MPHEC Program Assessment Standards & Criteria

Section 1: Assessment Standards

This section presents only the MPHEC assessment standards. The criteria associated with each standard can be found in the next section.

1. Program Content and Structure
  1.1. The program content and structure are clearly defined.
  1.2. The program content and structure reveal a coherent program design.
  1.3. The program content reflects current and expanding knowledge in the field.
  1.4. The program content is of sufficient breadth and depth.
  1.5. The program is an appropriate length.

2. Student Learning Outcomes and Graduate Outcomes
  2.1. The program's student learning outcomes and graduate outcomes are clearly defined, appropriate, interrelated, and achievable with the proposed program requirements.

3. Delivery Modes
  3.1. The delivery modes support the program design.
  3.2. Faculty and staff have access to training and support in the technical and the pedagogical aspects of the program's delivery modes.
  3.3. Students are informed about the program delivery modes and provided opportunities to engage with their academic community   through those modes.

4. Program Name and Credential
  4.1. The proposed program name and credential accurately capture the program's level, content, and outcomes, facilitating credential recognition and truth in advertising.

5. Admission, Promotion and Graduation Requirements
  5.1. Admission, promotion and graduation requirements are appropriate given the proposed content, credential, and outcomes.

6. Human Resources
  6.1. There is a sufficient number of appropriately qualified faculty and staff to support the program.

7. Library Resources
  7.1. The library has sufficient resources to support a quality program.

8. Other Resources
  8.1. The program has sufficient physical resources and learning resources to deliver a quality program.

9. Collaborative and Jointly Developed Programs
  9.1. In addition to the above standards, for collaborative and other jointly developed programs, there is a clearly defined inter-institutional agreement (or equivalent documentation) that outlines the division of responsibilities for all relevant aspects of the program.

9.2. For collaborative and other jointly developed programs that require a specific credential to be eligible for admission to the program, the prior learning and/or competencies that students are expected to have upon entry into the program have been identified and are aligned with the content and requirements of the proposed program.

10. Implementation of the Truth and Reconciliation Commission (TRC) Calls to Action
10.1. Efforts to implement the TRC Calls to Action within the program are clearly identified.

11. Equity, Diversity, Inclusion and Accessibility (EDIA)
11.1. Efforts to promote equity, diversity, inclusion, and accessibility within the program are clearly identified.

Section 2: Assessment Standards & Criteria

This section presents both the assessment standards and the criteria by which those standards are assessed.

1. **Program Content and Structure**
    1.1. The program content and structure are clearly defined.
        1.1.1. The required courses, select electives[1] and other program requirements and components are clearly defined.
        1.1.2. The course requirements and other components of the program are clearly communicated to current and prospective students.
    1.2. The program content and structure reveal a coherent program design.
        1.2.1. The required and elective courses, and other program components, have been selected and arranged within the program to lead to the development of a unified or complementary set of skills and knowledge (i.e., the program's student learning outcomes).
        1.2.2. Interdisciplinary[2] programs require integration of knowledge and skills from the primary subject areas that comprise the program.
        1.2.3. Any work-integrated learning experience:
            1.2.3.1. is appropriate to the field.
            1.2.3.2. is supervised by both an institutional representative with relevant academic credentials and a representative from the host organization who together support and evaluate the student performance.
            1.2.3.3. provides opportunities and structure for student reflection on anticipated student learning outcomes[3] in relationship to work-integrated learning experiences.
        1.2.4. The program content and structure will adequately prepare students for the desired and anticipated graduate outcomes[4].
    1.3. The program content reflects current and expanding knowledge in the field.
        1.3.1. The subject matter is relevant and appropriate.
        1.3.2. The content and structure are comparable to similar programs at the proposed level offered by other Canadian universities[5].
            1.3.2.1. Where the proposed program differs from existing programs, these differences add value to the proposed program.
        1.3.3. There is evidence that the institution has consulted with relevant groups and individuals (e.g., students, employers, post-secondary institutions, organizations, and community groups) during the development of the program.
        1.3.4. In applied or professional programs, or any programs that incorporate work-integrated learning, knowledge and theory are linked to practice.

