

# MacEwan University 2016 APPC Residency Working Group Report

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## Introduction

MacEwan University's long standing academic residency regulation normally requires at least 50% of a student's program to be completed at the Institution in order to receive a credential. Recent trends in higher education such as increasing pathway and partnership development, transfer opportunities both within and across institutions and provincial boundaries, and student mobility<sup>1</sup> are requiring institutions to carefully re-examine academic regulations such as residency. These trends are coupled with a growing focus on learning outcomes assessment and flexible approaches to learning which separately and together suggest a strategic lens on student success and its relationship to residency requirements is needed. This reality is compelling institutions more so than ever to revisit academic regulations, benchmark long standing practices and policies, and gather appropriate evidence to inform principled discourse.

University residency requirements were a focus at two previous APPC meetings on March 3 and June 5, 2015. Given the need to examine the area more thoroughly, the Academic Planning and Priorities Committee (APPC) approved the formation of a Residency Working Group at its November 20, 2015 meeting with a mandate that included the following:

To guide Academic Planning and Priorities Committee (APPC) in the raising of awareness of the policy implications of residency, and to develop recommendations on the residency requirements.

Specific responsibilities of the Committee included the following:

1. reviewing university residency requirements documents and established practices from comparable institutions;
2. reviewing relevant documents and practices surrounding residency requirements at MacEwan University and documenting its residency definitions and standards;
3. Identifying residency requirement linkages with the institution's Integrated Strategic Plan or Pillars;
4. identifying residency requirement linkages with relevant program accreditation standards; and,
5. advising APPC about policy matters and future considerations regarding residency requirements at MacEwan University.

To meet these responsibilities the Working Group with broad institutional membership deliberated from January to March. Appendix A contains the Terms of Reference and Appendix B provides the list of members and the specifics of the Working Group consultation process.

To support the research, the Working Group developed and administered a national survey with the help of an external consultant, Joanne Duklas of Duklas Cornerstone Consulting. Its purpose was to

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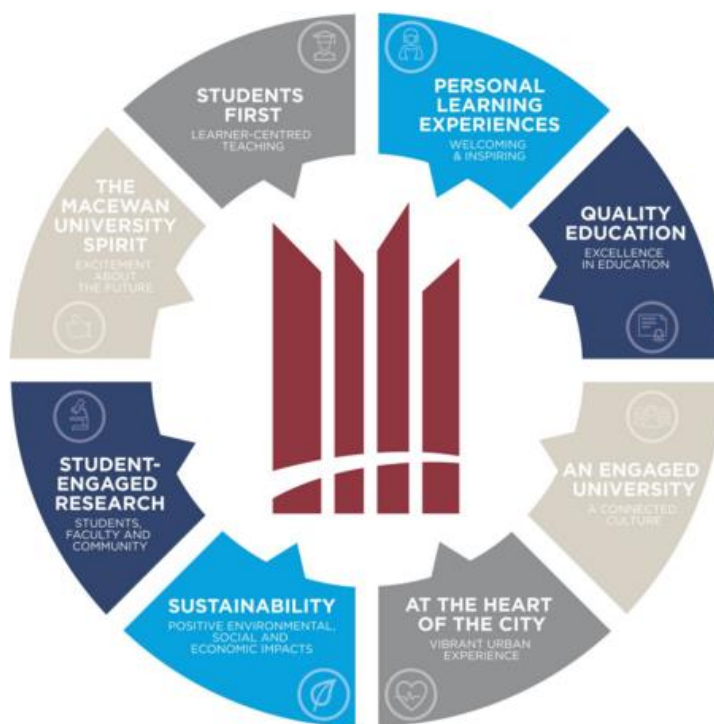
<sup>1</sup> For the purpose of this report, the definition for 'student mobility' is drawn from the ARUCC PCCAT National Transcript and Transfer Guide which reads as follows:

In the context of postsecondary transfer pathway initiatives and transcript standards, [student mobility] refers to the ability of an individual to move from one institution to another aided by documents such as official academic transcripts, diplomas, and by established inter-institutional partnerships, transfer systems, agreements, and pathways (Duklas & Pesaro, J., 2015, arucc.pccat.guide.ca, retrieved April 13, 2016).

identify the current state of residency regulations at Canadian post-secondary institutions. The survey instrument is available in Appendix C. The findings are available in Appendix D with specific highlights noted in the body of the report.

