

Proposal Template: New Degree Programs and Specializations (Part B: Campus Alberta Quality Council Review)

If a proposed program receives a positive outcome from the System Coordination Review, the Minister may refer the program to the Campus Alberta Quality Council for quality assessment, the second stage of review.

The onus is on the applicant institution to satisfy CAQC that the level of learning to be achieved is consistent with that which is expected at the proposed degree level, that the program has sufficient breadth and rigour to meet national and international standards as outlined in, for example, the Canadian Degree Qualifications Framework (CDQF) and the Alberta Credential Framework (ACF), and that the program is comparable in quality to similar programs (if any) offered in Alberta and elsewhere. The program proposal should demonstrate how CAQC's program quality standards and any applicable guidelines have been addressed and describe any unique dimensions that set the program apart from similar programs thus providing new educational opportunities for students.

NOTE: Part A of the program proposal may undergo changes as a result of the System Coordination Review. It is important that Part A be up-to-date and complete before it is forwarded to CAQC. Building on the information provided in Part A, the program proposal that is sent to CAQC should contain the additional information requested below. When possible, links to existing policy documents and institutional policies should be provided, rather than recopying them in response to questions.

SECTION A: PROGRAM SPECIFICS

1. Program Learning Outcomes (PLO)

- a. Provide the program's learning outcomes (as presented in Part A of the proposal).

2. Program Structure

- a. Provide a comprehensive outline of the entire program curriculum, listing the course names, course numbers, and credits for all required courses and specified electives. Indicate which courses are new for this program. Where applicable, specify the requirements for any minors, work-integrated learning (WIL), specific general education or breadth elements, or other elements that are part of the program.
 - In cases where the proposed program ladders on top of an existing diploma or certificate, a similar outline must be provided for that credential.
 - In an appendix, list the calendar entries for all required courses and specified electives, including the calendar designation for credits and numbers of lecture, lab seminar, tutorial hours, etc. For new courses under development, provide a tentative calendar entry.

- b. If the curriculum includes a WIL component(s), provide the following information:
- i. how placements will be arranged, and what resources and/or personnel the institution will make available to undertake these processes.
 - ii. expectations and obligations of student and host and how these will be coordinated.
 - iii. how mentoring and supervision of students during their WIL experience will take place.
 - iv. how evaluation of student performance will occur.
 - v. how opportunities will be afforded to students to reflect on how the WIL experience contributed to their degree program.
 - vi. If not already included above, indicate the resources and/or personnel that the institution will make available to undertake these processes as well as any other relevant features of the WIL component.
- c. Provide a summary outline of the program structure and requirements in a table that indicates the number of junior and senior courses, and credit totals, for the components listed in the sample table below. Additional components, such as minors or general education may be added as appropriate.

Table x: Program structure

| Component ¹ | | Junior courses (maximum) | Credits | Senior courses (minimum) | Credits |
|------------------------------------------|------------------|-----------------------------|---------|-----------------------------|---------|
| Major requirements | Required courses | XX | XX | XX | XX |
| | Electives | XX | XX | XX | XX |
| Required courses outside major | | XX | XX | XX | XX |
| Additional requirements (please specify) | | XX | XX | XX | XX |
| Other electives | | XX | XX | XX | XX |
| Total | | XX | XX | XX | XX |

¹ The names of the components in this column are only applicable to some programs at some institutions, and should be modified accordingly for the proposed program.

- d. For undergraduate degrees, demonstrate (in a table, if possible) how the program meets the structural requirements for the relevant degree type as set out in CAQC's Expectations for Design and Structure of Undergraduate Degrees (Handbook s. 4.3.3.).

3. PLO Mapping

- a. Provide a mapping of the courses to the PLOs. Although proponents may choose alternative ways to present a curriculum map, the following example represents one way required and elective courses in a specialization can be mapped to PLOs to demonstrate
- how the courses that fulfil the requirements for the specialization (major) contribute to the achievement of the learning outcomes, and
 - a progression in the development of the PLOs across these courses.