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[1] Select electives are courses chosen from a predetermined list of courses either in the same field or in a field that directly contributes to the program's focus.
[2] Interdisciplinary programs require students to integrate and synthesize knowledge and/or methods from different disciplines, whereas multidisciplinary programs expose students to knowledge and/or methods from different disciplines, without requiring them to be integrated.
[3] "Learning outcomes" refer to what students will be able to know, do, and value upon completion of a program.
[4] "Graduate outcomes" refers to the intended employment and educational opportunities students will be eligible to pursue upon graduation from the program.
[5] If there are no comparable programs in Canada, comparisons could be made to programs offered internationally, as applicable.

1.4. The program content is of sufficient breadth and depth.
    1.4.1. <u>Certificate and diploma programs</u> must align with the following credit[6] ranges, as outlined in the *Maritime University Certificate and Diploma Framework (MUCDF)*:
        1.4.1.1.   Undergraduate and post-baccalaureate certificates are 15 to 30 credits.
        1.4.1.2.   Undergraduate and post-baccalaureate diplomas are 30 to 60 credits.
        1.4.1.3.   Graduate certificates are 9 to 15 credits.
        1.4.1.4.   Graduate diplomas are 15 to 30 credits.
    1.4.2. <u>For degrees</u>, the program will:
        1.4.2.1.   provide an education of sufficient breadth and depth in the field of study (as outlined in the *Maritime Degree Level Qualifications Framework (MDLQF)*.
        1.4.2.2.   provide an education of sufficient breadth and depth outside the field of study, as applicable, as outlined in the *MDLQF.*
    1.4.3. <u>Baccalaureate degree programs</u> require students to complete sufficient upper-level courses (i.e., courses at the 3000-4000 level) to meet the anticipated learning outcomes and upper-level credit requirements, as outlined in the *MDLQF*. Some degree of choice among upper-level courses (i.e., options for select electives) is normally provided.
    1.4.4. <u>90-credit (or equivalent) baccalaureate degrees</u>[7] are normally considered general degrees, without a major, though they may include a concentration[8] or equivalent in a specific area of study that is included on the transcript and/or the parchment.
        1.4.4.1.   For 90-credit baccalaureate degrees <u>with a concentration (or equivalent)</u>: at least four courses (12 credits) must be at the 3000-4000 level in the field of study or in a related field that contributes directly to the concentration.
    1.4.5. <u>120-credit (or equivalent) baccalaureate degrees</u>[9] are designed to require more conceptual sophistication, specialized knowledge, and intellectual autonomy than a 90-credit (or equivalent) degree, and may include a major or honours in a specific field.
        1.4.5.1.   In a 120-credit baccalaureate degree <u>with major (or equivalent)</u>: at least twelve courses (36 credits) are required in the field of study or in a related field that contributes directly to the major, with at least six of those courses (18 credits) at the 3000-4000 level including at least one course (3 credits) at the 4000-level (unless an acceptable rationale[10] is provided to explain why fewer credits at the 4000-level is appropriate given the program's student learning and/or graduate outcomes)[11].

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[6] Universities can report credits in the unit they use at their institution. The remainder of this document will refer to "credits" where 6 credits = 6 credit hours = 1.0 unit = 2 term-length courses.
[7] Often referred to as "three-year degrees."
[8] Although the current *MDLQF* (adopted in April 2006; last published in 2013 as Appendix 1 to the policy, *Academic Program Assessment Prior to Implementation*) includes 90 credit degrees as an option under "Baccalaureate Degree: Major/Double Major/Advanced Major," this will be removed in the updated version. Majors are only available for 120-credit (or equivalent) undergraduate degrees. Parameters for concentrations within 90-credit (or equivalent) degrees are currently being explored (along with other concentrations, specializations, etc. within degree programs) and will be further defined. In the interim, concentrations within a 90-credit (or equivalent) degree, must meet the requirements under criterion 1.4.4.
[9] Often referred to as "four-year degrees."
[10] The rationale will be considered on a case-by-case basis.
[11] For a <u>double major</u> (or equivalent), these requirements apply to <u>each field</u> comprising the double major.

