2025

Standards and Evaluations Handbook

APPENDICES

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APPENDIX A: GLOSSARY

This glossary contains some of the frequently used terms in this handbook. The glossary reflects the usage of CAQC, and the usage of terms may vary among the post secondary institutions in Alberta. Please contact CAQC Secretariat to resolve discrepancies or questions prior to proposing a program.

If you have questions about anything in the CAQC Handbooks, Appendices, Templates, or Forms, please contact the CAQC Secretariat by emailing caqc@gov.ab.ca. Templates, forms, and additional information may also be found on the CAQC website: https://caqc.alberta.ca/

Glossary Sources:
The following sources were used in the preparation of this Glossary:
- Post secondary Learning Act;
- Programs of Study Regulation
- Post-Secondary Institutional Calendars
- Glossary of Terms, Alberta Council on Admissions and Transfer;
- Canadian Degree Qualifications Framework, Council of Ministers of Education, Canada;
- Guide to Terminology Usage in the Field of Credentials Recognition and Mobility in English in Canada, Canadian Information Centre for International Credentials;
- College of Registered Nurses of Alberta Nursing Education Program Approval Standards
- Toolkit to support quality assurance agencies to address academic integrity and contract cheating – June 2020, International Network for Quality Assurance Agencies in Higher Education;
- University of Calgary Intellectual Property Policy (with revisions to January 2020).

ACF: Alberta Credential Framework, which describes the characteristics and criteria of the credential as well as the knowledge and skills expected to be acquired by students through the process of earning the credential. The ACF is intended to foster post-secondary system coherence by naming and defining Alberta credentials in a comprehensive structure.

Academically Qualified Faculty (see Degrees Handbook): Academically Qualified Faculty hold a credential in the discipline such as:
1. a doctorate in the field of study for the proposed degree (e.g., a PhD in Education for a proposed B.Ed.), OR
2. an alternate terminal degree in the area (e.g., a master's degree in certain fields), OR
3. an out-of-field doctorate with:
   a. demonstrated content knowledge of the field, such as a professional certificate in the field, and
   b. demonstrated teaching effectiveness, and
   c. demonstrated scholarly evidence considered as expert work or significant professional practice experience.

See also Experientially Qualified Faculty.

Academic Freedom: Academic freedom is a defining feature of higher learning that is enshrined in statements and principles, and policies and practices adopted by institutions. Expressed in language appropriate to the institution, academic freedom includes freedom to investigate, teach, publish, and communicate in other ways without fear of sanction or discipline. Many statements include the freedom to criticize the institution and society at large. Institutions are guided by their founding and sustaining mission and organize themselves in accordance with that mission. Academic freedom brings attendant responsibilities in scholarship, teaching, and service to and respect for the institution, the discipline or profession, and the community. Academic staff and students must respect the rights of others, exercise their freedom in a reasonable and responsible manner, and respect the academic objectives of their institution.

An institution's academic staff and students must be free to examine and test all knowledge appropriate to their disciplines as judged by the academic community in general. An institution must adopt and distribute to all members of the academic staff a statement regarding the principle of academic freedom as established by the governing board of the institution, assuring freedom in teaching, scholarship, research, publication, and community activities. The principles of natural justice and peer review must be followed in the event of alleged violations of the policy. These principles must be clearly stated, widely available, and actively followed in written policies and practices.

Academic Staffing Plan: See definition under Faculty Plan.

Academic Integrity: "Academic integrity is defined, broadly, as the 'moral code of academia' (Monash University, 2020) and is underpinned by the principles of honesty, trust, respect, integrity, fairness, responsibility and courage (International Centre for Academic Integrity, 2014). Academic integrity is 'fundamental to the success and credibility of higher education globally' (TEQSA, 2019), and as such higher education (HE) providers have a responsibility to ensure that the principles of academic integrity are communicated to, and upheld by, their entire community of staff and students." (INQAAHE Toolkit, 2020, p. 5). **Institutions are required to have policies and procedures to address issues of Academic Integrity. As technology changes, institutions may have to update their policies and procedures (e.g., Generative AI).**

Academic Integrity breaches include:
- *Plagiarism* – "Reproducing the work of someone else without attribution. When a student submits their own work on multiple occasions this is known as self-plagiarism." (INQAAHE Toolkit, 2020, p. 6)
- *Collusion* – Working with one or more other individuals to complete an assignment, in a way that is not authorised." (INQAAHE Toolkit, 2020, p. 6)
- *Copying* – "Reproducing and submitting the work of another student, with or without their knowledge. If a student fails to take reasonable precautions to prevent their own original work from being copied, this may also be considered an offence." (INQAAHE Toolkit, 2020, p. 6)
- *Impersonation* – "Falsely presenting oneself, or engaging someone else to present as oneself, in an in-person examination." (INQAAHE Toolkit, 2020, p. 6)
- *Contract cheating* – "Contracting a third party to complete an assessment task, generally in exchange for money or other manner of payment." (INQAAHE Toolkit, 2020, p. 6)

- *Data fabrication and falsification* – "Manipulating or inventing data with the intent of supporting false conclusions, including manipulating images." (INQAAHE Toolkit, 2020, p. 6)
- *Failure to acknowledge co-creators of intellectual property* – a threat to academic integrity that involves not recognizing one or more individuals who make critical intellectual contributions as a creator of intellectual property. (University of Calgary 2020)
- *Any other form of academic misconduct.*

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

Accreditation: A quality assurance process conducted by legislated authorities or professional regulatory bodies to determine whether educational institutions and programs meet the required standards of quality. In a positive outcome of the review process, an institution or program is granted an accredited status. CAQC.does.not.accredit.institutions.or.programs.in.Alberta·.there is no legislated accreditation process for institutions or programs in Alberta. The quality of the new degree proposals in Alberta is assured through the review process and monitoring procedures as defined by CAQC in accordance with the PSLA. See also a definition for "professional accreditation."

Admission Requirements: A set of criteria for determining a student's eligibility to enter an educational program. Admission Requirements may vary between institutions or between programs at the same institution. Admission Requirements may include academic requirements (specific courses, GPA) and non-academic entrance requirements such as training or experience for eligibility to enter an educational program or minimum levels of achievement and/or scores on examinations. Institutions are required to have an overarching Admission Policy or equivalent in addition to program-specific admission/entrance requirements.

Asynchronous Learning: Courses delivered entirely online with no in-person or scheduled class times. Students and Instructors engage with course materials at times, and in locations, that are convenient for them. Depending on the design, students may be required to proceed through the course following a schedule set by their instructor (e.g., with set assessment deadlines) or may be permitted to proceed at their own pace with all content available and assessments completed at the student's pace.

Audit (or Quality Assurance Process Audits, QAPA): A quality assurance process used by Council to determine whether an institution has a quality assurance process for internal review of its degree programs that meets the Minister's and Council's expectations, and whether the institution rigorously applies its quality assurance process for its degree programs and addresses review findings with an appropriate response. Institutions granted Delegated Review Status are automatically added to the QAPA review cycle.

Bachelor's Degree or Baccalaureate Degree: An undergraduate degree offered by approved Post-Secondary Institutions. There are various types of undergraduate degree programs which may differ in length, including 3year and 4year degrees, normally requiring completion of at least 90, and 120 credits, respectively. Two-year postbaccalaureate degrees, also known as "after" or "second entry" degrees, normally require prior completion of a bachelor's degree or equivalent in another discipline. The Canadian Degree Credentials Framework divides baccalaureate degrees into four sub-types of equal value: 1) programs designed to provide a broad education as an end in itself; 2) programs designed to provide in-depth study in academic disciplines; 3) programs with an applied focus; 4) programs with a professional focus. These are described as:

1. Programs designed to provide a broad education as an end in itself. They may also prepare graduates for employment in a variety of fields and/or for admission to second entry professional programs. Examples: BHum (Humanities), General BA and General BSc degrees
2. Programs designed to provide in depth study in academic disciplines. They normally prepare students for graduate study in the discipline(s) and for employment in a variety of fields.
3. Programs with an applied focus. They blend theory and practice, with content selected to ensure mastery of the field of practice rather than to deepen knowledge in the discipline/disciplines for their own sake or as preparation for further study in the discipline. Even so, they may prepare students for further study depending upon the field and length and depth of the program; graduates may or may not require preparatory studies before entering graduate programs. While professional associations or accrediting bodies may set entry to practice standards for such programs, those standards are not normally obligatory for the institution offering the program.
4. Programs with a professional focus. They are designed to prepare graduates to meet admission requirements and to be competent practitioners in the profession. Some of them are first entry programs, others are second entry programs (that is, they require some prior degree level study or even a degree). They normally require periods of practical experience (apprenticeship, internship, articling, clinical, etc.). The capacity for independent professional work is demonstrated by academic and practical exercises, under supervision, followed by admission tests to the profession. Though considered to be bachelor's programs in academic standing, some professional programs yield degrees with other nomenclature. Examples: DDS (Dental Surgery), MD (Medicine), LLB, or JD (Juris Doctor)

Benchmarks and Benchmarking: The practice of systematically comparing measures on a key variable, such as cost per graduate, with the same variable in another institution or similar practice in a different kind of organization. For example, an organization can compare the costs of recruitment for a degree program with other organizations or with the costs of recruitment for a professional organization. The Canadian Degree Credentials Framework (CFQF) are the established benchmarks for quality degrees recognized in Canada and abroad.

Blended Learning (Hybrid): Blended or Hybrid Learning combines both in-person and online delivery methods (usually online asynchronous), and all students are required to participate in both. This could result in reduced in-person (or synchronous) class time on a schedule that may vary from course to course. A course in which lectures are delivered through online asynchronous content and in-person classes consist of hands-on activities to apply theory to practice would be an example of blended/hybrid learning. See also Hyflex.

Canadian Degree Qualification Framework (CDQF): the CDQF was developed by the Council of Ministers of Education, Canada and endorsed by all Canadian provinces and territories. The CDQF provides a general description of qualifications expected of graduates at the bachelor's, master's, and doctoral levels and clarifies the purposes, aims, and relationships among these different degree levels.

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

Certificate: A ministerially approved credential that normally is granted for the completion of one year or less (12-32 credits) of full-time study in a specific program. Certificate programs provide introductory preparation to a discipline or occupation through essential workplace skills and knowledge development. Students are exposed to foundational concepts within a framework of academic, personal management, and teamwork skills. Programs are typically applied and practical, and often include Work Integrated Learning, lab, or shop components.

Cognates: Courses from a related discipline that complement the area of specialization and support the development of desired qualifications and skills.

Collaborative delivery of degrees: A partnership based on a formal agreement between a credentialing institution and a collaborating partner (host institution). To enter into a collaborative degree agreement, a credentialing institution must have the authority to confer the degree credential. The collaborative agreement establishes a model for degree completion that normally involves delivery of years 3 and 4 (or 60 credits) of a degree program, at the host institution campus or locations. See Section 3.3 of the Degrees Handbook for more details.

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

Combined degree: A degree for which students are simultaneously or sequentially registered in two degree programs [e.g., BSc (Specialization in Science and Education)/BEd (Secondary) Combined Degrees Program]. A combined degree may have higher credit course requirements as well as a condition that students must graduate in both degree programs simultaneously. The proposed combined degrees do not constitute a new program, but rather a learner pathway within existing degree programs that are being combined to offer a more efficient route, and do not require review by CAQC, provided they adhere to the following principles: 1) Each of the degrees and specializations previously received ministry approval; 2) When the courses for the combined degrees pathway are considered for either of the two independent programs, they meet all of the criteria, including the requisite courses and number of credits; 3) Upon completion of the combined degrees pathway, the learner will have met all the requirements for both degree programs; consequently, the learner will be awarded two credentials (two parchments).

Concentration: A focus on a specific topic within a discipline and normally associated with the delivery of a three-year degree (in which case it is synonymous with major and subject to review by Council). Where it is used in relation to a four-year degree proposal, it normally represents a second level of specialization within the Major in which case it would not require approval by the Minister of Advanced Education (e.g. a BSc in Biology with a Concentration in Ecology) or review by Council. The number of credits required for a concentration is normally below the number of credits required for a major; however, it cannot be lower than 15 credits in a 4-year program and 12 credits in a 3-year program. A concentration is normally referred to on the transcript but is not listed on the parchment. In a 4-year degree, a concentration is sometimes synonymous with such terms as minor, emphasis, stream, route, focus, and track, which are also used to represent the second level of specialization; Minors and Concentrations differ in that Minors are generally in areas outside the Major and Concentrations may be within the discipline (see also Minor).

Conditions and Recommendations: Conditions and Recommendations are requirements of Council that Applicants must meet for a Positive Recommendation. Conditions and Recommendations differ in that Council generally expects Conditions to be met on a shorter timeline, often prior to Program Implementation, than it expects for Recommendations. In many cases, a proposal may meet CAQC's Standards if additional information is provided, or specific steps are completed by the institution (e.g. expanding library resources, hiring additional faculty, revising specific policies, providing update curriculum mapping). The Site Visit Report will provide Conditions and Recommendations to Council as part of their report. The Applicant will be given opportunity to respond to the Site Visit Report and respond to all Conditions and Recommendations noted by the Site Visit Team. Following this process, Council will review and determine which Conditions and Recommendations must be met as criteria for a positive recommendation to the Minister. Conditions and Recommendations are placed on a Positive Recommendation only if Council is confident that an Institution can meet or commit to meeting the Conditions or Recommendations within established timelines (e.g. Pre-Implementation) without substantial alterations to the proposal that would require additional review by experts. These are communicated to the Applicant through a Preliminary Outcomes or an Outcomes Letter to the Institution. In some cases, Council may require Fundamental Conditions be met before an Organization or Program Evaluation can be completed. A large number of Conditions and Recommendations may combine to result in a Negative Recommendation given the time and resource allocation required for the Applicant to meet the standards.

