field in which they are teaching and a professional certification in the field in which they are teaching, or
- Hold a Master's degree in the field in which they are teaching, and
 - have extensive and documented successful teaching experience in the area they are teaching in, and demonstrate involvement in meaningful research, or,
 - have five or more years of current professional and management experience in the field in which they are teaching; or
- Is recognized by professional peers as exemplary in the profession.

Entrance Requirements

A set of criteria stipulating education and other types of training or experience for eligibility to enter into an educational program. May include minimum levels of achievement and/or scores on examinations.

Graduate Studies

Studies normally taken following an undergraduate degree (most often a master's or doctoral degree).

Language Requirement

A stipulated requirement for applicants to demonstrate oral and/or written language skills and general comprehension prior to entry into an educational institution.

Learning Outcome

The specification of what a student should learn or can do as the result of a period of specified study.

Main Campus

The campus of the degree-granting institution that is designated as its primary location in British Columbia. The main campus is responsible for the central administration of a branch campus location.

Master's Degree

A graduate degree that normally follows an undergraduate degree and takes one to three years of study.

Prerequisite

A course or other requirement that must be satisfactorily completed before enrolment will be permitted into an advanced or succeeding course.

Prior Learning Assessment and Recognition (PLAR)

A process to assess and recognize all learning from all sources.

Program

An integrated group of courses or learning activities leading to learning outcomes in a particular field of study.

Quality Assurance

The planned and systematic review process of an institution or program to determine that acceptable standards of education, scholarship, and infrastructure are being met, and to aim for continuous improvement.

Recognition

1. Formal acknowledgement and/or acceptance of prior academic, professional, or vocational training, work experience, or academic credentials, and the granting of full or partial credit for it or them with respect to entry into an academic institution (academic recognition) or a trade or profession (occupational recognition).
2. Formal acknowledgement of the status of an institution, accrediting body, or regulatory body, usually as a result of legislation or an accreditation process.

Registration

The process of formally assigning and recording enrolment into an educational institution.

Regulated Occupation / Profession

An occupation controlled by provincial and territorial (and sometimes federal) law, and governed by a regulatory body. About 20 percent of jobs are in regulated occupations. These include regulated professions (e.g., nurses) and skilled trades (e.g., plumbers).

Regulatory Body

An organization that has legislated and exclusive authority to determine eligibility for, and to issue, licences to practise a specific occupation or set of occupations. Regulatory bodies set the minimum standards of practice for many professions.

Required Course

A course that all students following a particular program of studies are required to take.

Residency

A specific amount of time that must be spent or number of courses or credits that must be completed by a student at a specific institution in order to receive his or her credential.

Syllabus/Course Outline

A description of the essential features of a program of study and its courses, including objectives, subject content, teaching, and assessment strategies.

Transcript

An official document that identifies courses taken (title and course number), credits and grades achieved, and credentials or qualifications earned.

Transfer of Credits

The acceptance or recognition of credits by a host institution on the basis of successful completion of courses at another educational institution in order to minimize the duplication of learning. Also called credit transfer.

Undergraduate Studies

The first level of studies toward a bachelor's degree

Work Integrated Learning

A model of experiential education which formally and intentionally integrates a student's academic studies within a workplace or practice setting. Various types of WIL include: applied research projects, co-op education, field placements, internships, practicum, and work experience.

Continuing Faculty Guidelines

for

Private Institutions under the Degree Authorization Act

Current Criteria Standards– Faculty

From the *Degree Program Review Criteria and Guidelines*

Faculty and instructors are in sufficient numbers, and with the appropriate credential to develop and deliver the degree level being offered and program being proposed. Staff resources must be sufficient to ensure coverage required within the discipline for the proposed program.

From the *Organization Review Self-Study Criteria and Guidelines*:

Faculty and Staff Criteria:

The Institution has full-time faculty in sufficient numbers to:

- Ensure quality standards are maintained;
- Ensure a high degree of consistency and continuity of curricula development and delivery; and
- Develop and deliver the program and to develop and deliver each of the fields of specialization identified in the program.