1.4.5.2.　In a 120-credit baccalaureate degree <u>with honours (or equivalent):</u>
　1.4.5.2.1.　at least sixteen courses (48 credits) are required in the field of study or in a related field that contributes directly to the honours, with at least ten of those courses (30 credits) at the 3000-4000 level including at least two courses (6 credits) at the 4000-level.
　1.4.5.2.2.　The program is expected to require students to prepare, under supervision of a qualified faculty member, a terminal research paper, thesis, project, exhibition, or other research-based or performance-based exercise that demonstrates methodological competence and capacity for independent intellectual/creative work.
1.4.5.3.　In a 120-credit baccalaureate degree <u>with double honours</u>:
　1.4.5.3.1.　at least sixteen courses (48 credits) are required in one of the two fields that comprise the double honours[12], with at least ten of those courses (30 credits) at the 3000-4000 level including at least two courses (6 credits) at the 4000-level.
　1.4.5.3.2.　at least fourteen courses (42 credits) are required in the second of the two fields that comprise the double honours[13], with at least eight of those courses (24 credits) at the 3000-4000 level including at least two courses (6 credits) at the 4000-level.
　1.4.5.3.3.　The thesis, project or equivalent required for a baccalaureate degree with honours[14] could be distinct for each field comprising the double honours or it could be blended; if blended, the thesis or project (or equivalent) would serve to meet the minimum of two courses (6 credits) at the 4000-level for both fields that comprise the double honours (i.e., it would count for both).
1.4.5.4.　In a 120-credit baccalaureate degree <u>with honours and major</u>:
　1.4.5.4.1.　at least sixteen courses (48 credits) are required in the field of study of the honours (or a related field that contributes directly to the honours), with at least ten of those courses (30 credits) at the 3000-4000 level, including at least two courses (6 credits) at the 4000-level.
　1.4.5.4.2.　students are required to prepare, under supervision of a qualified faculty member, a terminal research paper, thesis, project, exhibition, or other research-based or performance-based exercise that demonstrates methodological competence and capacity for independent intellectual/creative work in the field of the honours.
　1.4.5.4.3.　at least twelve courses (36 credits) are required in the field of study of the major (or a related field that contributes directly to the major), with at least six courses (18 credits) at the 3000-4000 level including at least one course (3 credits) at the 4000-level (unless an acceptable rationale[15] is provided to explain why fewer credits at the

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[12] As with other honours programs, the sixteen courses can also include courses in a closely related field that contribute directly to the honours in this area.
[13] As with other honours programs, the fourteen courses can also include courses in a closely related field that contribute directly to the honours in this area.
[14] See criterion 1.4.5.2.2.
[15] The rationale will be considered on a case-by-case basis.

4000-level is appropriate given the program's student learning and/or graduate outcomes).

1.4.6. For <u>master's degree programs</u> the program will include sufficient graduate courses (i.e., courses normally at the 5000[16]-8000 level) to meet the anticipated learning outcomes and will typically provide students with some degree of choice among their courses (i.e., options for select electives).

    1.4.6.1. <u>Research-focused master's degree programs</u> are normally expected to include a compulsory graduate-level research methods course or equivalent experimental lab, outside the thesis or research project (or equivalent), that will provide students with the conceptual and methodological awareness appropriate to the degree program (see the *MDLQF*). In cases where one of these is not required, acceptable evidence[17] of how students will obtain equivalent research methods knowledge and skills through other program components is provided.