If a Proposal Fails to Meet the Standards, the Proposal contains significant deficiencies in meeting Council's Standards and addressing these will require extensive time and resources on the part of the Applicant, possibly including additional submissions to Council and additional Review by Independent Academic Experts. In cases of a Negative Recommendation to the Minister, Council may provide some guidance on the Conditions and Recommendations required to meet deficiencies. The following definitions are provided to Reviewers:
1. **Meets or Exceeds the Criteria:** The proposal meets the criteria without any revisions. As the criteria are minimum standards, expert reviewers can make suggestions to the CAQC and the institution through the report that may improve the proposal beyond the minimum standards indicated in the criteria. Institutions will not be required to implement these suggestions before or after receiving approval.
2. **Meets the Criteria with Conditions:** In some cases, the proposal may meet the established criteria if additional information is provided, or with specific steps that can be completed with reasonable ease by the institution (e.g. hiring an additional faculty

member). The team may provide advice to the CAQC and to the institution through the report that the proposal meets the criteria on the condition that specific actions are taken. The institution is expected to respond to any conditional requirements provided by the team and the CAQC will take the team's advice and the institution's response into consideration when making its recommendation to the Minister. This assessment should only be applied if the team is confident the institution can meet or commit to meeting the criteria without extensive revisions to the proposal which might require an additional review by subject experts and/or Council members.

3. **Fails to Meet the Criteria:** The proposal contains significant deficiencies to an extent that it fails to meet the established criteria. This assessment should be applied if the proposal has weaknesses that will require extensive time and resources on the institution's part to make the necessary changes to meet the criteria. This could necessitate substantial revisions to the proposal and might require an additional review by subject experts and/or Council members.

4. **Number of Conditions:** A large number of conditional criteria may have the cumulative effect of an overall assessment of fail, particularly if the required changes become so encompassing that the institution would not be able to make the changes without significant revisions to its proposal or within a reasonable time frame, or if there are questions about whether the institution has the ability (e.g. expertise and/or resources) to meet the required conditions. If there are a number of conditional criteria, the team should advise Council whether it believes the institution will be able to meet the conditional requirements.

Continuing Faculty: A type of faculty appointment that is permanent, ongoing, and has no end date. Continuing faculty may be part-time or full-time. Institutional language may differ and include terms such as Tenure/Tenure Track or Continuous/Continuous Probationary to refer to faculty with such appointments.

Core Course: A course that is designed and listed as a principal requirement in the program's curriculum.

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

Course Levels: Junior and Senior: "Junior level" implies that the course is focused on building introductory or foundational knowledge or basic skills; Junior courses are normally first year courses or introductory second year courses. "Senior level" implies that the course transmits or articulates knowledge beyond the basic level and that it may require prerequisites, co-requisites, linguistic ability or quantitative skills; Senior courses are normally 2nd, 3rd, or 4th year courses.

Credential: Certificate, diploma, degree, or other official recognition awarded to students by a post-secondary institution in accordance with its published graduation requirements and with provincial legislation.

Credits: A method of weighting units assigned to a course or program of study. Credits may be related to the number of hours of instruction or to learning outcomes. As an example, a course having three hours of instruction per week through one semester would equal three credits.

Cross-Listed Course: A course developed or offered within two or more departments, faculties, or schools within an institution. It may be accepted as a degree completion requirement in both areas or disciplines.

Delegated Review Status (DRS): Institutions holding Delegated Review Status meet the eligibility requirements to conduct Delegated Program Evaluations on their own proposals. These institutions are also added to cyclical Quality Assurance Process Audits for ongoing program and institutional monitoring.

Degree-Granting Institution: An educational institution granted by competent provincial or territorial authorities the right to confer bachelor's, master's, and/or doctoral degrees. In Alberta, CAQC conducts Organizational Evaluations for all educational institutions proposing a first degree or a first degree at a new level. Degree-granting institutions are also subject to monitoring by CAQC.

Depth and Breadth of Knowledge: A requirement for program curriculum to assure that students undertake an in-depth study of the area of their specialization and acquire basic knowledge in some other areas to broaden their academic perspective. The depth and breadth course requirements must be specified in the program curriculum. It is expected that a program will include a minimum of 20% breadth and 40% depth. See the CDQF for more on Breadth and Depth of Knowledge.

Diploma Program: A ministerially approved, non-degree, post-secondary program (2-3 years, 60-80 credits). Diploma programs provide a level of skills, knowledge, and attributes that allow individuals to work within a broad range of technical, administrative, and professionally oriented occupations. Graduates exercise professional responsibility in a field of practice. Some programs build on previously acquired knowledge and skills relevant to a field or occupation and programs typically involve a Work Integrated Learning component. Graduates gain a level of proficiency in academic and employability skills related to communications, problem-solving, information literacy, adaptability, and working effectively with people. There exists a broad spectrum of degree programs involving diplomas in Alberta. All degree programs involving diplomas must meet the CDQF requirements for undergraduate degree-level programs.

Divinity Degree: A degree that, in the judgment of the Minister of Advanced Education, primarily prepares students for service in the work of a religious group. According to the PSLA and the PSR a degree in divinity does not require approval of the Minister and must be given a name that distinguishes it from an academic degree that has been approved by the Minister under the provisions of the PSLA and PSR. Therefore, a divinity degree in Alberta has not been assessed to the degree-level standards of CDQF.

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

Engaged and Active Learning –Learning processes in which students actively and meaningfully participate in their own learning and instructors employ a diverse range of pedagogical methods including, but not restricted to, traditional lectures that by design seek to support students' thinking. Instructors use, as appropriate, the important pedagogical roles of coaching, advising, mentoring, modeling, discussion, argument, etc. Engaged and active learning is a thread running

through the comprehensive student learning experience and is evident in pedagogy, curriculum, physical and virtual spaces, learning communities inside and outside the classroom, and through involvement in research and scholarship. Ultimately, engaged, and active learning should lead to reflection on and the owning of learning outcomes by students.

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

Experientially Qualified Faculty: See also Degrees Handbook. Faculty teaching in degrees will primarily be Academically Qualified. In some instances, select faculty may be experientially qualified. Experientially Qualified Faculty have experience, knowledge, or skills but have not attained the terminal credential normally recognized in the field of study. These may include those who:
1. are Doctoral Candidates with a specialization in the field in which they are teaching (with or without a granted master's degree, having completed all coursework toward a doctorate and passed all qualifying and comprehensive exams to attain candidacy status; they have completed all program requirements other than the dissertation; may be referred to as "PhD, ABD" meaning All But Dissertation); OR
2. hold a master's degree in a related field with a specialization in the field in which they are teaching or a professional certification in the field in which they are teaching; OR
3. hold a master's degree in the field in which they are teaching, and:
    a. has extensive and documented successful teaching experience in the area they are teaching in and demonstrated involvement in meaningful research; or
    b. has five or more years of current professional and management experience in the field in which they are teaching; or
    c. is recognized by professional peers as exemplary in the profession.
4. have documented experience of at least 10 years or more in the field teaching and is recognized by peers as exemplary in the field (e.g., an outstanding fine arts practitioner teaching in a fine arts program without a graduate degree); or
5. are recognized by their community for the wisdom, spiritual and cultural knowledge, and skills that they hold (e.g., Indigenous Elders and Knowledge-Keepers).

See also Academically Qualified Faculty.

Faculty Plan (or Academic Staffing Plan): A demonstration of anticipated numbers of continuing, term, and sessional faculty over the next three years for a specific degree program. In some cases, a Faculty Plan will include a Hiring Plan, which demonstrates how numbers of continuing, term, and/or sessional faculty will increase with anticipated enrollment growth.

Full-load Equivalent (FLE) Enrolment: A measure of enrolment in which one FLE represents one student for a standard year of study taking a full load in a specific program. A full load, in this context, normally refers to a student taking five 3-credit courses per semester. *See also Advanced Education information and guides on FLE.*

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

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

Graduate Degree: Master's Degrees and Doctoral Degrees are Graduate Degrees in the Alberta Credentials Framework and the Canadian Degree Qualifications Framework. Institutions approved, under the PSLA, to offer Graduate Degrees (following Organizational Evaluations, if required) follow established submission and approval processes; please see Degrees Handbook for Graduate Program Standards.

Honours Degrees and Programs: 4-year undergraduate programs designed to provide in depth and rigorous study in academic disciplines, such as BA and BSc Honours degrees. These programs normally prepare students for graduate study in the area of specialization and for employment in a variety of fields. The academic requirements for admission to, continuation in, and graduation from the honours degree are normally higher than those for the general program (often with students admitted to Honours as an in-program admission). Normally, an honours degree requires a minimum of 36-48 senior-level credits in the major/specialization and often includes a research thesis. Honours is considered a second-level specialization in an existing degree and does not require ministerial approval (PAPRS submission is not required if the credit load is identical). Normally no proposal is required as honours programs are deemed second-level specializations and do not require ministerial approval, and Advanced Education does not enter separate program/specialization records in PAPRS for honours streams in existing degree programs. Institutions notify CAQC prior to implementation with sufficient time (4 Months prior to implementation) to provide feedback. Notation of honours may appear on the parchment.

Hyflex (Hybrid-Flexible): Hyflex Learning allows students to select how they will engage in the course. Hyflex courses are designed to be simultaneously online asynchronous, online synchronous, and in-person. Classes may be taught in a physical location with some students attending in person and some online (synchronously or viewing recordings of the class). See also Blended/Hybrid.

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

In-Person Education (Face-to-Face/On Site): A mode of program delivery where all elements of learning are accessed only in-person. Technology may still be used to enhance learning or provide course materials.

Interdisciplinary, Transdisciplinary, and Thematic Programs: A program of study based on the integration of disciplines and sometimes on staffing from two or more academic areas. Such programs are sometimes identified by the term "studies," such as a BSc in Environmental Studies.

Laddering: The process by which a student can earn a credential, such as a certificate or diploma, which can then be used for admission or as advanced credit in a higher-level credential, such as a degree. In some cases, a program may be designed specifically to be laddered, with students receiving a diploma after completing the second year of the program and a degree after completing

the fourth year. In other cases, a student may choose to leave a degree program after completing the second year rather than continuing in the degree program and be awarded a diploma instead.

Learning Outcomes (also Course Learning Outcomes and Program Learning Outcomes): Describe what learners should know, do, and value as a result of their learning experience. Course Learning Outcomes and Program Learning Outcomes articulate the knowledge, skills, and competencies graduates are expected to demonstrate upon completion of the course or full program. They serve as benchmarks for assessing students in the program and graduate preparedness for further study or employment, and where appropriate, the standards of related regulatory, accrediting, or professional bodies. Outcomes, at both the Course and Program Level, must align directly with teaching methods and assessment strategies. This alignment ensures that students are actively prepared to achieve the stated outcomes, and that their progress can be effectively measured.

Major: A primary area of specialization and a first level of differentiation in a baccalaureate program. New majors must be approved by the Minister of Advanced Education and are reviewed by CAQC. The credit requirement for a major in a 4-year degree program in Arts or Science is normally a minimum of 48 credits. At least 40% of total courses should align with the degree's primary field (major). Normally 33-36 credits will be at the senior level. An Honours degree constitutes a second-level specialization and will normally have more than 48 credits in the major with a minimum of 36-48 credits taken at the senior level. Definition of the major and its credit course requirements may differ in professional programs. Some degree programs offer only general degrees and therefore do not have majors. Majors must have sufficient qualified faculty to anchor the educational quality of the major.

Note¿Honours in Degrees and the addition of subsequent Teaching Majors in Bachelor of Education Degrees are considered a secondary area of specialization and do not require Ministry or Council approval.

Major: Combined or Joint: A major program of study where two departments or disciplines establish the academic requirements. The course sequence and credit requirement are predetermined interdepartmentally.

Mandate: Resident public postsecondary institutions in Alberta operate according to a mandate, which defines the institution's purpose and range of programming and activities.

Minor: A supporting specialization or concentration in a degree program taken *outside* the primary specialization/major (e.g. BSc in Biology with a Minor in History). A minor may be chosen to support and complement the major in a program of study. An institution must specify the minimum number of courses required for a minor (normally 20-30% of courses or 24-36 credits in a 120 credit, 4-year degree, with 12-15 senior-level credits in the area of the minor). Sometimes students can declare more than one minor. Minors are **not** recorded on the parchment but are recorded on the transcript. They do not require approval by the Minister of Advanced Education. See also Concentration).

Mission: A set of statements which translate the values of the institution into more concrete strategic tasks. For example, if a value is respect for people, the mission could be to become recognized as a model for the way in which all within the institution are empowered and are able to share their views openly and directly without fear of consequence.

Mission Statement: A mission statement defines the organization's core purpose, describing why it exists and what it does, while a vision statement outlines its long-term aspirations and desired future position. The mission provides a foundational understanding of the organization's role, and the vision sets a forward-looking, inspirational direction.

Monitoring Standing Committee (MSC): MSC is the CAQC standing committee which reviews monitoring reports submitted by institutions to ensure that the degree programs and the institutions continue to meet Council's conditions and standards of organizational and program quality.

Non-resident Institution (NRI): A post-secondary institution which either has a physical presence in Alberta or intends to have a physical presence in Alberta, but whose home campus and centre of operations is outside of Alberta. Non-Resident Institutions may be public or private (for profit or not-for-profit).

Option: An elective course or series of courses in a program of study. See also a definition for "elective."