The Working Group was tasked with providing initial recommendations regarding residency policy recognizing that “MacEwan University will reflect and give life to its student-centred values (pillars) in all its planning, policies and actions, including programming, services and administration” (Integrated Strategic Plan, 2014-2019). In particular, two prongs of the University’s pillars (see Figure 1) were identified by APPC as in scope for the research and review of the Residency Working Group: personal learning experience and being an engaged university. At its first meeting, the Working Group agreed that many of the University’s pillars have bearing on the topic of residency although some were highlighted by select members as more relevant than others (i.e., “students first,” “personal learning experience,” “engaged university,” and “quality education”). Figure 1 identifies all the pillars. The committee considered all findings in that context.

*Figure 1: MacEwan University Pillars*



The findings and recommendations in this report are respectfully presented to APPC on behalf of the Committee by the two Co-Chairs of the APPC Residency Working Group, Bob Graves, Associate Professor (School of Business), and Mike V. Sekulic, University Registrar.

### Residency Definition

National definitions and standards for academic residency did not previously exist in Canada until recently. The new national Transcript and Transfer Guide (“Guide”) produced by the Association of

Registrars of the Universities and Colleges of Canada (ARUCC) and the Pan-Canadian Consortium on Admissions and Transfer (PCCAT) offers a definition for ‘residency.’ Therefore, the working group adopted it for the national residency requirements survey:

“Residency” is defined as the number and type of credits a student must take at their home institution to satisfy graduation requirements (Duklas & Pesaro, J., 2015).<sup>2</sup>

As to the purpose of residency, the findings from the national survey undertaken for this study suggest institutions are using these types of regulations for a host of reasons including as proxies for quality and credential integrity and as a potential lever for enrolment management. More details on these findings are available in the body of this report on pages 20 to 22. Given MacEwan University’s defining pillars, examining the issue of residency helps to highlight the intersections between quality and other considerations. It also encourages timely benchmarking of policy and process with other Canadian institutions.

### Research questions and approach

In the early stages, the Working Group met to review and confirm the terms of reference, the context and history of residency regulations at the University, and the available material. These discussions served to clarify the research questions for the study. The committee concurred with the Registrar’s suggestion to benchmark current policy and practice against other post-secondary institutions. To capture an initial view of the topic, the Working Group with and through the consultant examined select institutions to inform development of the national survey and findings from a previous informal national survey of registrarial experts to begin identifying the historical Canadian typology of policies and practices.

At the highest level, the research questions which emerged included the following:

1. What academic residency regulations are currently in place at Canadian post-secondary institutions?
2. What rationales underpin residency regulations at institutions in Canada?
3. What are the evident issues with residency that are impacting students?
4. What institutional governance framework exists at other institutions to support administration of exemptions from these regulations?
5. What recommendations could potentially inform a best practice approach for MacEwan University?

Larger questions were raised by committee members that reflected an interest in exploring program integrity, student success and mobility, and outside influencers such as accreditation bodies. The unique nature of specific programs also informed the discussions within the Working Group. The members reflected on broader questions such as, ‘What principles are most relevant for residency policies to ensure quality and program integrity are sustained on balance with the realities of today’s students and the growing pathway and partnership opportunities?’ In this context, ‘What academic residency policy is appropriate and how might recognition of other forms of learning and curriculum delivery be brought into consideration?’

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<sup>2</sup> <http://guide.pccat.arucc.ca/en/>

The survey data served to answer a number of the above questions. A review of policies from select Canadian institutions provided additional insights.

To augment the national survey findings, the consultant interviewed the Chair and Senior Manager from the Alberta Council on Admissions and Transfer (ACAT), and at the direction of the Working Group, researched implications with two accreditation bodies: the Canadian Association of Schools of Nursing (CASN) and the Chartered Professional Accountants (CPA) of Alberta.

## Recommendations Summary

The APPC Residency Working Group notes that the findings from the national survey and additional research indicate the timeliness of this review and the opportunity for further refinement of MacEwan University's residency policy.