Although all courses in a program contribute to PLOs, the focus in this map is on the courses that constitute the specialization.

Table X: Curriculum mapping of the PLOs to courses constituting the specialization in the proposed program

| Course number and abbreviated name | Program learning outcomes | | | | | | | |
|------------------------------------------------------------|---------------------------|-------|-------|-------|-------|-------|-------|------|
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | |
| Required core courses in the specialization | | | | | | | | |
| Course code xxx Name | I | | I, D | | | I | | |
| Course code xxx Name | | I, D | | M | M | | D | |
| ... | D | | | D | | | I | |
| ... | | D | D | | I, D | | D | |
| ... | M | D, M | | D, M | | | D, M | |
| Elective courses in the specialization ¹ | | | | | | | | |
| Course code xxx Name | I | I, D | | I | | D | | |
| Course code xxx Name | | | M | M | D | | | |
| ... | D | | | D | | | I | |
| ... | | D | D | | I, D | | D | |
| ... | | M | M | D, M | | D, M | | |

Legend

- I: Indicates that knowledge and skills to help learners achieve this PLO are introduced in this course
D: Indicates that knowledge and skills to help learners achieve this PLO are further developed in this course
M: Indicates that knowledge and skills to help learners achieve this PLO are mastered (appropriate to the degree level) in this course

¹ Elective courses in the specialization are courses presented in a list from which students must choose a specific number.

4. Alignment with Alberta Credential Framework (ACF)

Since graduates are also expected to demonstrate the degree-level expectations in each of the six knowledge and skill areas set out in the ACF (see the CAQC Handbook), describe how the proposed program meets the expectations in each of the areas listed below, and how the academic culture helps learners achieve these expectations.

- a. Depth and breadth of knowledge:
- b. Conceptual awareness and/or knowledge of research: (i.e., knowledge of approaches to inquiry and/or creative work)
- c. Communication skills:
- d. Application of knowledge:
- e. Professional capacity and autonomy:
- f. Awareness of limits of knowledge:

5. Requirements and Pathways for Admission and Academic Progression

- a. Provide the following information:
 - i. admission criteria (including any provision for prior learning assessment)
 - ii. residency requirements
 - iii. academic performance progression requirements
 - iv. graduation requirements applicable to the program
 - v. grading scale/system.
- b. Note any program specific regulations (e.g., for doctoral programs, note any candidacy or dissertation requirements, examination requirements, time to completion requirements, etc.).
- c. Identify potential opportunities for transfer/laddering into the proposed program from other institutions or other programs within the institution, and for transfer/laddering from the proposed program to other programs within the institution or at other institutions. List any formal agreements for internal or inter-institutional transfer/laddering that have been negotiated to this point.

6. Engaged and Active Learning / Delivery Methods

- Discuss the pedagogical strategies used in the program, including rationale and resource implications where possible.
- Describe how engaged, active, and experiential learning will be encouraged.
- Where applicable, demonstrate how CAQC's Additional Quality Assessment Standards for Programs Delivered in Blended, Distributed or Distance Modes will be met (Handbook s. 4.5).

7. Program Comparison

- Provide a comparative analysis of the proposed program (curriculum, structure, admission requirements, etc.) with similar programs offered in Alberta or elsewhere (see sample table below). Provide a rationale for which comparator programs were chosen. Illustrate the similarities and differences. Include hyperlinks to comparator programs, if possible.

Table X: Program comparison

| Program component | Applicant institution | Institution A | Institution B | Institution C |
|--------------------------------------------------|-----------------------|---------------|---------------|---------------|
| Name of credential | X | X | X | X |
| Entrance requirements | X | X | X | X |
| Areas of study / Curriculum | X | X | X | X |
| Graduation requirements | X | X | X | X |
| Total credits | X | X | X | X |
| Program duration | X | X | X | X |
| Any optional parameters chosen by the proponents | X | X | X | X |

8. Other Elements Affecting Quality

- Note any other relevant aspects of the proposed program that might affect quality (e.g., fast-tracking, individual study, parts of the program to be offered in cooperation with another institution, prior learning assessment, transfer agreements (e.g., 2+2 type programs, etc.).