PAPRS: Provider and Program Registry System (PAPRS) is used by post-secondary institutions to submit proposals for new programs or modifications to existing programs using the required template for submission. When submitted to PAPRS, new program proposals undergo System Coordination Review including, for degree proposals only, feedback from Albertan PSIs. For Degrees, the PAPRS submission template is commonly referred to as Part A with Part B required for Council's quality review.

Parchment: Official document issued by a postsecondary institution confirming that a graduate has successfully completed all program requirements and has been awarded the relevant credential. Only a program's Credential Name and Major (including notation of Honours) appear on the Parchment.

Peer Review: Peer Review is the process by which one's scholarship, research, creative outputs, or ideas are critically appraised (evaluated, examined) by experts in the same field to ensure the work meets a high level of scholarship appropriate to the discipline and normally including originality, methodological rigour, validity of results or conclusions, and contribution to knowledge in the discipline. CAQC recognizes that peer review may take a variety of forms, reflecting the diversity of degrees offered in Alberta and the different types of scholarly and creative activity that underly these different degrees. It also acknowledges, for example in the case of applied research, that peer-review may validly be undertaken by reviewers who are not scholars, but who have substantial understanding of, or involvement in, the areas of scholarship or creative activity being evaluated. In relation to the institutional assessment of faculty performance, Council expects that the performance assessment of academic staff (faculty) will involve some form of peer review as well.

Performance Planning: The extent to which job design and competency development within the organization are systematic and aimed at improving outcomes.

Post_Secondary.Learning.Act.(PSLA)**:** together with Programs of Study Regulations (PSR), governs the Alberta post-secondary system. Relevant excerpts can be found in Appendix TBD.

Professional Accreditation: The quality assurance process to ensure that a program of study complies with standards of education established by professional authorities with the intention that graduates from such programs meet the academic and registration requirements established by the profession. For example, undergraduate engineering programs in Canada need to obtain accreditation through the Canadian Engineering Accreditation Board. For program proposals from disciplines that require approval by the professional bodies, such approval compliments CAQC's review but CAQC's review is not limited to the requirements of professional bodies. Programs may be required to undergo accreditation before, during, or after CAQC approval. Institutions should be fully aware of accreditation requirements and timelines prior to program proposal. At any time, CAQC may reach out to regulatory or accrediting bodies in relation to a proposal referred to Council.

Proposal Review Standing Committee (PRSC): PRSC is a CAQC standing committee that reviews requests from institutions for Expedited Program Evaluations and conducts desk reviews of such proposals.

Programs of Study Regulation (PSR): the PSR, made under the PSLA, deals with the approvals required for a public post-secondary institution, a resident private post-secondary institution, or a non-resident (public or private) institution to offer a degree program, including quality assurance review by the CAQC. Relevant excerpts from the PSR can be found in Appendix B.

Quality Assurance Process Audits (QAPA): Organizations granted Delegated Review Status are cyclically audited by CAQC for their quality assurance processes to ensure ongoing quality of degrees in Alberta.

Recommendation: see above, Conditions, for Council's combined definition of CAQC Conditions and Recommendations.

Resident Institution: A post-secondary institution which is physically present in Alberta and whose home campus and centre of operations is in Alberta.

Risk: An evaluation of the extent to which a plan or proposal is vulnerable to internal or external pressures.

Semester: A period of instruction (also called a "term") at a postsecondary institution, normally consisting of 13 weeks of courses and associated with the Fall - September to December - and Winter - January to April - teaching sessions, and sometimes to Spring and Summer sessions in which the instructional period is typically condensed. Normally, institutions offer a full range of courses in the Fall and Winter semesters and a limited number of courses during Spring and Summer semesters. A trimester program provides an opportunity for year round study.

Skills: The individual and collective set of competencies brought to bear in the work of the institution.

Specialization: Represents the first level or second level of differentiation in a baccalaureate program. As a first level of differentiation, it is often synonymous with Major in a 4-year program and Concentration in a 3-year program (4-Year BA, History; 3 Year BA, History; Bachelor of

Education, Secondary). First-level specializations are entered in PAPRS, appear on parchments, and require ministerial approval following Council review. As a second level of differentiation, a specialization can be represented by a Minor or a Concentration in a 4-year program and do not require Ministry approval or Council review/recommendation for approval. Teaching Majors and Honours are second-level specializations. In professional programs specialization may also mean route, stream, or another form of focus in a subject area. *Note, in Alberta, Specializations also refer to the program's details in the Provider and Program Registry System (PAPRS). Only first level Specializations (synonymous with Majors in Degrees) are entered into PAPRS and appear on both the Parchment and Transcript. As an example, a Bachelor of Arts with majors in Anthropology, English, and History would include three Specialization records in PAPRS.*

Strategy: An institution's strategy helps the organization determine who it serves – who their stakeholders are - and what it will provide them. This basic set of decisions represents the intent of the institution and has a degree of permanence that goes beyond tactics for recruitment or specific refinements to programs.

Synchronous Learning: Synchronous means that a component is scheduled at specific times. In synchronous courses, normally offered online, students must participate or engage in class at the scheduled time(s) but from a location of their choice. Students interact with each other and their instructor in real-time in an online/virtual environment.

Transcript: An official record that includes a student's course-by-course grades issued by the institution during and at the completion of a student's program. An excellent reference document containing recommendations of what to include on a transcript is contained in the Association of Registrars of the Universities and Colleges of Canada National Transcript Guide.

Transfer credit: Credits received for courses, blocks of courses, or programs – such as diploma programs - taken at another institution. Normally, the receiving institution establishes the maximum limit of credits that can be transferred from another institution and incorporated into its degree program. The Alberta Transfer Guide contains a comprehensive description of transfer agreements in the province.

Work Integrated Learning (WIL): See also the PAPRS Guideline on Work Integrated Learning. Work Integrated Learning (WIL) is a growing national trend in postsecondary programs. WIL is integrated into program learning outcomes, curriculum development, and program evaluation. System Co-ordination Reviews by Advanced Education (PAPRS submission, Part A for Degrees) will consider the development of WIL components that enhance learning and increase opportunities for learners to connect with the labour market. Council reviews WIL for the quality and integration of the learning experience within the degree's program of study. Institutions and regulatory bodies may have additional requirements for WIL in specific programs. WIL is defined in Alberta using the following broad categories and definitions aligned with national standards:

1. Co-operative Education: co-op alternating consists of alternating academic terms and paid work terms. Co-op internships consist of several co-op work terms back-to-back. In both models, work terms provide experience in a workplace setting related to the student's field of study. The number of required work terms varies by program. Time spent in work terms must be at least 30 per cent of the time spent in academic study for programs over two years in length and 25 per cent for programs two years and shorter in length.

2. Internship: consists of one discipline specific, supervised, structured practice placement. Internships are typically full-time and may be paid or unpaid. Internships may occur in the middle of an academic program or after all academic coursework has been completed but prior to graduation. Internships can be of any length but are typically 12 to 16 months long.
3. Service Learning: integrates meaningful community service with classroom instruction and critical reflection to enrich the learning experience and strengthen communities. In practice, students work in partnership with a community-based organization to apply their disciplinary knowledge to a challenge identified by the community.
4. Field Placement: provides students with an intensive part-time or short-term hands-on practical experience in a setting relevant to their field of study. Field placements may not require supervision of a registered or licensed professional and the completed work experience hours are not required for professional certification.
5. Mandatory Clinical Placement: involves work experience under the supervision of an experienced registered or licensed professional, such as a preceptor, in any discipline that requires practice-based work experience for professional licensure or certification. Placements are generally unpaid and, as the work is done in a supervised setting, typically students do not have their own workload or caseload.
6. Directed Field Study: comprises the fourth year of study in an Applied Degree program and provides career preparation in specific fields and industries through a combination of theoretical and experiential learning.
7. Other: applies to WIL attributes which do not fall within the attributes defined above.

APPENDIX B: PSLA and PSR EXCERPTS

Excerpts From The Post-Secondary Learning Act

Establishment of Campus Alberta Quality Council

108(1) The Minister may establish the Campus Alberta Quality Council to provide advice and recommendations to the Minister in accordance with section 109 and the regulations and to provide, subject to any conditions the Minister considers appropriate, advice and recommendations to another jurisdiction.

(2) The Minister may, with respect to the Campus Alberta Quality Council,

(a) appoint or provide for the manner of the appointment of its members,

(b) prescribe the term of office of any member,

(c) designate a chair, and

(d) authorize, fix or provide for the payment of remuneration and expenses to its members.

Powers and duties

109(1) The Campus Alberta Quality Council may make rules governing the calling of its meetings, the procedure to be used at its meetings, the conduct of business at its meetings, reporting and any other matters as required.

(2) The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of a degree other than a degree in divinity.

(3) Without restricting the generality of subsection (2), the Campus Alberta Quality Council may consider the capacity of a post-secondary institution to deliver and sustain a high-quality program in keeping with national and international standards.

(4) The Campus Alberta Quality Council may exercise the powers and shall perform the duties and functions prescribed in the regulations.

Excerpts From The Programs Of Study Regulation

Definitions

1 In this Regulation,

(a) "Act" means the *Post-secondary Learning Act*;

(b) "Council" means the Campus Alberta Quality Council established under the Act;

(c) "degree program" means a program of study that leads to the granting of a degree;

(d) "diploma or certificate program" means a program of study that leads to the granting of a diploma or certificate;

(e) "institution" means a public post-secondary institution, a resident private post-secondary institution or a non-resident institution.

2 For the purposes of the Act, "foundational learning program" means

(1) an academic upgrading program,

(2) a career entry program with a duration of one year or less,

(3) an English as a second language program, or

(4) an adult basic education program.

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Programs of Study

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Application for approval

2 (1) The following must apply for approval, in the form required by the Minister:

(a) a public post-secondary institution that proposes to establish, change, extend, suspend, terminate, reactivate or transfer a degree program or a diploma or certificate program offered or to be offered in Alberta;

(b) a resident private post-secondary institution or non-resident institution that proposes to establish, change, extend, suspend, terminate, reactivate, or transfer a degree program offered or to be offered in Alberta.

(2) An independent academic institution that proposes to offer a diploma or certificate program in Alberta may apply for approval in the form required by the Minister.

Minister's approval of diploma or certificate program

3 On receiving an application made under section 2 respecting a program of study that is a diploma or certificate program, the Minister may approve that diploma or certificate program if the Minister is satisfied that the program meets the Minister's criteria for post-secondary system co-ordination.

Minister's referral of degree program

4 On receiving an application made under section 2 respecting a program of study that is a degree program, the Minister may, if the Minister is satisfied that the degree program meets the Minister's criteria for post-secondary system co-ordination, refer the application to the Council for review.

Council's review of degree program

5 (1) The Council must review an application respecting a degree program referred to it by the Minister under section 4 to determine if the applicant institution and the proposed degree program meet the minimum standards and conditions established by the Council.

(2) If the Council determines that all the conditions and standards referred to in subsection (1) are met, the Council must recommend to the Minister that the degree program be approved.

(3) If the Council determines that all the conditions and standards referred to in subsection (1) are not met, the Council may recommend to the Minister that the degree program not be approved.

Minister's approval of degree program after review

6 (1) After receiving the Council's recommendation under section 5(2) or (3) with respect to a degree program, the Minister

(a) may approve the degree program if the application was made by

(i) a public post-secondary institution,

      (ii)   a non-resident institution, or

      (iii)   a resident private post-secondary institution that already offers an approved degree program in Alberta, or

(b) if the application was made by a resident private post-secondary institution that does not already offer an approved degree program in Alberta, may

      (i)   recommend to the Lieutenant Governor in Council that an order be made under section 12(1), and

      (ii)   after an order under section 12(1) is made, approve the degree program.

(2) The Minister may make a recommendation to the Lieutenant Governor in Council or approve a degree program under subsection (1) only if the Minister is satisfied, after the Council's recommendation under section 5(2), that the program continues to meet the Minister's criteria for post-secondary system co-ordination.

Powers of Minister to monitor

6.1   The Minister may monitor a program approved under section 3 or 6 to ensure that the program continues to meet the Minister's criteria for post-secondary system co-ordination.

Council's duty to establish standards and conditions

7   In order to carry out its functions under this Regulation, the Council shall establish the minimum standards and conditions referred to in section 5(1) for institutions and for degree programs.

Powers of Council to ensure compliance

8   The Council may, on the referral to it of a matter by the Minister relating to an approved or proposed degree program,

(a)   review and monitor a degree program to ensure compliance with the standards and conditions established under section 7,

(b) require a report from the governing body of an institution on any matter relating to an approved or proposed degree program that the institution offers or proposes to offer, and

(c) appoint persons to provide advice and recommendations relating to the review and evaluation by the Council of a degree program under clause (a) or section 5.

Recommendation of Council if standards or conditions not met

9   If the Council determines that any of the standards or conditions established under section 7 are no longer being met with respect to an institution or a degree program offered by an institution, the Council

may recommend to the Minister that the Minister cancel the approval of one or more degree programs offered by the institution, and

may, if the institution is a resident private post-secondary institution, also recommend to the Minister that the Minister recommend to the Lieutenant Governor in Council that the order designating the resident private post-secondary institution as a private post-secondary institution that may grant approved degrees be rescinded.

Minister's cancellation of approved degree program

10 The Minister may cancel the approval of a degree program

   (a) on receiving a recommendation of the Council under section 9(a),

   (b) if the Minister has reason to believe that an institution has suspended or terminated the approved degree program, or

   (c) if, in the opinion of the Minister, it is necessary to cancel the approval for any other reason.

Minister's cancellation of approval of diploma or certificate program

10.1 The Minister may cancel the approval of a diploma or certificate program

   (a) if the Minister has reason to believe that the institution has suspended or terminated the approved diploma or certificate program, or

   (b) if, in the opinion of the Minister, it is necessary to cancel the approval for any other reason.