The institution wide policy of 50% appears to align with the majority of other Canadian institutions that participated in the survey for this study which had an institutional response rate of 38%; however, the University's approach to exemptions appears more stringent than what is typical. Table 1 provides high level findings from the Canadian research conducted for this study to contextually situate the recommendations in this section. More details on the findings are available throughout the body of the report.

*Table 1: Overview of High Level Findings from the Research*

Item	Percentage	Count	"n" Count
Most common approach to residency requirements at Canadian institutions = 50%*	61%	40	65
Next most common approach to residency requirements at Canadian institutions = 25%*	31%	20	65
Most common role with authority to rule on individual residency student exemptions = Dean**		18	30
Most common role with authority to rule on residency exemptions across a group of students = Dean**		11	32
Most important reason for residency requirements = institutional credential integrity expectations*	42%	26	62
Most common student issue with residency requirements = unable to return to campus**		18	50
Next most common issue = students not being able to count the following towards residency**		Letter of Permission courses = 15; Study abroad = 11; PLAR, transfer credit = 16	50
Approaches for recognizing alternative learning as meeting residency requirements**		Continuing Education credit courses = 37; Transfer credit or advanced standing = 31; PLAR = 24	68

\* Respondents could only identify one option.

\*\* Respondents could choose more than one option.

In light of its investigation, the APPC Residency Working Group recommends the following:

*That the current policy statement be refined and recast as*

3.3.6 *Students must meet the academic residency requirement **which normally requires completion of** at least 50% of **their credential** through MacEwan University.*

*Note: changes are noted in red font. The current policy statement is located in the next section of report on page 9.*

*It is additionally recommended that the remaining wording in the policy speaking to exception handling mechanisms and the reference to program variances be deleted, and that further consultation occur with the goal of developing implementation guidelines for this policy which would be subject to APPC approval. These guidelines would preserve prior program specific approvals related to residency and provide a framework to enhance the flexibility of Deans to approve exemptions with the understanding that substantive changes affecting an entire program would be subject to AGC approval. Further, that these guidelines*

- a) *be supported by principles that are informed by MacEwan University's pillars and include a commitment to the following:*
  - *quality;*
  - *student centredness and mobility;*
  - *consistency;*
  - *coherence; and,*
  - *flexibility;*
- b) *embed a more flexible exemption framework in keeping with the University's size and complexity, that is more aligned with the approaches at other Canadian schools;*
  - *The findings indicate that 53% of the respondents (33 out of 62) allow exemptions; further, that of those that allow exemptions, 94% (31 out of 33) allow it to occur at the individual student level.*
  - *Most of these institutions delegate approval (often to the Dean) of selective, atypical student specific exemptions in accordance with standards and guidelines. Further, select institutions employ an overall monitoring framework led by a higher authority such as the central academic governing body. The focus of the monitoring is typically on overall frequency of exemptions rather than a review of the decisions in individual cases.*
- c) *provide a process for considering program wide residency requirements that might be different or in addition to the institution wide residency rules (e.g., as a result of unique inter-institutional partnerships, upper level requirements, etc.);*
- d) *recognize that some programs are subject to externally controlled benchmarks and standards for accreditation and that any changes affecting these programs require additional internal and potentially external consultation prior to implementation;*
- e) *acknowledge that program specific requirements are normally included in the overall institution wide 50% regulation and are not necessarily in addition to these requirements;*
- f) *acknowledge that unique program specific residency requirements require formal approval.*



The Working Group recommends the University community engage in further reflection, research, and consultation on alternative learning and its role in the area of residency. Examples include learning achieved through partnerships, unique credential pathways such as post-diploma degrees, credit based continuing education, PLAR, study abroad/exchange, letter of permission, and/or transfer. The evidence from this early review indicates institutions across Canada selectively count alternative learning experiences as meeting residency. As part of this consultation, it would be useful to better understand if the issues students face at other institutions are also experienced by MacEwan University students.

The balance of this report provides a summary of the existing policy and the experiences at other Canadian institutions. The data offer numerous insights to encourage further discussion.