1.4.7. Graduate programs that include <u>cross-level courses</u>[18] meet the following parameters:

    1.4.7.1. The graduate course has enhanced content, assignments and course-level learning outcomes that are more advanced than the undergraduate course and are identified in a separate syllabus.

    1.4.7.2. Cross-level courses cannot duplicate graduate-level courses offered within the graduate program.

    1.4.7.3. A student cannot complete a cross-level course as part of their graduate program if they previously completed the undergraduate version of the same course.

    1.4.7.4. Cross-level courses cannot comprise the entire range of select elective options; at least some dedicated graduate-level courses[19] (outside directed study courses) must be available to students in the program.

    1.4.7.5. Cross-level courses cannot comprise more than one-third of the courses a student would complete in their program. (For thesis-based programs, the thesis course is not included in this calculation.)

    1.4.7.6. Cross-level courses are normally only available to students in master's-level programs.

        1.4.7.6.1. Should an institution wish to include cross-level courses as options within a doctoral-level program, they would be expected to demonstrate the appropriateness of that exception, which would be considered by the AAU-MPHEC Quality Assurance (QA) Committee on a case-by-case basis.

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[16] 5000-level courses would only be included if they are approved as graduate level courses by the institution. For institutions that designate post-baccalaureate (i.e., undergraduate) courses at the 5000-level, graduate courses must be at the 6000-level or higher.

[17] The evidence will be considered on a case-by-case basis.

[18] Cross-level course refers to offering two courses, one undergraduate and one graduate, in the same time and place, with the same instructor. For cross-level courses, only the classroom experience is shared (whether in-person, online or a combination of the two).

[19] A course at the graduate level that is open only to, and completed by, graduate students; undergraduate or post-baccalaureate students are not co-located with students (whether in-person, online, or a combination of the two) for course delivery.

1.4.7.7.   Cross-level courses are not normally completed as required courses.
    1.4.7.7.1.   Should an institution wish to include a cross-level course as a required course, they would be expected to demonstrate the appropriateness of that exception, which would be considered by the AAU-MPHEC QA Committee on a case-by-case basis.

1.4.7.8.   The undergraduate version of a cross-level course would normally be at the 4000-level[20].
    1.4.7.8.1.   Should an institution wish to include 3000-level options as cross-level courses, they would be expected to demonstrate the appropriateness of that exception, which would be considered by the AAU-MPHEC QA Committee on a case-by-case basis.

1.5. The program is an appropriate length.

    1.5.1.   The program meets the length parameters outlined in the *MDLQF*.

    1.5.2.   The program duration, as well as the time allotted to the program's individual components, supports the achievement of the anticipated student learning outcomes with a manageable, plausible, and well distributed workload that takes into account all the time required of a student to fulfill the requirements of their program.

    1.5.3.   Programs that include a co-operative education component (whether mandatory or optional) are expected to conform to the standards of practice of Co-operative Education and Work-Integrated Learning (CEWIL) Canada for length and sequencing of work terms[21].

        1.5.3.1.   Work terms, including the number of weeks and hours, comply with the CEWIL Accreditation Program Matrix Length[22].

        1.5.3.2.   The program must start and end on an academic study term (i.e., not a co-op work term).

        1.5.3.3.   The length of each work term is approximately equal to the length of each academic study term.

        1.5.3.4.   Students are enrolled full-time for both work and academic study terms.

        1.5.3.5.   For programs of two or more work terms, work experience is not limited to one season unless it can be demonstrated that work in a specific career is purely of a seasonal nature.

2.   Student Learning Outcomes and Graduate Outcomes

    2.1. The program's student learning outcomes[23] and graduate outcomes[24] are clearly defined, appropriate, interrelated and achievable with the proposed program requirements.