Minister's recommendation to Lieutenant Governor in Council

11 The Minister may recommend to the Lieutenant Governor in Council that an order designating a resident private post-secondary institution as a private post-secondary institution that may grant approved degrees be rescinded

   (a) on receiving a recommendation of the Council under section 9(b),

   (b) if the Minister has reason to believe that a resident private post-secondary institution has discontinued all of the approved degree programs offered by the post-secondary institution, or

   (c) if, in the opinion of the Minister, it is necessary to rescind an order designating a resident private post-secondary institution as a private post-secondary institution that may grant approved degrees for any other reason.

Order of Lieutenant Governor in Council

12 (1) On the recommendation of the Minister under section 6(b)(i), the Lieutenant Governor in Council may by order designate a resident private post-secondary institution as a private post-secondary institution that may grant approved degrees.

   (2) On the recommendation of the Minister under section 11, the Lieutenant Governor in Council may by order rescind an order designating a resident private post-secondary institution as a private post-secondary institution that may grant approved degrees.

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Other Programs

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Degree in divinity

14 (1) Section 106(1) of the Act does not apply in respect of a degree in divinity that, in the opinion of the Minister, primarily prepares students for service in the work of a religious group.

   (2) A degree in divinity must be given a name that distinguishes it from an academic degree that is granted by an institution and has been approved under the Act.

APPENDIX C: CANADIAN DEGREE QUALIFICATIONS FRAMEWORK

For the full Ministerial Statement on Quality Assurance of Degree Education in Canada, 2007, which includes additional information on Organizational Evaluation Standards and Degree development and quality, see:

https://www.cmec.ca/Publications/Lists/Publications/Attachments/95/QA-Statement-2007.en.pdf

A. DESCRIPTIONS OF 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. They apply to a broad spectrum of disciplines, program types, and program lengths. The descriptors on the left-hand side are similar to the "Bologna Descriptors" used by many other jurisdictions, notably including the 25 countries in the European Union, the 20 countries that have formally associated with the European Union's project to develop common standards and quality assurance procedures, and many quality assurance agencies belonging to the International Network for Quality Assurance Agencies in Higher Education.

The intent of such frameworks is to provide an agreed description of what each degree level is intended to achieve in general learning outcomes. This Canadian version is intended to provide a broad framework for each degree level, leaving to each province/territory the development of more detailed qualifications frameworks for degree credentials offered in its jurisdiction. Other credentials, such as associate degrees, special categories of applied degrees, and certificates and diplomas related to both undergraduate and postgraduate study will need to be articulated at the provincial/territorial level.

Description	Bachelor's Degree	Master's Degree	Doctoral Degree
Program Design and Outcome Emphasis	The credential awarded for the bachelor's degree is designed to acquaint the student with the basic conceptual approaches and methodologies of the principal discipline or disciplines that constitute the program of study, to provide some specialized knowledge, and to nurture the capacity for independent work in the discipline/disciplines and field of practice. All bachelor's programs are designed to provide graduates with knowledge and skills that enable them to develop the capacity for independent intellectual work. That capacity may be demonstrated by the preparation, under supervision, of one or more essays, a terminal	A master's degree program builds on knowledge and competencies acquired during related undergraduate study and requires more specialized knowledge and intellectual autonomy than a bachelor's degree program. Much of the study undertaken at the master's level will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown some originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through	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 an ability to create and interpret

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

- *Programs designed to provide a broad education as an end in itself*. They may also prepare graduates for employment in a variety of fields and/or for admission to second entry professional programs. Examples: BHum (Humanities), General BA and General BSc degrees

- *Programs designed to provide in-depth study in academic disciplines*. They normally prepare students for graduate study in the discipline(s) and for employment in a variety of fields.

- *Programs with an applied focus*. They blend theory and practice, with content selected to ensure mastery of the field of practice rather than to deepen knowledge in the discipline/disciplines for their own sake or as

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. Others are course based and require students to demonstrate the necessary research, analytical, interpretative, methodological, and expository skills in course exercises.

Examples: MA programs in the humanities and social sciences, MSc programs Profession oriented master's programs normally admit students holding baccalaureate degrees and provide them with a selection of courses and exercises intended to prepare them for a particular profession or field of practice or, if they are already involved in the profession or field, to

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 PhD.

Examples: PhD (Psychology), PhD (Education), PhD (Music)

Practice oriented doctoral programs are of a more applied nature, relate to a professional or creative activity and, where there is an internship or exhibition requirement, may also require a dissertation. Doctoral programs with an orientation to practice typically involve more course work than doctoral programs with a more theoretical or disciplinary focus.

	preparation for further study in the discipline. Even so, they may prepare students for further study depending upon the field and length and depth of the program; graduates may or may not require preparatory studies before entering graduate programs. While professional associations or accrediting bodies may set entry-to-practice standards for such programs, those standards are not normally obligatory for the institution offering the program. • *Programs with a professional focus.* They are designed to prepare graduates to meet admission requirements and to be competent practitioners in the profession. Some of them are first entry programs, others are second entry programs (that is, they require some prior degree level study or even a degree). They normally require periods of practical experience (apprenticeship, internship, articling, clinical, etc.). The capacity for independent professional work is demonstrated by academic and practical exercises, under supervision, followed by admission tests to the profession. Though considered to be bachelor's programs in academic standing, some professional programs yield degrees with other nomenclature. Examples: DDS (Dental Surgery), MD (Medicine), LLB, or JD (Juris Doctor)	extend their knowledge base and skills as professionals/practitioners. Example: MSW (Social Work)	Such programs lead to the award of a degree designation reflecting the field or discipline. Examples: EdD (Education), MusDoc (Music), PsyD (Psychology).
Preparation for Employment and Further Study	In addition to providing personal and intellectual growth, bachelor's programs, in varying degrees, may prepare students for entry into graduate study in the field, second entry professional degree programs, or employment in one or more fields.	Graduates will have the qualities needed for either further study in the discipline or for employment in circumstances requiring sound judgment, personal responsibility and initiative, in complex and unpredictable professional environments.	Holders of doctorates will have the qualities needed for employment requiring the ability to make informed judgements on complex issues in specialist fields, and innovation in tackling and solving problems.

Length of Program	Owing primarily to variations in pre-university studies among the provinces/territories, classroom instruction is typically six to eight semesters or more in duration (normally 90-120 credits, or the equivalent) and may be supplemented by required professional experience (e.g., supervised practica, internships, and work terms).	Master's programs vary typically from two to six semesters in duration, depending on the field and the speed at which individuals progress through requirements.	A doctoral program is typically three to six years in length, depending on the field and the speed at which individuals progress through requirements.
Admission Requirements	Admission normally requires, at a minimum, a secondary school or CEGEP diploma and/or university preparatory courses, a minimum grade point average, and other program specific requirements. Students lacking these credentials may be admitted on a parttime or probationary basis, with continuation subject to acceptable academic achievement. Second entry programs normally require at least two or three years of completed degree level studies or in some cases the prior or concurrent completion of another undergraduate degree.	Normally, an undergraduate degree with an appropriate specialization or an undergraduate degree with relevant bridging studies.	Normally, a master's degree with an appropriate specialization or a master's degree with appropriate bridging studies.

B. DEGREE LEVEL STANDARDS

The focus of the following degree level standards is on the expectations of graduates at each degree. The standards stipulate the demonstrable transferable learning skills and level of mastery of a body of specialized knowledge in six dimensions: 1. Depth and Breadth of Knowledge, 2. Knowledge of Methodologies, 3. Application of Knowledge, 4. Communication Skills, 5. Awareness of Limits of Knowledge, and 6. Professional Capacity/Autonomy. The shades of distinction between degrees are determined by the capacity of the graduate at each level to act competently, creatively and independently, and by their proximity to the forefront of a discipline and/or profession. Among other things, the degree level standards are intended (a) to facilitate the assessment of credentials for broad purposes of credit transfer and credential recognition, (b) to provide clear learning outcome standards to instructional and program designers, (c) as a broad framework for quality assurance purposes. The standards are intended to be cumulative — each degree level presupposes the accomplishment of an earlier one.

Expectations	Bachelor's Degree	Master's Degree	Doctoral Degree
	This degree is awarded to students who have demonstrated	*This degree is awarded to students who have demonstrated*	*This degree is awarded to students who have demonstrated*

Depth and Breadth of Knowledge	a) Knowledge and critical understanding in a field of study that builds upon their secondary education and includes the key assumptions, methodologies, and applications of the discipline and/or field of practice.	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.
	b) Basic understanding of the range of fields within the discipline/field of practice and of how the discipline may intersect with fields in related disciplines.		
	c) The ability to gather, review, evaluate, and interpret information, including new information relevant to the discipline, and to compare the merits of alternate hypotheses or creative options relevant to one or more of the major fields in a discipline.		
	d) The capacity to engage in independent research or practice in a supervised context.		
	e) Critical thinking and analytical skills inside and outside the discipline.		
	f) The ability to apply learning from one or more areas outside the discipline.		
Knowledge of Methodologies and Research	a) An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to (i) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques, (ii) devise and sustain arguments or solve problems using these methods, and (iii) describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and on their relevance to the evolution of the discipline	A conceptual understanding and methodological competence that enables the graduate to: a) Have a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline b) Have a capacity to evaluate critically current research and advanced research and scholarship in the discipline or area of professional competence, and on the	A conceptual understanding and methodological competence that provides the graduate with the ability to: 1) 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

		basis of that competence, have shown at least one of the following: (i) the development and support of a sustained argument in written form or (ii) originality in the application of knowledge.	methodology in the light of unforeseen problems
	b) The ability to review, present, and critically evaluate qualitative and quantitative information to (i) develop lines of argument; (ii) make sound judgments in accordance with the major theories, concepts, and methods of the subject(s) of study; (iii) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; and (iv), where appropriate, use this knowledge in the creative process		2) Make informed judgments on complex issues in specialist fields, sometimes requiring new methods
			3) Produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication
Application of Knowledge	a) The ability to use a range of established techniques to (i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts, and information; (ii) propose solutions; (iii) frame appropriate questions for the purpose of solving a problem; (iv) solve a problem or create a new work b) The ability to make critical use of scholarly reviews and primary sources.	The capacity to (i) address complex issues and judgments based on established principles and techniques and (ii) apply an existing body of knowledge in the research and critical analysis of a new question or of a specific problem or issue in a new setting.	The capacity to (i) undertake pure and/or applied research at an advanced level and (ii) contribute to the development of academic or professional skill, techniques, tools, practices, ideas, theories, approaches, and/or materials.
Communication Skills	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to specialist and non-specialist audiences, using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.	The ability to communicate ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences.	The ability to communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively.
Awareness of Limits of Knowledge	An understanding of the limits to their own knowledge and ability; an appreciation of the uncertainty and ambiguity of and limits to knowledge, and an appreciation of how this might influence analyses and interpretations.	A cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

Professional Capacity/ Autonomy	Qualities and transferable skills necessary for further study, employment, community involvement, and other activities requiring (i) the exercise of initiative, personal responsibility, and accountability in both personal and group contexts, (ii) working effectively with others, and (iii) behaviour consistent with academic integrity.	a) The qualities and transferable skills necessary for employment requiring (i) the exercise of initiative and of personal responsibility and accountability and (ii) decision making in complex situations, such as employment b) The intellectual independence required for continuing professional development c) The ability to appreciate the broader implications of applying knowledge to particular contexts	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 c) The ability to evaluate the broader implications of applying knowledge to particular contexts

APPENDIX D: ALBERTA CREDENTIAL FRAMEWORK

The Alberta Credential Framework details the characteristics and criteria, as well as the quality considerations, for all credentials offered in Alberta's post-secondary system under the Post-Secondary Learning Act and the Skilled Trades Apprenticeship and Education Act. This framework describes the characteristics and criteria related to the credential, as well as the knowledge and skills expected to be acquired by students through the process of earning the credential. The Alberta Credential Framework is intended to foster post-secondary system coherence by naming and defining Alberta credentials in a comprehensive structure. For Degrees, the Alberta Credentials Framework is aligned with the Canadian Degree Qualifications Framework (Appendix B).

When reviewing Degrees (Undergraduate or Graduate), CAQC refers to the ACF to ensure alignment of degree characteristics and quality standards. Council's focus is the educational quality of degrees. As such, degrees must meet the criteria laid out in the ACF and CDQF. When degrees include other credentials (e.g. certificates. Diplomas, or skilled trades credentials that ladder into degrees or post-baccalaureate credentials that ladder into graduate degrees), the quality of those credentials and their impact on the degree structure must be demonstrated. See Degrees Handbook Section 3 and Part B Template for additional direction.

Please check Open.Alberta.ca for updates to the ACF: https://open.alberta.ca/publications/alberta-credential-framework

Part 1A: Credential Descriptors, Characteristics and Criteria – Credentials Under The Post-Secondary Learning Act

Nomenclature	Program Design and Outcomes Emphasis	Preparation for Employment or Further Study	Typical Program Duration	Standard Credits	Typical Entrance Requirements
Certificate	Certificate programs provide introductory preparation to a discipline or occupation through essential workplace skills and knowledge development. Students are exposed to foundational concepts within a framework of academic, personal management, and teamwork skills. Programs are typically applied and practical, and often include Work Integrated Learning, lab, or shop components.	Programs prepare individuals for entry into the labour market with an emphasis on employment or skill development. Programs can also prepare individuals for further study, and some certificates may ladder to diplomas.	1 year or less (1-2 semesters)	12-32	Admission normally requires, at minimum, specific high school courses or a high school diploma, and other specific requirements such as English language proficiency.