Guidelines to Ensure Sufficient Numbers of Qualified Faculty

Principles

- Stability, consistency, and continuous improvement of academic programs and institutional operations rely on continuing faculty to do long-term program and curricular planning.
- Governance of higher education institutions requires continuing faculty to be involved in academic decision-making for the long-standing and consistent quality of degree programs.
- Academic freedom in teaching, research, and service is most secure among faculty with continuing status.
- Continuing faculty provide service to the community at large. Service raises an institution's profile, provides reputational benefits, and facilitates collaboration and peer review.
- Continuing faculty are more able to provide students with a high-quality learning environment and experience over time, which results in better learning outcomes, better graduation and retention rates, and greater overall success.

Faculty plans are a vital part of these Guidelines to determine the scale of faculty requirements and ensure there is sufficient faculty in place to maintain the principles outlined above as the program evolves and reaches maturity.

Definitions

- **Continuing faculty** have permanent, ongoing appointments with no end date, or are specific term faculty who are considered permanent as they have multi-year contracts that are renewed on an ongoing basis, subject to funding and satisfactory performance.
- **Term faculty** have defined end dates of at least the length of the program or three years, whichever is longer. These appointments come with no expectation of renewal.
- **Sessional faculty** are faculty that are temporary, adjunct, non-permanent, or non-regular faculty members with an appointment of two years or less.
- **Faculty plans** demonstrate whether the institution has and will continue to have a satisfactory number of qualified continuing and term faculty to promote continuity of programming and ongoing quality improvement. In some cases, the faculty plan will include a hiring plan.

Expectations of Faculty Numbers

Faculty numbers will differ by institution, category of degree program, discipline/field, program length, and degree level. Nonetheless all institutions should meet some common expectations concerning sufficient numbers of continuing faculty, their qualifications, and the institution's policies to foster their development.

Sufficient Continuing Faculty

1. For new degree programs, the institution will start with a minimum of one continuing faculty member for the degree, and additional continuing and/or term faculty members for each secondary specialization, minor, concentration, etc. The continuing faculty are to be in place prior to the start of the program.
2. In addition to the above, the institution commits to, and maintains, a minimum threshold of 50 percent of the number of course sections within each degree program to be taught by continuing and/or term faculty. Some fields may require a higher minimum standard.
3. As class sizes may vary, the institution's continuing and term faculty normally comprise, at a minimum, 50 percent of all teaching staff calculated by full-time equivalents.
4. Faculty plans are to be linked to the institution's plans for growth.
5. Normally, continuing faculty refer only to those working at the B.C. campus(es) for which the institution has consent.
6. Institutions with a history of faculty stability that consistently demonstrate the Principles outlined above may be granted a flexible approach tailored to the institution's and the program's different needs for addressing the adequacy of continuing faculty numbers.

Qualifications of Faculty

7. Institutions are expected to develop and implement a faculty qualifications policy that incorporates best practices such as hiring academically qualified faculty with terminal degrees in the field in which they are teaching, hiring professionally qualified faculty recognized by professional peers as exemplary in the field, etc.
8. Faculty have demonstrable expertise in the courses they are responsible for teaching.¹
9. In some specialized programs such as fine arts or Indigenous languages, faculty may be considered equally or more qualified than those with an academic degree if they are recognized as Elders or practitioners with profound knowledge of the field.
10. All faculty, continuing, term, or sessional, who are teaching at the undergraduate level should meet the Instructor Qualifications for Transferable Courses guidelines of the B.C. Council of Admissions and Transfer.
11. Continuing faculty teaching at the master's or doctoral level normally will have a terminal degree in the discipline being taught.

Faculty Policies

12. All continuing and term faculty are required to undertake, and will receive institutional support for, professional development, research, and/or scholarship, as defined by the individual institution. Non-continuing faculty should receive institutionally-supported professional development opportunities, if available.
13. All continuing and term faculty provide service to the institution. Service is defined as non-teaching activity that improves the quality of the program and/or the institution, such as involvement in an institution's academic governance or participation in BCCAT articulation committees within their academic discipline.
14. Faculty appointments reflect the principles of equity, diversity, and inclusion.