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[20] Post-baccalaureate courses at the 5000-level may also be cross-level with graduate courses at the 6000-level or higher.
[21] Visit the CEWIL website for the full Co-Operative Education Accreditation Standards and Rationale https://www.cewilcanada.ca/
[22] The CEWIL Accreditation Program Matrix Length can be found at the following link: https://cewilcanada.ca/common/Uploaded%20files/Public%20Resources/Accreditation/Alternating%20Work%20Term%20program%20length%20document%20-%20updated%20may%202021%20-%20final.pdf
[23] A program's student learning outcomes articulate what students will be able to know, do, and value upon graduation from the program. See Tip 2.a. in the Information Requirements for New Degrees for more detailed information.
[24] "Graduate outcomes" refers to the intended employment and educational opportunities students will be eligible to pursue upon graduation from the program.

2.1.1. The <u>student learning outcomes</u> and <u>the graduate outcomes</u> are consistent with the standards for degrees defined in the *MDLQF* regarding Conceptual and Methodological Awareness, Level of Analytical Skill, Level of Communication Skills, Preparation for Employment and Further Study, etc., and, for certificates and diplomas, with the Program Goals outlined in the *MUCDF*.

2.1.2. The <u>student learning outcomes</u> clearly articulate what students should achieve, including identification of the knowledge, skills, abilities, competencies, and values that they should acquire by the end of the program.

2.1.3. The <u>student learning outcomes</u> are linked to specific mechanisms, showing how the knowledge, skills, abilities, competencies, and values are expected to be acquired and demonstrated by the end of the program.

2.1.4. The <u>graduate outcomes</u> clearly articulate the opportunities that successful graduates will be eligible to pursue, such as employment, career advancement, and further study.

2.1.5. The <u>graduate outcomes</u> are achievable based on the program design.

3. Delivery Modes

For more information on delivery modes, consult the MPHEC's Guidelines for Institutional Frameworks for Online and Technology-Supported Learning.

3.1. The delivery modes support the program design.

3.1.1. The delivery modes of the program are identified using the terms adopted by the MPHEC[25] and are well-suited to the program content.

3.1.2. The delivery modes enable the achievement of student learning outcomes.

3.1.3. The delivery modes are appropriate for the anticipated learners.

3.2. Faculty and staff have access to training and support in the technical and the pedagogical aspects of the program's delivery modes.

3.3. Students are informed about the program delivery modes and provided opportunities to engage with their academic community   through those modes.

3.3.1. The delivery modes of the program and its components are clearly communicated to students.

3.3.2. Efforts are made to facilitate a community of learners and enable learning from peers through the delivery modes.

3.3.2.1. The delivery modes facilitate interaction between faculty and students.

3.3.2.2. Faculty are available to students outside of instruction time.

3.3.3. The delivery modes take into account a diversified student body.

4. Program Name and Credential

4.1. The proposed program name and credential accurately capture the program's level, content, and outcomes, facilitating credential recognition and truth in advertising.

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[25] In-person learning means all instruction takes place in an in-person setting. "Online learning" means all instruction is fully online (synchronous and/or asynchronous). "Hybrid learning" means a required combination of online (synchronous or asynchronous) and in-person instruction. All students in a hybrid program are expected to undergo the same combination of online and in-person activities. "Hyflex learning" means instruction is available simultaneously online (synchronous and/or asynchronous) and in-person. Students can decide which modality to use to access the program components and can make that decision on an ongoing basis. "Synchronous learning" means instruction takes place in real-time and requires student presence and "asynchronous learning" means instruction is available for students to access at a time that works best for them. See Tip 3.a. in the Information Requirements for New Degrees for more detailed information.

4.1.1.   The program name and credential are aligned with the program level standards defined in the *MDLQF* or the *MUCDF*.
4.1.2.   There is clear alignment between the program name and the content of the program (i.e., courses and other program requirements).
4.1.3.   The program name and credential are consistent with other comparable programs offered in the Maritimes, or other Canadian provinces[26].
    4.1.3.1.   If the program name or credential has not previously been used, or is unusual in Canada, the proposal demonstrates that the chosen name and/or credential will reasonably allow the learning outcomes and anticipated graduate outcomes to be understood by prospective students, employers, other post-secondary institutions, professional and licensing bodies, and other relevant groups or individuals.
4.1.4.   In order for the term "co-operative education" (co-op) to be used in the program name or credential, or in program advertising, the program must meet the CEWIL standards of practice referenced in Section 1.5.3 of this document.