Nomenclature	Program Design and Outcomes Emphasis	Preparation for Employment or Further Study	Typical Program Duration	Standard Credits	Typical Entrance Requirements
Diploma	Diploma programs provide a level of skills, knowledge, and attributes that allow individuals to work within a broad range of technical, administrative, and professionally oriented occupations. Graduates exercise professional responsibility in a field of practice. Some programs build on previously acquired knowledge and skills relevant to a field or occupation and programs typically involve a Work Integrated Learning component. Graduates gain a level of proficiency in academic and employability skills related to communications, problem-solving, information literacy, adaptability, and working effectively with people.	Diploma programs prepare individuals for careers by facilitating career development and entry into the labour market and prepare graduates for further study. Diplomas may ladder to a bachelor's degree or post-diploma certificate.	2-3 years	60 to 80	Admission normally requires, at minimum, specific high school courses for entry to Year 1 of the program or a prior certificate for entry to Year 2. There may be other program-specific requirements such as English language proficiency.
Post-Diploma Certificate	Post-diploma certificate programs deepen or broaden an individual's knowledge and skills, building on foundational knowledge acquired during their diploma and in an allied occupation or field. Post-diploma certificate programs are at an undergraduate level and are typically of an applied nature. They often include a Work Integrated Learning component or practicum placement.	Post-diploma certificate programs prepare individuals for employment in a specialized role, or for further study.	1 year or less (2 semesters)	18-30	Admission normally requires, at minimum, a 2-year diploma alongside program-specific requirements. In some cases, entrance may require active registration with a regulatory body.

Nomenclature	Program Design and Outcomes Emphasis	Preparation for Employment or Further Study	Typical Program Duration	Standard Credits	Typical Entrance Requirements
Post-Bachelor's Certificate	Post-bachelor's certificate programs provide career-focused technical and theoretical knowledge and skill acquisition in an applied occupational area at an undergraduate level. Programs are of an applied nature and provide industry-specific skills or professional career preparation for bachelor graduates in unrelated fields. Graduates gain proficiency in relevant academic, personal management, critical thinking, and teamwork skills. Graduates may also earn professional or industry certifications.	Post-bachelor's certificate programs provide specialized career preparation to facilitate participation in the labour market beyond entry-level positions and allow graduates to transition into a specialized field.	8-15 months (2-3 semesters)	24-36	Admission normally requires, at minimum, a bachelor's degree (or equivalent) and other program-specific requirements such as English language proficiency or relevant work experience.
Bachelor's Degree, Including Honours	Bachelor's degree programs are designed to acquaint the student with the basic conceptual approaches and methodologies of the principal discipline, or disciplines, that constitute the program of study. They provide some specialized knowledge and nurture the capacity for independent work in the discipline, or disciplines, and field of practice. Bachelor's programs are designed to provide graduates with knowledge and skills enabling them to develop the capacity for independent intellectual work. That capacity may be demonstrated by the preparation, under supervision, of one or more essays, a terminal research paper, thesis, project, exhibition, or other research-based or performance-based exercise that shows methodological competence and capacity for independent and ethical intellectual or creative work and, where relevant, the exercise of professional responsibility in the field of practice. Some bachelor's degree programs are intended to provide a wide exposure to several disciplines. Other bachelor's degree programs 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	In addition to providing personal and intellectual growth, bachelor's programs, in varying degrees, may prepare students for entry into graduate study in the field or second-entry entry professional degree programs, or employment in one or more fields.	Owing primarily to differences in pre-university studies among the provinces and territories, classroom instruction is typically six to eight semesters or more in duration and may be supplemented by required professional experience such as supervised practicums, internships, co-op	90-120	Admission normally requires, at minimum, a secondary school or CEGEP diploma. There may be other program-specific requirements such as university preparatory courses or a minimum grade point average, alongside other program-specific requirements. Students lacking these credentials may be admitted on a part-time or probationary basis, with continuation in the program subject to acceptable academic achievement.

Nomenclature	Program Design and Outcomes Emphasis	Preparation for Employment or Further Study	Typical Program Duration	Standard Credits	Typical Entrance Requirements
	that diversity, each bachelor's degree program must meet a substantial and common set of competency outcomes, as outlined below, to justify use of the bachelor's degree label. The range of bachelor's degree programs include: Programs designed to provide a broad education as an end in itself; they may also prepare graduates for employment in a variety of fields or for admission to second-entry professional programs. Examples are general Bachelor of Arts (BA) or Bachelor of Science (BSc) degrees. Programs designed to provide in-depth study in academic disciplines. They normally prepare students for graduate studies in a related discipline and for employment in a variety of fields. Programs with an applied focus which blend theory and practice with content selected to ensure mastery of the field of practice rather than to deepen knowledge in the discipline for its own sake or as specific preparation for further study in the discipline. Even so, these programs may prepare students for further study depending on the field and the length and depth of the program; graduates may require further preparatory studies prior to entering a graduate program. While professional associations or accrediting bodies may set entry to practice standards for such programs, those standards are not normally obligatory for the institution offering the program. Programs with a professional focus that prepare graduates to meet admission requirements and be competent practitioners in a profession. Some are first-entry programs, others are second-entry programs which require individuals to have undertaken prior degree-level study or completed a previous degree to be admitted. They normally require periods of practical experience, such as an internship, clinical placement, articling position, 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 bachelor's programs in terms of academic standing, some		placements, or work terms.		Second-entry programs normally require at least two or three years of previous degree-level studies or, in some cases, the prior or concurrent completion of another undergraduate degree.

Nomenclature	Program Design and Outcomes Emphasis	Preparation for Employment or Further Study	Typical Program Duration	Standard Credits	Typical Entrance Requirements
	professional programs confer degrees with other nomenclature such as Doctor of Dental Surgery (DDS), Doctor of Medicine (MD), Bachelor of Laws (LLB), or Juris Doctor (JD) programs.				
Graduate Certificate	Graduate certificate programs provide graduate-level study without requiring individuals to commit to a master's program. Programs either deepen knowledge and skills in a specific discipline or field or provide exposure to an interdisciplinary area of focus.	Graduate certificate programs may prepare individuals for a specialized role or career enhancement. They may also ladder into a master's degree program.	1 year or less	Minimum 12	Admission normally requires, at minimum, a completed bachelor's degree, and other program-specific requirements.
Graduate Diploma	Graduate diploma programs provide graduate-level study to deepen an individual's knowledge or skills in a particular discipline or field or may allow individuals to transition to an interdisciplinary area of focus. Programs convey a comprehensive understanding of techniques applicable to research or advanced scholarship in the field or contribute to scholarship in a particular profession.	A graduate diploma may prepare individuals for a specialized role in a field or enhance research skills in a discipline. They may also ladder into a master's program.	1-2 years	Minimum 18	Admission normally requires, at minimum, a completed bachelor's degree, alongside other program-specific requirements.
Master's Degree	Master's degree programs build on knowledge and competencies acquired during related undergraduate study and require more specialized knowledge and intellectual autonomy than a bachelor's degree. 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 deal with complex issues both systematically and creatively and show independent capacity in addressing issues and problems. Program can be profession-oriented, research-oriented or course-based. Research-oriented master's programs are typically for graduates of related undergraduate or professional programs in the field, or for students who have taken bridging studies to equip them for graduate study in the field. The focus of research-oriented programs is developing	Graduates will have the qualities needed for either further study in the discipline or for employment in circumstances requiring sound judgement, personal responsibility, and initiative in complex and unpredictable professional environments.	Master's programs vary typically from two to six semesters in duration, depending on the field and the speed at which individuals progress through the program requirements.	Credit requirements vary between different programs.	Admission normally requires an undergraduate degree with an appropriate specialization or an undergraduate degree with relevant bridging studies, as well as a minimum grade point average, and other program-specific requirements.

Nomenclature	Program Design and Outcomes Emphasis	Preparation for Employment or Further Study	Typical Program Duration	Standard Credits	Typical Entrance Requirements
	the research, analytical, methodological, interpretive, and expository skills necessary for doctoral studies or for leadership in society. Some programs are thesis-based and require the student to develop and demonstrate advanced research skills under supervision. Others are course-based and require students to demonstrate the necessary research, analytical, interpretive, methodological, and expository skills in course exercises. Some examples are Master of Arts (MA) programs in the humanities and social sciences, or Master of Science (MSc) programs. Profession-oriented master's programs normally admit students holding baccalaureate degrees and provide them with a selection of courses and exercises intended to prepare them for a particular profession or field of practice or, if they are already involved in the profession or field, to extend their knowledge base and skills as professionals or practitioners. An example of this kind of program is a Master's in Social Work (MSW).				
Post-Master's Certificate	Post-master's certificate programs provide graduate-level study to expand graduates' knowledge and skills within the discipline or to integrate graduates' research skills with professional skills.	Graduates have enhanced academic skills or professional competencies for academic or professional careers. Post-master's certificate programs may ladder into a post-master's diploma or a doctoral degree.	1 year or less	Minimum 12	Admission normally requires, at minimum, a master's degree and other program-specific requirements.
Post-Master's Diploma	Post-master's diploma programs provide graduate-level study that deepens systematic knowledge in a discipline as well as fostering professional development. Graduates are expected to acquire a critical awareness of current issues, problems, and insights in the discipline and the research methodologies used to address them.	Graduates have professional and research skills that can be applied in the discipline. Post-master's diploma	1-2 years	Minimum 18	Admission normally requires, at minimum, a master's degree or post-master's certificate and other

Nomenclature	Program Design and Outcomes Emphasis	Preparation for Employment or Further Study	Typical Program Duration	Standard Credits	Typical Entrance Requirements
		programs may also ladder toward a doctoral degree.			program-specific requirements.
Doctoral Degree	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 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 understanding, and an ability to create and interpret knowledge that extends to the forefront of the 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, which are thesis based. It may also involve written or 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 awarding of a Doctor of Philosophy degree. Practice-oriented doctoral programs are of a more applied nature, related 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	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.	A doctoral program is typically 3 to 6 years in length, depending on the field and the speed at which individual students progress through the degree requirements.	The credit requirements for doctorate degrees varies between programs.	Admission normally requires, at minimum, a master's degree with appropriate specialization or a master's degree with appropriate bridging studies.

Nomenclature	Program Design and Outcomes Emphasis	Preparation for Employment or Further Study	Typical Program Duration	Standard Credits	Typical Entrance Requirements
	designation which reflects the field or discipline. Some examples of these programs are Doctorate of Education (EdD), Doctorate of Music (MusDoc), or Doctorate of Psychology (PsyD).				
Post-Doctoral Certificate	Post-doctoral certificate programs provide specialized study, usually to integrate the graduates' advanced research competencies with professional skills or knowledge in a specialized field of study.	Post-doctoral certificate programs provide expertise at a highly specialized level and may ladder into a post-doctoral diploma.	1 year or less	Minimum 12	Admission normally requires, at minimum, a doctoral degree.
Post-Doctoral Diploma	Post-doctoral diploma programs provide specialized post-doctoral study, usually to integrate graduates' advanced research competencies with professional skills in a leadership capacity or enhance knowledge in a specialized field of study.	Post-doctoral diploma programs provide advanced expertise at a highly specialized level.	1 ½ years or less	Variable	Admission normally requires, at minimum, a doctoral degree or post-doctoral certificate.

Part 1B: Credential Descriptors, Characteristics and Criteria – Credentials Under The *Skilled Trades And Apprenticeship Education Act (STAEA)*

Three credentials are offered under the authority of the Skilled Trades and Apprenticeship Education Act. The ACF fosters learner pathways, program quality, credential recognition, system coordination, accountability, and economic and social development. Credentials are described by: nomenclature, program design and outcomes emphasis, preparation for employment or further study, typical duration, standard credits, and typical entrance requirements.

Nomenclature	Program Design and Outcomes Emphasis	Preparation for Employment or Further Study	Typical Program Duration	Standard Credits	Typical Entrance Requirements
Certificate (Apprenticeship)	Apprenticeship education programs provide individuals with a combination of classroom instruction and on-the-job instruction in a particular occupational field, with the majority of learning occurring through on-the-job mentorship.	Programs provide individuals with the core competencies required for successful employment in the program's associated occupational fields.	Apprenticeship certificate programs typically last 2-3 years. Apprenticeship education programs have prescribed	30-59 credits as standard, with the program requirements for each apprenticeship education program structured by periods and hours.	Admission requires that individuals have registered into an apprenticeship education program with Advanced Education.