Faculty Plans

Private degree-granting institutions operating under the *Degree Authorization Act* (DAA) must submit an up-to-date faculty plan showing anticipated continuing, term, and sessional faculty numbers over the next three years with each application for a new degree program and each application for renewal of consent of an existing program. In addition, applications for new degree programs will submit a faculty plan including a hiring plan outlining how numbers of continuing, term, and/or sessional faculty numbers will increase with enrollment growth.

An institution's faculty plan and hiring plan is predicated by, and should be aligned with, the institution's financial resources and budget.

Faculty plans and hiring plans reflect goals for program growth and expansion (or contraction) for the next three years, and identify the qualifications needed of new faculty recruits.♦

¹ Demonstrable expertise could be illustrated in numerous ways such as research, specialized industry experience, graduate-level coursework, etc.

Determination of New Degree - Draft Policy

C. Guidelines for Degree Majors, Minors and Concentrations:

"Degree" means recognition or implied recognition of academic achievement that:

(a) is specified in writing to be an associate, baccalaureate, masters, doctoral or similar degree, and

(b) is not a degree in theology. (From the *Degree Authorization Act*)

Additionally, degrees must meet or exceed the degree level standards elaborated in Section IV A2.

The degree name should convey long-term meaning and the content of the program is consistent with the name.

"Degree Specialization" means a distinct grouping of courses within a degree program. Specializations may be primary or secondary. Some secondary specializations may be defined more precisely as a sub-specialization within a primary specialization.

- An undergraduate **major** (or synonymous term) is considered a *primary* specialization (e.g., BSc (with a Major) in Geography). An undergraduate applied or professional degree is considered a primary specialization (e.g., Bachelor of Business Administration). Normally a major or primary specialization requires, at minimum, 30 upper-level credits.
- An undergraduate **honours** is considered an intense specialization in a field of study and is open only to students with high academic standing. Normally, an honours requires a minimum of 36-48 upper-level credits in the specialization, which often includes a research thesis. Students must attain high academic standing to graduate with an honours degree.
- An undergraduate **minor** is considered a *secondary* specialization:
 - Students typically take a minor in a subject area *other than* their primary specialization (e.g., BSc in Geography with a Minor in Sociology). Normally the range for a minor is 12-15 upper-level credits.
- An undergraduate **concentration** is generally considered a *secondary* specialization within the primary specialization of the degree. (e.g., BSc in Geography with a Concentration in Resource Management). Normally the range for a concentration is 12-15 upper-level credits.
- An associate of arts or associate of science **concentration** is a secondary specialization within the existing Associate Degree Framework. Courses in the concentration should transfer as assigned course credits in the concentration subject area at a public university. (e.g., Associate of Arts with a Concentration in Economics).
 - Concentration is used here generically to identify a wide range of secondary specializations characterized by varying names, purposes, number of credits and recognition. Other terms used may include stream, focus, option, track, etc.

- A graduate **field of study** (or other term) is considered a *primary* specialization (e.g., Master of Engineering in (the field of) Engineering).
- A graduate **concentration** is generally considered a *secondary* specialization within the graduate field of study (e.g., Master of Arts in International Relations with a Concentration in Global Security). Normally, the range for a graduate concentration is 20-50% of the program credits.
 - Due to the focused nature of graduate degrees, graduate concentrations always occur *within* the field of study, though they are also characterized by varying names and number of credits.

D. Definition of a New Degree Program:

“**New Degree Program**” is defined as:

- any degree that has not been previously granted or conferred by the post-secondary institution in British Columbia; or
- any degree granted or conferred by the post-secondary institution in British Columbia containing one or more of the following elements:
 - a new undergraduate major:
 - NOTE: a new honours or minor program in a field in which a major is currently offered is not considered a new degree program;
 - a new undergraduate joint major if one or more of the fields in the joint major does not have approval;
 - significant change to one or more key features of any approved program (e.g., name, objectives, outcomes, resources, requirements or delivery mode);
 - a change in degree designation or credential that may be precedent-setting for the institution or the British Columbia post-secondary system;
 - a new graduate field of study.