SECTION B: IMPLEMENTATION AND RESOURCES

1. Program Implementation Plan

- Provide a program implementation plan by academic year (start to maturity) that includes any elements to be phased in (e.g., new academic staff hires, courses, minors, co-op option). If introduction of this program is dependent on a similar program being phased out, the implementation plan should include how both programs are being supported until the phase

out and start up are completed. Confirm that students will be given the option to complete the program in which they are originally registered, within the normal time to degree completion regulations, or to transfer to the new program. If this will not be the case, explain why.

2. Staffing Plan

- a. Provide a comprehensive staffing plan. Show how the number (head count and FTE) and qualifications of teaching staff meet CAQC's requirements and the objectives of the program as a whole. If the hiring of additional staff is planned, include the academic staff expertise to be recruited. Provide summary information of current academic staff and new hires who will be teaching in the proposed program in the following format (see sample table below).

Table X: Courses taught by academic staff by credential and specialization

| Courses | NAME | Earned credentials and specialization ¹ | Professional designation (if applicable) | Academic staff status |
|----------------|------------------|----------------------------------------------------|------------------------------------------|--------------------------|
| ACCT xxx title | Last, First | BCom, MBA, PhD (Accounting) | CA | Tenured (full-time) |
| ECON xxx title | Last, First | BSc (Economics), MBA* | ... | Sessional (part-time) |
| MGMT xxx title | Summer 20xx hire | Doctoral degree in business discipline | CMA | Tenure track (full-time) |

¹ Include only highest *earned* credential; if faculty member is enrolled in a graduate program, indicate in a footnote. For new hires, indicate the desired credential and specialization.

* Currently enrolled in a [Name of Program] at [Institution]. Expected to graduate in [Date].

- b. Explain the workload expectations for teaching, scholarship, and service of all of the academic staff categories involved in teaching this program.
- c. Clearly indicate how many academic staff will be teaching in the program at launch and at maturity.
- d. Identify any academic staff who will be teaching in the program who do not meet CAQC's requirements with respect to qualifications of academic staff as noted in s. 4.3.4.3 of the Handbook (normally an acceptable Master's degree or equivalent in the discipline in which the staff member is assigned to teach), and provide the rationale for claiming equivalence.
- e. For graduate programs, provide a detailed plan regarding the academic advising, supervision, and monitoring of graduate students, and state the credentials, graduate teaching experience, master's committee work/supervision, and PhD supervision experience of academic staff. For doctoral programs, a summary table such as the following would be helpful.

Table X: Academic Credentials, Graduate Teaching and Research Supervision of Full Time Faculty

| Name | Earned credential ¹ | Supervision of undergraduate research projects | Graduate teaching experience | Master's committee work / supervision | | PhD supervision |
|-------------|--------------------------------|------------------------------------------------|------------------------------|---------------------------------------|--------|-----------------|
| | | | | Project | Thesis | |
| Last, First | EdD | √ | √ | Com | Sup | Com / Ext |
| Last, First | PhD | √ | √ | | Com | Com / Ext / Sup |
| Last, First | DMA | | | Sup | Sup | |
| Last, First | PhD | | √ | Sup | Sup | |
| Last, First | PhD | √ | √ | Com | | Ext |
| Last, First | PhD | √ | √ | Com | Com | Ext |
| Last, First | PhD | √ | √ | Sup | | |
| Last, First | EdD | | √ | | Sup | Ext |
| Last, First | PhD | | √ | | Com | Com / Ext |

¹ Include only highest *earned* credential; if faculty member is enrolled in a graduate program, indicate in a footnote along with expected completion date.

Legend

PhD = Doctor of Philosophy Com = Committee Member
 DMA = Doctor of Musical Arts Sup = Supervisor or Co-supervisor
 EdD = Doctor of Education Ext = PhD External Examiner

- f. Include CVs of academic staff teaching courses that comprise required or elective courses in the specialization. Be sure their permission has been given.