Nomenclature	Program Design and Outcomes Emphasis	Preparation for Employment or Further Study	Typical Program Duration	Standard Credits	Typical Entrance Requirements
	Programs provide the knowledge, skills, and abilities to perform tasks and activities associated with the program's occupational field, which may include preparing individuals to become certified journeypersons in occupations that are designated trades. Core competencies and program requirements are developed by Advanced Education in consultation with industry. The integration of these learning components extends the length of apprenticeship education programs, with the ratio of on-the-job instruction to classroom instruction typically being at least 4:1.	Apprentices are employed in the associated programs occupational field(s) or designated trade while under the mentorship of a qualified individual and while entered into an apprenticeship education agreement. Certificate programs may prepare individuals for further study or laddering to other post-secondary education programs.	periods as outlined in the applicable program requirements, including requirements for classroom instruction and on-the-job instruction.	Program credits are determined by the distribution of on-the-job hours and classroom hours required to achieve the knowledge, skills, and competencies associated with the program requirements. 1 credit is assigned per 15 hours of classroom instruction or per 300 hours of on-the-job instruction toward the total credits achieved for an apprenticeship education program.	Progression requires individuals to obtain employment and enter into an apprenticeship education agreement with a sponsor. Entrance requirements vary by program and typically require, at minimum, particular high school courses or a high school diploma, and other program-specific requirements.
Diploma (Apprenticeship)	Apprenticeship education programs provide individuals with a combination of classroom instruction in a particular occupational field, or fields, with the majority of learning occurring through on-the-job mentorship. Programs provide the knowledge, skills, and abilities to perform tasks and activities associated with the program's occupational field, which may include preparing individuals to become certified journeypersons in occupations that are designated trades.	Programs provide individuals with the core competencies required for successful employment in the program's associated occupational field, or fields, which may span multiple industries or sectors. Apprentices are employed in the associated program's occupational field(s) or designated skilled trade under the mentorship of	Apprenticeship diploma programs typically last 3-4 years. Apprenticeship education programs have prescribed periods as outlined in the applicable program requirements, including requirements for classroom instruction and on-the-job instruction.	60-80 credits as standard, with the requirements for each apprenticeship education program structured by periods and hours. Program credits are determined by the distribution of on-the-job hours and classroom hours required to achieve the knowledge, skills, and competencies	Admission requires that individuals have registered into an apprenticeship education program with Advanced Education. Progression requires individuals to obtain employment and enter into an apprenticeship education agreement with a sponsor.

Nomenclature	Program Design and Outcomes Emphasis	Preparation for Employment or Further Study	Typical Program Duration	Standard Credits	Typical Entrance Requirements
	Core competencies and program requirements are developed by Advanced Education in consultation with industry. The integration of these learning components extends the length of apprenticeship education programs, with the ratio of on-the-job instruction to classroom instruction typically being at least 4:1.	a qualified individual and while entered into an apprenticeship education agreement. Diploma programs may prepare individuals for further study or laddering to other post-secondary education programs		associated with the program requirements. 1 credit is assigned per 15 hours of classroom instruction or per 300 hours of on-the-job instruction towards the total credits achieved for an apprenticeship education program.	Entrance requirements vary by program and typically require, at minimum, particular high school courses or a high school diploma, and other program-specific requirements.
Advanced Diploma (Apprenticeship)	Apprenticeship education programs provide individuals with a combination of classroom instruction in a particular occupational field, or fields, with the majority of learning occurring through on-the-job mentorship. Programs provide the knowledge, skills, and abilities to perform tasks and activities associated with the program's occupational field, which may include preparing individuals to become certified journeypersons in occupations that are designated trades. Core competencies and program requirements are developed by Advanced Education in consultation with industry. The integration of these learning components extends the length of apprenticeship education programs, with the ratio of on-the-job instruction to classroom instruction typically being at least 4:1.	Programs provide individuals with the core competencies required for successful employment in the program's associated occupational field, or fields, across multiple industries or sectors. Apprentices are employed in the associated program's occupational field(s), or designated trade while under the mentorship of a qualified individual and while entered into an apprenticeship education agreement. Advanced diploma programs may prepare individuals for further study or laddering to	Apprenticeship advanced diploma programs typically last 4 years. Apprenticeship education programs have prescribed periods as outlined in the applicable program requirements, including requirements for classroom instruction and on-the-job instruction.	More than 80 credits as standard, with the requirements for each apprenticeship education program structured by periods and hours. Program credits are determined by the distribution of on-the-job hours and classroom hours required to achieve the knowledge, skills, and competencies associated with the program requirements. 1 credit is assigned per 15 hours of classroom instruction or per 300 hours of on-the-job instruction towards the total credits achieved	Admission requires that individuals have registered into an apprenticeship education program with Advanced Education. Progression requires individuals to obtain employment and enter into an apprenticeship education agreement with a sponsor. Entrance requirements vary by program and typically require, at minimum, particular high school courses or a high school diploma, and other program-specific requirements.

Nomenclature	Program Design and Outcomes Emphasis	Preparation for Employment or Further Study	Typical Program Duration	Standard Credits	Typical Entrance Requirements
		other post-secondary education programs.		for an apprenticeship education program.	

Part 2A: Credential Standards: Knowledge and Skills – Credentials Under The Post-Secondary Learning Act

Undergraduate level credentials include certificates, diplomas, bachelor's degrees, post-diploma certificates, and post-bachelor's certificates.

Graduate level credentials include master's and doctoral degrees, graduate certificates and diplomas, post-master's certificates and diplomas, and post-doctoral certificates and diplomas.

The ACF includes standards that advance quality assurance, credential recognition, credit transfer, learner pathways, and system coordination. Degree standards are drawn from the Canadian Degree Qualifications Framework. The standards for each credential include information about depth and breadth of knowledge, conceptual awareness and/or knowledge of research, communication skills, application of knowledge, professional capacity and autonomy, and awareness of limits of knowledge.

Nomenclature	Depth and Breadth of Knowledge	Conceptual Awareness and/or Knowledge of Research	Communication Skills	Application of Knowledge	Professional Capacity and Autonomy	Awareness of Limits of Knowledge
Certificate	Certificate programs provide basic skills and knowledge for entry-level employment in positions with clearly defined requirements, as well as awareness of the broader occupational sector in which the field is positioned. Employability skills are	Graduates of certificate programs have knowledge of a prescribed range of occupational functions involving known routines or procedures.	Graduates of certificate programs have the ability to communicate clearly within the requirements of their job duties, use technology appropriately in business, professional, and industry environments, and to	Graduates are able to perform a narrowly defined range of activities involving known routines and procedures. They can apply technical and occupation-specific knowledge and skills in a work setting and under supervision.	Graduates take on responsibility, individually or as part of a team, in order to perform job requirements. Graduates can identify learning and training opportunities they need to increase their skills. They demonstrate	Certificate holders understand the limits of their own knowledge and skill level and recognize the advanced methods and techniques in the field that they are not qualified to employ independently.

Nomenclature	Depth and Breadth of Knowledge	Conceptual Awareness and/or Knowledge of Research	Communication Skills	Application of Knowledge	Professional Capacity and Autonomy	Awareness of Limits of Knowledge
	at the foundational level.		communicate accurately by responding to written, oral and visual message forms in order to meet the needs of the audience.		ethical conduct in the field.	
Diploma	Diploma programs provide the skills and knowledge required for successful performance in an occupation. Graduates have the capacity to engage in professional practice in a supervised context and the ability to apply learning, critical thinking, and analytical skills within the discipline. Some diploma programs specify general education requirements or may include electives for broader exposure to related fields and disciplines.	Graduates of diploma programs have a range of skills and associated knowledge that demonstrates substantial depth in some areas where judgment is required in the planning and selection of appropriate equipment, services or techniques for themselves and others. These skills may include understanding and applying concepts and reasoning to evaluate and solve problems using well established ideas and techniques – often mathematical. Graduates apply a variety of thinking skills as well as a systematic approach to anticipate and solve problems. They are able to	Graduates can communicate clearly, concisely, and correctly in written, spoken, and visual forms to fulfill the purpose of the communication and meet the needs of audiences. Graduates effectively respond to written, spoken, and visual communications, and use technology appropriately in business, professional, and industry communications.	Graduates can perform a range of complex or non-routine activities and engage in planning activities including alternative approaches to skill and knowledge application. They apply their knowledge and skills in substantial depth – particularly where judgement is required to plan and select appropriate equipment, services, and techniques for the individual and for others.	Graduates take on individual responsibility for planning strategic initiatives and managing their own professional development. Graduates demonstrate individual autonomy in performing complex technical operations or organizing others. They work effectively with others and demonstrate respect for ethical conduct within the profession and industry.	Diploma holders understand the limits of their own knowledge and skill level and have an appreciation of the methods and techniques that they are not qualified to employ.

Nomenclature	Depth and Breadth of Knowledge	Conceptual Awareness and/or Knowledge of Research	Communication Skills	Application of Knowledge	Professional Capacity and Autonomy	Awareness of Limits of Knowledge
		analyze, evaluate, and apply relevant information from a variety of sources.				
Post-Diploma Certificate	Post-diploma certificate programs provide specialized knowledge at an undergraduate level that prepares individuals for successful performance in a particular occupational specialty, such as in an allied health field. Graduates have a level of knowledge and skill that enhances their ability to perform a more specialized range of complex and non-routine activities within the field or occupation.	Graduates of post-diploma certificate programs can perform a prescribed range of skilled operations which include evaluating and analyzing current practices, applying theory to practice, and selecting and using technology appropriate to the context.	Graduates have the ability to communicate clearly, concisely, and correctly in written, spoken, and visual forms to meet the needs of audiences. Graduates effectively respond to written, spoken, and visual communications, and use technology appropriately in business, professional, and industry communications.	Post-diploma certificate holders can perform a range of complex or non-routine activities. They demonstrate leadership, contribute to technical solutions, and apply their knowledge and skills to evaluate current practices and develop new criteria.	Graduates have the capacity to take on individual responsibility or autonomy and may also collaborate with others as part of a group or team. They have the ability to plan their own career and professional development and demonstrate respect for ethical conduct within the profession or industry.	Diploma holders understand the limits of their own knowledge and skill level, and have an appreciation of the methods and techniques that they are not qualified to employ independently.
Post-Bachelor's Certificate	Post-bachelor's certificate programs focus on acquisition of occupational competencies in a specific occupation to increase an individual's employability. Graduates have a level of knowledge and skill that enhances their ability to perform a range of complex and	Holders of post-bachelor's certificates can perform a prescribed range of skilled and complex operations that require analysis, sound judgement, planning, execution of actions, and evaluation.	Graduates have the ability to communicate clearly, concisely, and correctly within the requirements of job responsibilities in the written, oral, or visual form that fulfills the purpose of that communication and meets the needs of the audience. They can communicate	Post-bachelor's certificate graduates have the ability to apply technical knowledge and skills appropriately in a professional setting. They have the capacity to propose solutions and develop action strategies.	Graduates are able to demonstrate ethical conduct within the profession or industry.	Post-bachelor's certificate holders have an understanding of the limits of their own knowledge and skill level. They have a recognition of advanced methods and techniques that they are not

Nomenclature	Depth and Breadth of Knowledge	Conceptual Awareness and/or Knowledge of Research	Communication Skills	Application of Knowledge	Professional Capacity and Autonomy	Awareness of Limits of Knowledge
	non-routine activities within a particular field, specialty, or profession.		effectively by responding to written, spoken, or visual messages.			qualified to employ independently.
Bachelor's Degree, Including Honours	Bachelor's degree programs provide 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 or field of practice. Graduates have a basic understanding of the range of fields within the discipline or field of practice and of how the discipline may intersect with fields in related disciplines. Degree holders have 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 related to one or more of the	Bachelor's degree holders have an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the individual to evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques, devise and sustain arguments or solve problems using these methods, and describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and on their relevance to the evolution of the discipline. Graduates have the ability to review, present, and critically evaluate qualitative and quantitative information to develop lines of argument, make sound	Holders of bachelor's degrees are able to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to specialist and non-specialist audiences using structured and coherent arguments that are, where appropriate, informed by key concepts and techniques of the discipline.	Graduates use a range of established techniques to initiate and undertake critical evaluation of arguments, assumptions, abstract concepts, and information, frame appropriate questions for the purpose of solving a problem, propose solutions, or solve a problem or create a new work. They are also able to make critical use of scholarly reviews and primary sources.	Degree holders have the qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring the exercise of initiative, personal responsibility, and accountability in both personal and group contexts. They work effectively with others and demonstrate behaviour consistent with academic integrity.	Bachelor's degree holders understand the limits of their own knowledge and ability alongside an appreciation of the uncertainty and ambiguity of, and limits to, knowledge and are aware of how this ambiguity might influence analyses and interpretations.

Nomenclature	Depth and Breadth of Knowledge	Conceptual Awareness and/or Knowledge of Research	Communication Skills	Application of Knowledge	Professional Capacity and Autonomy	Awareness of Limits of Knowledge
	major fields in the discipline. Graduates have the capacity to engage in independent research or practice in a supervised context. They demonstrate critical thinking and analytical skills inside and outside the discipline and have the ability to apply learning from one or more areas outside of the discipline.	judgements in accordance with the major theories, concepts, and methods of the subject or subjects of study. They apply underlying concepts, principles, and techniques of analysis both within the discipline and outside of it, and where appropriate they use this knowledge in the creative process.				
Graduate Certificate	Graduate certificate holders apply relevant methods and techniques to research projects or professional practice. They are able to address complex issues systematically and creatively.	Graduates are able to devise and sustain arguments and solve problems topical to the discipline. They are able to describe and comment on current scholarship and practice issues within the discipline or field.	Holders of graduate certificates can communicate information, ideas, problems, and solutions to specialist and non-specialist audiences.	Graduates demonstrate analysis and enquiry skills within a discipline or field.	Individuals are able to manage their own learning.	Graduates have an appreciation of the ambiguity and the limits of knowledge.
Graduate Diploma	Graduate diploma holders can apply relevant methods and techniques to research projects or professional practice. They are able to address complex issues systematically and creatively and make sound judgements in the	Graduates are able to devise and sustain arguments and solve problems topical to the discipline. They are able to explain and critique current scholarship and practice issues within the discipline or field.	Holders of graduate certificates can communicate information, ideas, problems, and solutions to specialist and non-specialist audiences.	Graduates demonstrate originality in application of knowledge and skills together with practical understanding of research concepts in the discipline.	Individuals are able to manage their own learning and continuing professional development.	Graduate diploma holders have an appreciation of the ambiguity and the limits of knowledge.