5. Admission, Promotion and Graduation Requirements
5.1. Admission, promotion, and graduation requirements are appropriate given the proposed content, credential, and outcomes.
    5.1.1.   Admission requirements are clearly defined and appropriate to the type of program and level of study.
    5.1.2.   Students are expected to have prior education, work experience, and language skills necessary to enable success in the program, as appropriate.
        5.1.2.1.   Students have sufficient prior secondary and/or post-secondary education (i.e., an appropriate level of prior study, credential/area of study, prerequisite courses, minimum grade in prerequisite courses, and minimum average).
            5.1.2.1.1.   Admission to <u>undergraduate programs</u> normally requires, at a minimum, completion of a secondary school diploma, or equivalent.
            5.1.2.1.2.   Admission to <u>post-baccalaureate programs</u>[27] requires completion of an undergraduate degree (or equivalent international credential). The prior degree could be in the field or a related field, or not, depending on the goals of the program.
            5.1.2.1.3.   Admission to <u>master's programs</u> normally requires completion of an undergraduate degree or equivalent often in the field or a related field. In exceptional instances, a significant amount of professional experience may be accepted in lieu of this criterion.
            5.1.2.1.4.   Admission to <u>doctoral programs</u> normally requires completion of a master's degree or equivalent in the field or a related field. In some instances, students may be admitted with a bachelor's degree through an accelerated pathway.
    5.1.3.   For programs that require prior work experience, the type of work and amount of experience are specified and appropriate to the program.
    5.1.4.   Language proficiency requirements are appropriate and will enable student success in the program.

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[26] If there are no comparable Canadian programs, international programs may be considered.
[27] Post-baccalaureate programs, though requiring prior completion of a bachelor's degree or equivalent international credential, are considered undergraduate programs.

5.1.5. The program requires students to achieve standards appropriate to the type of program and level of study.

    5.1.5.1. Conditions for promotion and graduation are consistent with the learning and graduate outcomes of the program and are reinforced by policies governing minimum grades and cumulative grade point average, academic standing, and remediation / sanctions for students who do not meet minimum achievement requirements.

        5.1.5.1.1. The standards for promotion and/or graduation from a baccalaureate degree with honours are higher than the standards for a baccalaureate degree with major (e.g., minimum grade in specified courses, minimum GPA/CGPA).

        5.1.5.1.2. To graduate from a master's or doctoral program, students must achieve a cumulative average of 70% or higher.

6. Human Resources

6.1. There is a sufficient number of appropriately qualified faculty and staff to support the program.

    6.1.1. The program is anchored by a designated complement of core faculty who are primarily responsible for its delivery, and for ensuring program consistency, continuity, and sustainability.

    6.1.2. There are sufficient faculty resources to ensure:

        6.1.2.1. coverage of required courses and select electives.

        6.1.2.2. student exposure to a variety of instructors throughout the program.

        6.1.2.3. supervision of students, as applicable.

    6.1.3. There is an adequate and sustainable allocation of resources for administration, teaching, supervision and / or mentoring as required for the program.

    6.1.4. The program has a realistic plan for program implementation, demonstrating how faculty will be deployed and when faculty and instructional staff will be hired if all are not in place at the time of proposal submission.

    6.1.5. The program has a reasonable contingency plan for a possible resource shortfall (what to do in the event of a failed search, what would happen if anticipated funding is not received or admission targets are not met, etc.).

    6.1.6. Faculty and instructional staff:

        6.1.6.1. have the appropriate education, credentials, and expertise in the field, or in a closely related field, to deliver the program.