The Following *may* be defined as a New Degree depending on the context, experience of the institution, and the field of study and should be provided to the board for determination:

- Changes to key program features: name, objectives, outcomes, resource requirements, delivery mode, partnerships etc.;
- a new undergraduate minor in a program area for which the institution does not already have approval to offer a major, if the minor constitutes 20% or more of total program content in credits (i.e., 24 or more credits in a 120-credit program);
- a new undergraduate concentration constituting 20% or more of total program content in credits (i.e., 24 or more credits in a 120-credit program);
- a new graduate concentration constituting 20% or more of total program content in credits (i.e., 6 or more credits in a 30-credit program);

- curricular changes to any approved program that make the program measurably different by 20% or more of total program content;
- a new concentration within the Associate of Arts or Associate of Science degree at an institution under the *Degree Authorization Act*;
- whether a new sub-specialization is listed on the degree parchment and/or on the transcript.

E. Board Determination of a New Degree Program

All new degree programs and all proposed changes that meet the definition of a new degree program as outlined above in Section D are to be submitted to the Degree Quality Assessment Board.

Institutions should submit proposals whether they are public or private/out-of-province public institutions and whether they have exempt or non-exempt status at the applicable degree-level.

Private and Out-of-Province Public Institutions

For private and out-of-province public institutions governed by the *Degree Authorization Act*, ministerial consent is specific to the activity, program and site described in the application.

The terms and conditions of consent clearly identify the circumstances under which consent-holders are required to notify the minister of a material change in circumstance (e.g., ownership change, location change, program delivery change, material change in learning outcomes). The minister may refer the proposed change to the board for review against the relevant established criteria and/or operational guidelines. The board makes recommendations to the minister regarding changes to the terms and conditions of consent if a proposed change is determined to constitute a change in the scope of the consent.

In all cases, the board reserves the right to determine whether a review is required

If the board determines that changes do constitute a new degree program, the institution must submit a new degree program proposal. Proposed program changes must not be implemented until the degree program review has been successfully completed and ministerial approval granted.

Institutions may contact the board secretariat for assistance if it is not clear whether a proposed change is of sufficient magnitude to be classed as a new degree program.

Online Delivery Guidelines

As a result of COVID-19 and in the interests of staff and student welfare, many institutions have shifted to online or blended delivery. Some private and out-of-province public institutions are wanting to continue online delivery on a permanent basis.

The Board has the option to determine if the request to shift permanently to online would be considered a new degree that would need a full quality assessment review, or assess the requests based on the following principles and guidelines.

Current Learning Methodologies/Delivery Methods Criteria

Standard

Learning methodologies are the methods of delivery that will be used to achieve the desired learning outcomes at the degree level standard and at an acceptable level of quality. The institution must demonstrate that it has the expertise and resources to support the proposed method of delivery and ensure its effectiveness. In some cases, it may be more appropriate for the institution to demonstrate that it has a realistic plan to put the necessary expertise and resources in place.

Assessment Criteria

- The delivery method(s) and quality assurance policies are appropriate to course content, the students involved and the proposed learning outcomes.
- Evidence that the institution has the expertise and support for the proposed method of delivery (both human and material that support the program and its students and provides processes for students' feedback); and ensures its effectiveness or demonstrates a viable plan to put the necessary expertise and resources in place.
- Where applicable, policies pertaining to technology-based, computer-based and web-based learning and modes of delivery ensure:
 - student and faculty preparation and orientation;
 - reliable, and sufficient course management systems;
 - accessible technical assistance for students and faculty;
 - appropriate hardware, software and other technological resources and media; and,
 - well-maintained and current technology and equipment.

Guidelines for Online Delivery Assessment

Definitions

In-Person Education: Learning occurs via in-person delivery only. All elements of learning are accessed in-person. Technology may still be used to enhance learning or provide course materials.

Online Education: Courses offered by post-secondary institutions that are held in a completely virtual environment, using synchronous or asynchronous methods. The student is not required to attend learning activities or assessments in person in order to be able to complete the course.

Blended/Hybrid: Learning occurs via online and in person delivery consecutively. Learners are required to engage consecutively both online (either or both synchronous and asynchronous) and in person.

Synchronous: Delivery that happens at the specific time for the instructor and the learners, meaning that there's real-time interaction between them. Examples include, video conferencing, teleconferencing, live chatting, live-streaming, etc.