3. Scholarly and Creative Activity

- a. Describe what constitutes scholarship and/or creative activity for academic staff teaching in this program. Explain the institution's and if relevant, the faculty's, school's, and/or department's formal policies articulating expectations of scholarly performance for instructors in the proposed program, and how evaluations of this performance are taken into account in overall assessments of instructors' performance.
- b. Describe current and anticipated support for scholarly activities and professional development of academic staff (see CAQC's expectations regarding scholarship, research, and creative activity in s. 3.7.3 of CAQC's Handbook). Highlight some of the existing strengths in scholarship relevant to the program, as well as key challenges.

4. Physical and Technical Infrastructure

- a. Describe the facilities, laboratory, and computer equipment (as applicable), and any additional infrastructure available to meet the specialized demands of the program, as well as plans to address any deficiencies in what might be required.

5. Information Services

- a. Provide an inventory and analysis of information resources to support the program (using standard library reference guides), plans to deal with any deficiencies, and a description of student access to other information services.

SECTION C: CONSULTATION AND ASSESSMENT

1. Program Evaluation

- a. Describe the criteria and methods which will be used to ensure the ongoing quality of the program. Include mechanisms for periodic review using external evaluation. Describe the mechanisms to be used for critically assessing the extent to which the program learning outcomes have been met , and any key performance indicators that the institution wishes to include.

2. Consultation / Accreditation or Regulatory Approval

- a. If not already included in Part A of the proposal, outline the consultation that has occurred with other institutions, organizations or agencies, including advisory bodies formed by the applicant institution, to assist in program design, implementation, and evaluation. This should include, where appropriate, professional associations, regulatory agencies and/or accrediting bodies, and prospective employers.
- b. If the program is subject to accreditation or approval of a regulatory body, provide a description of the review process, requirements of the body, and timing of the review (if in process). If possible, a chart or table may be useful to outline accreditation or regulatory approval requirements.
- c. If not already covered above, indicate how graduates will meet professional or regulatory expectations.

3. Reports of Independent Academic Experts

- a. CAQC views external peer review as fundamental to ensuring the quality of academic programs. In order to strengthen the proposal, before the proposal is finalized, the institution must solicit comprehensive reviews of the proposal from two or more independent academic experts it selects from outside the institution. Terms of reference must be provided to the reviewers (see Appendix G of the CAQC Handbook for sample terms of reference), as well as up-to-date drafts of Part A and Part B of the proposal, and appendices. Please append the full reports of the independent academic experts, the institution's response to the reports, and CVs from the independent academic experts (see Appendix G of the CAQC Handbook for guidelines on the selection and use of Independent Academic Experts).

SECTION D: OTHER

1. Adverse Claims or Allegations

- a. Disclose any adverse claims or allegations (and, if possible, identify their provenance) that might affect this application or be of concern to CAQC.

2. Other Documentation

- a. Provide any other supporting documents such as the Graduate Program Handbook, Faculty Handbook, current calendar, or cyclical review of programs policy that would add support to the applicant's case and would help reviewers (provide website links, if available).

***Note the Statement of Institutional Integrity
which appears on the separate page below.***

3. Statement of Institutional Integrity

Please sign the Statement of Institutional Integrity below.

A signed Statement of Institutional Integrity must accompany each application (self-study and program proposal), as well as each revised program proposal, to the Campus Alberta Quality Council.

In the institutional integrity section of the Campus Alberta Quality Council's *Academic Freedom and Scholarship Policy*, the following statements are made:

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

On behalf of name of applicant institution I/we attest that, to the best of my/our knowledge, the information presented in this application is complete and accurate and reflects the highest standards of institutional integrity.

Signed by

President of Institution

(for applications from institutions not authorized to offer a government-approved degree program)

Board Chair of Institution

(for applications from institutions not authorized to offer a government-approved degree program)

OR

Senior Academic Officer

(for subsequent program proposals from institutions authorized to offer at least one government-approved degree program)

Date