Nomenclature	Depth and Breadth of Knowledge	Conceptual Awareness and/or Knowledge of Research	Communication Skills	Application of Knowledge	Professional Capacity and Autonomy	Awareness of Limits of Knowledge
	absence of complete data.					
Master's Degree	Graduates have a systematic understanding of knowledge and a critical awareness of current problems and new insights at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	Master's programs build conceptual understanding and methodological competence so that graduates have a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline. Graduates have a capacity to critically evaluate current research and advanced research and scholarship in the discipline or area of professional competence. Individuals demonstrate competence through the development and support of a sustained argument in written form or originality in the application of knowledge.	Holders of master's degrees are able to communicate ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences.	Graduates have the capacity to address complex issues and make judgements based on established principles and techniques and apply an existing body of research and critical analysis to a new question or to a specific problem or issue in a new setting.	Graduates have many qualities and transferable skills necessary for employment, including exercising their initiative and taking personal responsibility and accountability, decision-making in complex situations, such as employment. They have the ability to appreciate the broader implications of applying knowledge to particular contexts, and the intellectual independence required for continuing professional development.	Master's degree holders have a cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.
Post-Master's Certificate	Graduates are able to apply and integrate knowledge in a discipline and can	Post-master's certificate holders are able to integrate research skills and professional skills	Graduates are able to critically evaluate arguments, assumptions,	Graduates are proficient in self-direction when problem solving.	Graduates have the ability to manage their own learning and to advance	Post-master's certificate holders have an appreciating of

Nomenclature	Depth and Breadth of Knowledge	Conceptual Awareness and/or Knowledge of Research	Communication Skills	Application of Knowledge	Professional Capacity and Autonomy	Awareness of Limits of Knowledge
	translate knowledge into research or practice settings.	when developing career paths.	concepts, and data. They network and collaborate effectively with professionals and academics.	They demonstrate autonomy in planning and implementing tasks at the professional level.	knowledge and understanding in their field.	ambiguity and the limits of knowledge.
Post-Master's Diploma	Graduates are able to undertake pure or applied research at the advanced level, contributing to the development of new techniques, applications, or creative approaches in research and practice settings.	Post-master's diploma holders are able to evaluate methodologies and develop critiques. They can create knowledge or novel applications in labour practice settings.	Holders of post-master's diplomas are able to critically evaluate arguments, assumptions, concepts, and data. They have the capacity to make judgements, frame conclusions, and communicate conclusions for specialist and non-specialist audiences alike.	Graduates demonstrate originality and self-direction in problem solving. They show leadership and autonomy in planning and implementing tasks at the professional level.	Graduates have the ability to manage their own learning and to advance knowledge and understanding in their field.	Post-master's diploma holders have an appreciating of ambiguity and the limits of knowledge.
Doctoral Degree	Graduates are able to independently undertake pure or applied research and professional skills at an advanced level and translate knowledge to research and practice settings. They possess a thorough understanding of a substantial body of knowledge with expertise in a specialized field that is at the forefront of an academic discipline or	Doctorate holders have the conceptual understanding and methodological competence to envision, 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 light of unforeseen problems.	Holders of doctoral degrees can communicate complex or ambiguous ideas, issues, and conclusions clearly and effectively.	Graduates have the capacity to undertake pure or applied research at an advanced level and contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and materials.	Individuals with doctoral degrees have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations. They have the intellectual independence to be academically and professionally engaged and	Doctorate holders have an appreciation of the limitations of their own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

Nomenclature	Depth and Breadth of Knowledge	Conceptual Awareness and/or Knowledge of Research	Communication Skills	Application of Knowledge	Professional Capacity and Autonomy	Awareness of Limits of Knowledge
	area of professional practice.	They make informed judgements on complex issues in specialist fields, which sometimes requires new methods. They produce original research, or other advanced scholarship, of a quality to satisfy peer review and to merit publication.			current, as well as the ability to evaluate the broader implications of applying their knowledge to particular contexts.	
Post-Doctoral Certificate	Graduates have advanced professional skills. They are able to independently undertake pure or applied research and translate knowledge to research or practice settings.	Post-doctoral certificate holders are able to conceptualize, design, and implement independent research, generate new knowledge, and translate knowledge to research or practice settings.	Holders of post-doctoral certificates have an advanced ability to communicate highly specialized, complex, or ambiguous ideas, issues, and conclusions clearly and effectively to both specialist and non-specialist audiences.	Graduates demonstrate proficiency, originality, and autonomy in professional settings. They have an advanced ability to conceptualize and communicate applications of research findings to both specialist and non-specialist audiences.	Graduates are able to independently undertake innovation in research and professional practice in a highly specialized field.	Post-doctoral certificate holders have a sophisticated understanding of the potential and limitations for applying knowledge in practical and professional settings.
Post-Doctoral Diploma	Post-doctoral diploma holders have advanced professional skills. They are able to independently undertake pure or applied research and translate knowledge to research or practice settings in a leadership capacity.	Graduates are able to conceptualize, design, and implement independent research, generate new knowledge, and translate knowledge to research or practice settings in a leadership capacity.	Holders of master's degrees have an advanced ability to lead and communicate highly specialized, complex, or ambiguous ideas, issues, and conclusions clearly and effectively to both specialist and non-specialist audiences.	Graduates demonstrate proficiency, originality, and autonomy in professional settings. They have an advanced ability to conceptualize and communicate applications of research findings to	Graduates are able to lead innovation in research and professional practice in a highly specialized discipline.	Post-doctoral diploma holders have an advanced and sophisticated understanding of the potential and limitations for the application of knowledge in practical and professional settings in a highly

Nomenclature	Depth and Breadth of Knowledge	Conceptual Awareness and/or Knowledge of Research	Communication Skills	Application of Knowledge	Professional Capacity and Autonomy	Awareness of Limits of Knowledge
				specialist and non-specialist audiences.		specialized discipline.

PART 2B: CREDENTIAL STANDARDS: KNOWLEDGE AND SKILLS – CREDENTIALS UNDER THE SKILLED TRADES AND APPRENTICESHIP EDUCATION ACT (STAEA)

The ACF includes standards that advance quality assurance, credential recognition, credit transfer, learner pathways, and system coordination. The standards for each credential include information about the depth and breadth of knowledge, conceptual awareness and/or knowledge of research, communication skills, application of knowledge, professional capacity and autonomy, and awareness of limits of knowledge.

Nomenclature	Depth and Breadth of Knowledge	Conceptual Awareness and/or Knowledge of Research	Communication Skills	Application of Knowledge	Professional Capacity and Autonomy	Awareness of Limits of Knowledge
Certificate (Apprenticeship)	Graduates of apprenticeship certificate programs acquire the skills, knowledge, and abilities to competently perform the tasks associated with the program's occupational field as set out under the program requirements. Programs require graduates to have a deep understanding of the practical application of knowledge in the associated occupational field, of which the scope of profession is typically clearly defined and	Graduates have a high degree of both practical and theoretical knowledge and specialized skills. They understand the application of legislative requirements for workplace safety and scope of practice for the occupational field.	Holders of apprenticeship certificates are able to use written, oral, and digital communication to organize, record, provide or obtain information, resolve conflicts, summarize or compare information, and educate and mentor future apprentices.	Graduates have the ability to find and evaluate information to make informed decisions and organize work, as well as to identify and resolve problems. They can apply their skills and knowledge across a distinct range of contexts with a high degree of complexity in the extent and choice of options available. They	Apprenticeship certificate holders are able to work independently, or with a partner, helper, or team to complete tasks. They participate in an ongoing process of improving their skills and knowledge and provide appropriate mentorship to future apprentices in apprenticeship education programs.	Graduates understand applicable legislation and requirements for employment and practice in the scope of the profession. They are aware of the limits of their own knowledge and skill level.

Nomenclature	Depth and Breadth of Knowledge	Conceptual Awareness and/or Knowledge of Research	Communication Skills	Application of Knowledge	Professional Capacity and Autonomy	Awareness of Limits of Knowledge
	focused to select industries or sectors. Curriculum guides, competency portfolios, and other program requirements are developed by Advanced Education in consultation with industry.			apply their technical skills to use a distinct range of equipment to complete tasks.		
Diploma (Apprenticeship)	Graduates of apprenticeship diploma programs acquire the skills, knowledge, and abilities to competently perform the tasks associated with the program's occupational field as set out under the program requirements. Programs require graduates to have a deep understanding of the practical application of knowledge in the associated occupational field. the scope of profession is typically varied in breadth and spans multiple industries and sectors. Curriculum guides, competency portfolios, and other program requirements are developed by Advanced	Graduates have a high degree of both practical and theoretical knowledge and specialized skills. They understand the application of legislative requirements for workplace safety and scope of practice for the occupational field.	Holders of apprenticeship diplomas are able to use written, oral, and digital communication to organize, record, provide or obtain information, resolve conflicts, summarize or compare information, and educate and mentor future apprentices.	Graduates have the ability to find and evaluate information to make informed decisions and organize work, as well as to identify and resolve problems. They can apply their skills and knowledge across a distinct range of contexts with a high degree of complexity in the extent and choice of options available. They apply their technical skills to use a varied range of equipment to complete tasks.	Apprenticeship diploma holders are able to work independently, or with a partner, helper, or team to complete tasks. They participate in an ongoing process of improving their skills and knowledge and provide appropriate mentorship to future apprentices in apprenticeship education programs.	Graduates understand applicable legislation and requirements for employment and practice in the scope of the profession. They are aware of the limits of their own knowledge and skill level.

Nomenclature	Depth and Breadth of Knowledge	Conceptual Awareness and/or Knowledge of Research	Communication Skills	Application of Knowledge	Professional Capacity and Autonomy	Awareness of Limits of Knowledge
	Education in consultation with industry.					
Advanced Diploma (Apprenticeship)	Graduates of apprenticeship advanced diploma programs acquire the skills, knowledge, and abilities to competently perform the tasks associated with the program's occupational field as set out under the program requirements. Programs require graduates to have a deep understanding of the practical application of knowledge in the associated occupational field. The scope of profession is typically wide in breadth and spans numerous industries or sectors. Curriculum guides, competency portfolios, and other program requirements are developed by Advanced Education in consultation with industry.	Graduates have a high degree of both practical and theoretical knowledge and specialized skills. They understand the application of legislative requirements for workplace safety and scope of practice for the occupational field.	Holders of apprenticeship advanced diplomas are able to use written, oral, and digital communication to organize, record, provide, or obtain information, resolve conflicts, summarize or compare information, and educate and mentor future apprentices.	Graduates are able to find and evaluate information to make informed decisions and organize work, as well as to identify and resolve problems. They can apply their skills and knowledge across a broad range of contexts with a high degree of complexity in the extent and choice of options available. They apply their technical skills to use a broad range of equipment to complete tasks.	Apprenticeship advanced diploma holders are able to work independently, or with a partner, helper, or team to complete tasks. They participate in an ongoing process of improving their skills and knowledge and provide appropriate mentorship to future apprentices in apprenticeship education programs.	Graduates understand applicable legislation and requirements for employment and practice in the scope of the profession. They are aware of the limits of their own knowledge and skill level.

APPENDIX E: TERMS OF REFERENCE - IAE FOR NEW PROGRAM PROPOSAL

The following terms of reference must be provided to Independent Academic Experts reviewing new degree program proposals. Institutions may add additional requirements as they see fit and should ensure that Report Templates provided at IAEs are updated for alignment.

1) In order to assist external experts with their assessments, it is required that they be provided with Terms of Reference and the full proposal (Part A, Part B, and all appendices) as well as the CAQC Handbooks including information about the degree approval process, available in the CAQC Degrees Handbook Section 2, the CDQF, and Council's program standards in the CAQC Degrees Handbook Section 3. In the case of undergraduate degrees, the applicable guidelines with respect to staffing, degree structure and curriculum content, etc. should also be provided.

2) In reviewing the full proposal (Part A, Part B, and any related appendices) and the CAQC Degree Handbook's Program Standards, does the Proposed Program meet, or have the potential to meet, the Program Standards for quality degrees in Alberta?

3) Does the proposed program meet or have the potential to meet national and international quality standards for degree programs (e.g. Alberta Credential Framework, Canadian Degree Qualification Framework)?

4) Does the proposed program provide the appropriate academic breadth and depth of knowledge as outlined in the expectations for degree level standards in the CDQF (see Part B of the Proposal)?

5) Will the proposed program offer similar learning outcomes and opportunities for advancement as those offered to graduates of similar programs at Canadian post secondary institutions (see Part A, Program of Study, and Part B)?

6) Does the proposed program demonstrate an understanding of the needs of learners in the program (including the quality of the student experience and learning environment (including the face-to-face and virtual environment and support systems)?

7) Does the institution have both the academic resources (e.g., supporting disciplines) and the infrastructure (e.g., classrooms, information resources, labs, equipment, etc.) to implement the proposed program (see Part A and Part B)?

8) Has the institution adequately assessed student demand for the program? Has it provided realistic enrolment projections (see Part A of the proposal)?

9) Have institutional administrators and faculty made a realistic assessment of demands that will be created by the proposed program (e.g., finances, adequacy of current and proposed faculty resources, workloads, support for scholarship of faculty, etc. – see Part B of the Proposal and Part A for institutional capacity)?

10) Given the over all quality of the institution's operations, does the expansion of programs, as proposed, seem to be a viable and realistic proposition (see Part A, Institutional Capacity, and Part B, Implementation Plan)?

11) As an Independent Academic Expert, do you endorse the proposal without conditions? If yes, for what reasons? Do you endorse the proposal subject to stated conditions? If yes, with which conditions and for what reasons? If you do not support the proposal, what are your reasons?