Asynchronous: All learning and assessment occur within broadly defined timelines; no requirement to participate in scheduled concurrent learning or assessment activities.

Guiding Principles for Online Delivery

- *Accessibility* – all students and faculty, regardless of location, physical or developmental impairment can access and use all course materials and tools.
- *Technology Infrastructure* – the learning management system and online tools are accessible, reliable, well-maintained and recoverable.
- *Faculty Expertise* – faculty must have the appropriate qualifications, knowledge and skills required to support the achievement of learning outcomes in an online environment.
- *Communication* – the institution’s expectations, policies and procedures are open and transparent, and students are made aware of any issues that may impact their learning.
- *Student Engagement* – the institution, faculty and support staff must communicate, collaborate, and actively involve students to ensure an enriching educational experience.
- *Support for Students and Faculty* – support staff for students and faculty are readily available to provide support in an online environment comparable to what would be available on-campus.
- *Risk Management* – technology recovery plans are in place in the event of a failure, policies and procedures are in place to verify student identity and maintain academic integrity of assessments.
- *Evaluation* – student and faculty feedback is used for ongoing evaluation and enhancement of the online delivery model.

Assessment Criteria

Students

- Students have access to the resources they need to engage in online learning, including identifying and addressing barriers to accessing technology and internet connectivity.
- All additional costs, beyond tuition and ancillary fees, associated with online or distance learning aspects of course/program delivery are transparent and communicated to students.
- Students have the opportunity to contact and interact with faculty (e.g., office hours).
- Students have access to support staff and that student support is adequately resourced to meet learner needs, often extended hours.
- Online components of programs are organized in such a way that students can achieve program and degree level learning outcomes within the prescribed period of study.
- Student engagement will be maintained throughout the delivery of the course for a meaningful learning experience, including peer-to-peer interaction, faculty to student interaction, and student academic support.
- Adequate and diverse online library resources are available to students and physical space for students to engage in online learning on campus if necessary.
- Expectations for any required face-to-face, on-campus or off-campus work components (e.g., work integrated learning, specialized laboratory work) are stated clearly and well in advance.

Faculty and Staff

- Support services and training for faculty or staff are required for the changed delivery mode to ensure they have the appropriate qualifications, knowledge and skills required to support the achievement of learning outcomes.
- Faculty have access to the learning technologies to deliver online.
- Courses include provisions designed to meet the accessibility needs of diverse learners.
- Faculty have a common baseline for learning and teaching success using effective practices in online pedagogy. For example, promoting and encouraging principles of Universal Design for Learning (UDL).
- Faculty teaching, supervision loads and availability to students are adequate in the context of online course development and teaching, whether synchronous or asynchronous.
- Remuneration for faculty is consistent with institutional policies, internal equity and addressing additional workload for adapting courses to online delivery.
- Exams and assessments are fit for purpose, clearly communicated, effectively moderated, and allow students to demonstrate learning outcomes.
- Student engagement and interaction will be monitored to ensure students are engaged in and undertaking the required learning.
- Staff are in place to assist in developing and delivering the online programs (e.g. instructional designers, developers, Learning Management System support staff, and/or their equivalents).
- New faculty have a right and/or guidelines to revise an existing course before asked to teach an online course.

Institutional Policies and Procedures

- Appropriate risk management provisions are in place, 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.
- Institutions risk management and mitigation plans ensure that students are offered alternatives where there is significant change or disruption to delivery of courses, including processes for fee reduction, refunds or deferral.
- A process is in place to verify the identity of student, including registration, participation and assessment, so that it can be determined with certainty that the learner turning in the work is the one who is registered for the course.
- Processes are in place to maintain academic integrity of assessments, including methods to identify verification, supervision and proctoring of tests and exams as appropriate.
- Appropriate policies and procedures are in place to address copyright and intellectual property issues and privacy regulation (FOIPPA) compliance (e.g., digital rights management and the use of object learning repositories).
- A course with multiple sections and instructors have the same learning outcomes and periodic evaluation by students/peers/admin according to the regular cycle of evaluation.
- Appropriate goals are in place for the retention/persistence of students using on-line learning and the institution assesses its achievement of these goals and uses the results for improvement.
- Complaint processes are clearly defined and can be used electronically.