            6.1.6.1.1. Faculty and instructional staff are expected to hold a terminal degree in the field or in a related field. In the absence of a terminal degree, the faculty member is demonstrated to have academic qualifications, knowledge and/or experience that is relevant and appropriate to the courses that they will teach.

        6.1.6.2. have sufficient depth and breadth of expertise to ensure coverage of required subject matter within the field.

        6.1.6.3. maintain continuing academic and professional expertise appropriate to the program (including accreditation/licensing/certification or equivalent, where applicable).

6.1.7.   There are appropriate administrative positions in place to support the program.
    6.1.7.1.   In the case of <u>interdisciplinary programs</u>, a program coordinator or equivalent has been identified who will, at a minimum, be responsible for overseeing the program delivery and student advising.
    6.1.7.2.   For <u>graduate programs</u>, there is a designated administrator (e.g., Dean or Vice-President Academic) or coordinating body (e.g., an Office of Graduate Studies) to oversee the program, particularly in the case of a doctoral program.
    6.1.7.3.   For <u>collaborative programs</u>, there is an inter-institutional coordinating mechanism that bridges the two or more institutions (i.e., program coordinator at each institution and/or a coordinating committee) that, at minimum, ensures a seamless transition between institutions as part of the program design, facilitates student transfer, and ensures appropriate student advising. The inter-institutional coordinating mechanism considers the program holistically, and on a regular basis[28], to identify and address challenges and to monitor and facilitate student and program success.

7. Library Resources
7.1. The library has sufficient resources to support a quality program.
    7.1.1.   Students will have access to sufficient holdings (books, journal subscriptions, archives, etc.) in the field of the program.
    7.1.2.   Students will have access to sufficient other resources (e.g., professional librarians and/or subject matter experts with knowledge of the discipline, space, equipment) needed to support the student learning outcomes.

8. Other Resources
8.1. The program has sufficient physical resources and learning resources to deliver a quality program.
    8.1.1.   The physical space (i.e., facilities such as classrooms, workshops, laboratories, studios, computing labs) is sufficient to support the program.
    8.1.2.   The learning resources (i.e., technological equipment needed for hybrid and hyflex program delivery, laboratory materials, software, other supplies and resources) are sufficient to support the program.
    8.1.3.   If all necessary physical and learning resources are not in place at the time of submission, the program has a realistic plan demonstrating how and when the resources will be acquired.

9. Collaborative and Jointly Developed Programs[29]
9.1. In addition to the above standards and criteria, for collaborative programs, there is a clearly defined inter-institutional agreement (or equivalent documentation) that outlines the division of responsibilities for all relevant aspects of the program, including at minimum:

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[28] Usually greater in frequency in the early phases of the program. A revised, reduced schedule may be introduced after one or two cohorts have graduated.

[29] A program developed by two or more institutions, whether two or more universities or a university in partnership with another institution. Note: A collaborative program is more than a block transfer of credit into an existing, approved program.

      9.1.1. Academic leadership
      9.1.2. Administrative functions
      9.1.3. The program evaluation process
          9.1.3.1.   The program evaluation process takes into account the components offered by each institution, evaluates the program as a whole, and includes each partner's assessment policies, procedures, and standards.
      9.1.4   Procedures for resolving differences between the parties.
      9.1.5   Protections for students should the arrangement be terminated.
   9.2. For collaborative and other jointly developed programs that require a specific credential to be eligible for admission to the program, the prior learning and/or competencies that students are expected to have upon entry into the program have been identified and are aligned with the content and requirements of the proposed program.

10. Implementation of the Truth and Reconciliation Commission (TRC) Calls to Action

   10.1. Efforts to implement the TRC Calls to Action within the program are clearly identified.

11. Equity, Diversity, Inclusion and Accessibility (EDIA)

   11.1. Efforts to promote equity, diversity, inclusion, and accessibility within the program are clearly identified.