APPENDIX F: TERMS OF REFERENCE - IAE FOR CYLCLICAL PROGRAM REVIEW

The following exemplifies terms of reference that an institution might give to the Independent Academic Experts who are engaged as part of a cyclical review of approved degree programs. They may be adapted to suit the institution and program being evaluated and may be converted into a Report Template which should be completed jointly by the IAEs following review of all materials and site visit.

1) Does the program continue to meet national and international quality standards for degree programs, including Council's Program Standards for quality degrees in Alberta as established in the CAQC Handbook and the expectations of the Canadian Degree Qualifications Framework (including appropriate academic breadth and depth)?
2) Does the program continue to offer similar learning outcomes and opportunities for future employment and/or studies as those offered to graduates of similar programs at Canadian post secondary institutions?
3) Does the program demonstrate an understanding of the needs of learners in the program (including the quality of the student experience and learning environment (including the face-to-face and virtual environment and support systems)?
4) Does the institution have a sufficient number of appropriately qualified faculty who demonstrate evidence of scholarly activity as outlined in Council's Handbooks? Has the institution maintained a culture of scholarship commensurate with its status as a Canadian degree-granting institution?
5) Does the institution have both the academic resources (e.g., supporting disciplines) and the infrastructure (e.g., classrooms, information resources, labs, offices, equipment, etc.) to sustain the program?
6) What is the nature of the administrative support for the program (e.g., academic counseling, academic leadership)?
7) Have institutional administrators and faculty continued to make realistic assessments of demands created by the program and address any areas of concern (e.g., finances, adequacy of current and proposed faculty resources, workloads, support for scholarship of faculty, etc.)?
8) What are the strengths and weaknesses of the program? What recommendations, if any, should be made to improve the program?

APPENDIX G: FINANCIAL SECURITY REQUIREMENTS FOR PRIVATE INSTITUTIONS

Private Institutions (Resident and Non-Resident) are required to provide financial information and security as part of the initial application for approval.

Instructions

Prior to submission of the proposed program, Private Institutions (Resident or Non-Resident) must contact the CAQC Secretariat and review the requirements for degrees in Alberta.

If a Non-Resident Institution, an Authorized Representative of the Institution must also complete the Terms and Conditions of Ministerial Approval for Non-Resident Institution Degree Programs Form.

The CAQC Secretariat will provide all templates and guides for Non-Resident and/or Private Institutions including the required financial security documentation.
Email: CAQC@gov.ab.ca for more information.

Definitions of Private Institutions

For the purpose of the financial security provisions outlined in this appendix, an "institution" refers to:
1. a private resident institution in Alberta, or
2. a private non-resident institution.

The following requirements are intended to protect the interests of students and the public against the inability of the Institution to deliver approved degree programs to completion.

Note: The definition of a Private Resident Institution does not include publicly funded Independent Academic Institutions under the PSLA.

Financial Requirements for Private Institutions

1. Ability to Provide Security
As part of its initial application for approval, an institution shall provide proof satisfactory to the Minister of Advanced Education ("the Minister") in the form of an official letter signed by its President confirming that it will be able to provide financial security for students in approved degree programs in accordance with the requirements set out herein.

2. Security Requirements
Any approval of a program proposed by a private resident institution that is not an Independent Academic Institution or by a private non-resident institution does not take effect unless and until the institution submits proof of financial security satisfactory to the Minister. Public post-secondary institutions, as determined by the Minister, are exempt from this requirement.

3. Form of Security

The security must be in the form of an Irrevocable Letter of Credit in favour of the Government of Alberta or other form of security satisfactory to the Minister.

4. Amount of Security Required

The amount of security required for approval of a degree program offered by an institution is the greater value of "(1)" or "(2)" below:
   a. $100,000,
   b. An institution must make a projection of the program's total annual tuition and mandatory fees for a 12 month period and use one of the following two calculation options based on its schedule for collecting the total annual tuition:
      i. where an institution requires students to pay tuition fees in one or more installments throughout the year, with any single installment exceeding 50% of the program's total annual tuition, the institution must provide financial security using the following formula: Security = Total annual tuition x 0.75; OR
      ii. where an institution provides students with an option of paying tuition fees in two or more installments throughout the year, with no single installment exceeding 50% of the program's total annual tuition, the applicant must provide financial security using the following formula: *Security = (Total annual tuition / 2) x 0.75.*

Total annual tuition and mandatory fees is calculated by multiplying the projected total student enrollment in a program by the per student tuition and mandatory fees during a 12-month study period. An institution may use its own fiscal year dates as endpoints for the 12-month period or can provide rationale for using another 12-month cycle.

Security calculated pursuant to the above formula must be based on the same currency in which tuition is paid.

5. Additional Obligations

An institution must:
   1. ensure that any security required with respect to an approved degree program(s) remains in force for as long as there are students registered in the program(s),
   2. notify the Minister immediately of any changes to the total annual tuition for the program and/or tuition collection schedule that would necessitate an increase in the amount of the security calculated under section 1.4.1,
   3. annually, or when otherwise requested by the Minister, provide evidence satisfactory to the Minister that security is being maintained in accordance with the requirements set out in this document, and
   4. at the request of the Minister, provide any information or documents to verify the calculation of security under section 1.4.

If the Minister, in their sole discretion, believes that the security provided by an institution is no longer sufficient for any reason, the Minister may at any time require the institution to provide additional security, or to change the form of security or the holder of the security, and the institution must comply with these additional requirements and provide the Minister with proof thereof.

6. Forfeiture of Security

The Minister may declare any security that has been submitted by an Institution to be forfeited to the Crown in the right of Alberta if, in the Minister's sole discretion,

1. the institution is unable to continue offering the degree program in Alberta covered by the security, or
2. in the case of a private non-resident institution, is unable to meet its other obligations as specified in the Terms and Conditions of Ministerial Approval for Non-Resident Institution Degree Programs (Appendix I) document, and
3. is unable or refuses to refund the applicable tuition and mandatory fees, or
4. fails to comply with requirements as outlined in 1.5.1(c).

If the Minister declares any security to be forfeited to the Crown in right of Alberta in accordance with clause 1.6.1, the Minister may, in his sole discretion, determine the amounts of tuition and mandatory fees to be refunded to students who are, in the Minister's opinion, eligible for refunds. If a student's tuition and/or mandatory fees were paid by a financial institution, employer or other third party, the Minister may pay any refund directly to the third party or to any other party where, in the Minister's sole discretion, he considers it appropriate to do so.

If the amount of all tuition and mandatory fees to be refunded exceeds the amount of security, the security will be distributed on a pro rata basis among those entitled to a refund in proportion to the cost of the program not provided.

If the amount of security exceeds the amount of all tuition and mandatory fees to be refunded, the Minister shall return the remaining funds to the authorized issuer of the security within eighteen months after the date of the forfeiture.

APPENDIX H: LIST OF TEMPLATES AND FORMS

CAQC has numerous resources to support applicants in creating high-quality self-studies and proposals.

Appendix H lists the CAQC templates and forms used by applicants, evaluation teams, and Independent Academic Experts. These templates are available on the CAQC website as editable Word documents (https://caqc.alberta.ca/).

The Degree Proposal Templates (commonly referred to as Part A and Part B) are hosted in PAPRS (the Provider and Program Registry System). Applicants with PAPRS access can login to PAPRS and download the current templates and all PAPRS Guidelines. For applicants without access to PAPRS, please contact the CAQC Secretariat to request relevant templates, forms, and PAPRS Guidelines.

Applicants are advised to ensure they have access to the current version of all templates and to review all templates and forms in conjunction with the *Handbooks* prior to submission of a proposal.

CAQC also provides a **Guide for Site Visit Teams and Host Institutions** on the CAQC website. This *Guide* provides information and direction both for the members of the evaluation team in planning and conducting its activities and for the applicant organization in hosting the site visit. This *Guide* applies to Organizational and Program Evaluation Site Visits.

For additional information or clarification, please contact CAQC@gov.ab.ca.

Organizational Evaluation Templates and Forms

CAQC Narrative CV Template (Word Document)
- The CAQC Narrative CV Template, aligned with the Tri-Council narrative template, allows applicants to illustrate their research/scholarly activity and teaching experience relevant to the proposals. The CAQC Narrative CV should be used in Organizational and Degree Proposals and Evaluations as requested.

Organizational Evaluation Self-Study Template (Word Document)
- For use by Resident public applicant institutions required to undergo an Organizational Evaluation.

Organizational Evaluation Site Visit Team Report Template (Word Document)
- For use by the Site Visit Team conducting the Organizational Evaluation of the applicant institution. This Report Template is used to evaluate all organizations.

Private Organizational Evaluation Self-Study Template (Word Document)
- For use by Private Organizations required to undergo an Organizational Evaluation.

Non-Resident and Private Terms and Conditions Form (Word Document)

- An Authorized Representative of the Non-Resident Institution must complete the following Institutional Attestation indicating understanding and agreement to the Terms and Conditions for Non-Resident and Private Institutions offering approved Degrees in Alberta.
- This form must be submitted to the CAQC Secretariat prior to review of the degree by Council.

Graduate Organizational Evaluation Self-Study Template (Word Document)
- For use by applicant institutions proposing a first graduate degree or a first graduate degree at a new level.

Graduate Organizational Evaluation Site Visit Team Report Template (Word Document)
- For use by the Site Visit Team conducting the Organizational Evaluation of the applicant institution.

Comprehensive Organizational Evaluation Self-Study Template (Word Document)
- For use by institutions undergoing their first Comprehensive Organizational Evaluation.
- For institutions undergoing a second or third Comprehensive Organizational Evaluation, please consult with Council on the form expected as this may be tailored to requirements of Council.

Comprehensive Organizational Evaluation Site Visit Team Report Template (Word Document)
- For use by the Site Visit Team conducting the Comprehensive Organizational Evaluation of the applicant institution.

Application for Moving to CAQC Delegated Review Status with Quality Assurance Process Audits (Word Document)
- For use by Organizations who meet the eligibility requirements for Delegated Review Status and wish to apply for DRS.

Evaluation Report: Application for Delegated Review Status (Word Document
- For use by a Site Visit Team or External Evaluator(s) in assessing the application for Delegated Review Status.

Degree Program Evaluation Templates and Forms

System Coordination Review (SCR) Proposal Template: Credit and Non-Credential - New Programs/Specializations (Part A) (Word Document)
- Available in PAPRS or email CAQC@gov.ab.ca
- For undergraduate degrees, this System Coordination Review template constitutes Part A of the two-part proposal.
- Institutions must complete this template when preparing proposals for new (undergraduate or graduate) certificates and diplomas, undergraduate degree programs, and specializations as well as for new non-credential programs or specializations.

Proposal Template: New Master's and Doctoral Degree Programs (Part A: System Co-ordination Review) (Word Document)

- Available in PAPRS or email CAQC@gov.ab.ca
- Complete this template for proposals for new master's and doctoral degree programs or specializations.

Proposal Template: New Degree Programs and Specializations (Part B: Campus Alberta Quality Council Review) (Word Document)
- Available in PAPRS or email CAQC@gov.ab.ca
- Complete this template for proposals of new undergraduate or graduate degrees.
- The CAQC Part B Degree Proposal Template focuses on aspects of Degree Proposals aligned with CAQC's Quality Standards.
- For Council's purposes, the full Program Proposal includes Part A (revised as required following System Coordination Review, Part B, and all required appendices.

CAQC Narrative CV Template (Word Document)
- The CAQC Narrative CV Template, aligned with the Tri-Council narrative template, allows applicants to illustrate their research/scholarly activity and teaching experience relevant to the proposals. The CAQC Narrative CV should be used in Organizational and Degree Proposals and Evaluations as requested.

Bachelor's Degree Program Evaluation Site Visit Report Template (Word Document)
- For use by the Site Visit Team conducting the Standard Program Evaluation Site Visit.
- This template is used for Undergraduate Program Evaluations.

Graduate Degree Program Evaluation Site Visit Report Template (Word Document)
- For use by the Site Visit Team conducting the Standard Program Evaluation Site Visit for a Graduate Program.

Program Evaluation Site Visit Schedule Template (Word Document)
- For use by the Applicant in creating the Site Visit Schedule. This is created in consultation with the CAQC Secretariat.

Proposal for Collaborative Degree Delivery Template (Word Document)
- For use by credentialing institutions wishing to offer their program(s) in collaboration with a host institution. The Credentialing Institution will submit the Proposal for Collaborative Degree Delivery with draft MOU to Council at least four months prior to planned implementation.

Expedited Program Evaluation Request Template (Word Document)
- For use by applicants requesting an Expedited Program Evaluation (PRSC Desk Review).

Statement of Institutional Attestation for Delegated Program Evaluation Template (Word Document)
- A signed Institutional Attestation must accompany each program proposal (or revised program proposal) to the Campus Alberta Quality Council from institutions that have been granted Delegated Review Status and are proposing a degree for approval under Delegated Program Evaluation.
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Cyclical Program Review Self-Study Template (Word Document)
- For use by institutions with programs preparing for their Cyclical Program Review, conducted internally and submitted to CAQC.
- This template is provided as a guide; institutions may use internal templates that meet requirements of Council.

Independent Academic Experts Report Template – New Degree Proposal (Word Document)
- Applicants proposing a new degree are required to obtain reports from a minimum of two (2) Independent Academic Experts. This template may be provided to the IAEs for their reports.

Independent Academic Experts Report Template – Cyclical Program Review (Word Document)
- Institutions are required to include a minimum of two (2) Independent Academic Experts in their program review processes who conduct a Site Visit. This template may be provided to the IAEs for their report.

If you have questions about anything in the CAQC Handbooks, Appendices, Templates, or Forms, please contact the CAQC Secretariat by emailing caqc@gov.ab.ca. Templates, forms, and additional information may also be found on the CAQC website: https://caqc.alberta.ca/