## Residency Policy Background: At MacEwan University

Residency at MacEwan University is governed by Policy C2100 – Graduation. Specifically, it notes

*3.3.6 Students must meet the academic residency requirement for their program. The normal requirement is that students complete at least 50% of program credits through MacEwan University. Exceptions are not available to students on an individual basis. However, program-by-program variances to the residency requirement may be approved by Academic Governance Council.*

The policy is silent on whether or not other forms of learning can count towards meeting the residency requirement. Policy C2010 – PLAR indicates that, “Credits awarded through PLAR cannot be used to fulfill residency requirements.” Policy C2013 – Inter-Institutional Transferability is similar. Section 4.2.7 indicates “Transfer credits cannot be used to fulfill residency requirements.” Policy C2040 – Study Abroad does not explicitly address residency; however, it indicates in Section 4.4.5 that, “Students will be subject to policies and procedures governing transfer credit at MacEwan University when receiving credits for coursework completed at other institutions (see policy C2030 (Inter-Institutional Transferability)).” Therefore, this wording suggests study abroad is also not counted towards residency. Policies C1065 – Internal Recognition of Credit Courses, C2035 – External Course Taking, and C1005 – Credentials contain no references to residency requirements. Note: by mentioning this finding, the Working Group is not suggesting these policies should explicitly mention residency; however, it is noted that references to residency exist in more than one policy document.

At the March 18, 2014 Academic Governing Council (AGC), an exemption to the 50% residency requirement was granted to Perioperative Nursing for Registered Nurses Post Basic Certificate program, effective fall 2014. The new requirement is now 44% and was driven in part because of a partnership agreement with two other institutions. The Bachelor of Communication Studies received approval January 10, 2015 from AGC to set the degree program residency requirement at 35% for two years, after which it will revert back to the 50% residency requirement.

The APPC Residency Working Group was established to examine the question of residency and to compile information and research to guide the next steps of APPC, the community and, ultimately, AGC. As external quality assurance bodies appear to have an interest in this area, a principled and evidence based review is timely.

## Residency Policy Background: Beyond MacEwan University

### Previous Research on Residency

There is very little research in Canada regarding the question of academic residency requirements. The only example found as part of this project was an informal email survey conducted by a member of the Association of Registrars of the Universities and Colleges of Canada (ARUCC) in 2009. Twenty-four respondents participated. At that time, 19 reported an institutional residency requirement of 50%; 5 had below 50%. Seventeen respondents out of the original 24 indicated residency regulations did not vary by credential; the remaining balance (7) reported it did vary.

Of the nine that reported additional requirements on top of the regular residency regulation, all indicated that a portion of upper level courses had to be completed at the school. In addition, one school reported the credits had to be completed at a particular campus, two indicated that accreditation had an impact, and three noted a ‘time to completion’ requirement also existed which subsequently impacted residency.

At that point in time, 7 respondents indicated that the Dean and the Registrar maintained the authority to waive the requirements. More details on exemption authority are noted in Table 1 below.<sup>3</sup>

*Table 2: 2009 Results - Exemption Authority*

Role or Body	Percentage	Count
Dean	29.2%	7
Faculty or School Council	4.2%	1
Institution wide academic body or council	41.7%	10
VP Academic/Provost	12.5%	3
None	8.3%	2
Other, please specify...	8.3%	2
Registrar	29.2%	7
	<b>100%</b>	<b>24</b>

The themes from that earlier informal consultation exercise suggested the rationales for the residency policies covered primarily quality and credential integrity. Twelve reported the requirements were long standing making it difficult to know the original rationale. Table 2 provides a thematic overview.

<sup>3</sup> For each of Tables 1, 2, and 3, a respondent could have chosen more than one category.

*Table 3: Rationale for the Residency Requirements*

Thematic rationales	Percentage	Count
As a proxy for quality - To ensure the credibility of the credential and integrity of the curriculum by demonstrating sufficient academic content was achieved at their school.	45.8%	11
A program is more than the sum of its credits; it is also about participation in a unique and encompassing academic context rather than just a list of courses. It reflects completion of a program philosophy adopted by the faculty/department and in the context of a particular academic/research philosophy.	20.8%	5
Long standing/Did not know	50.0%	12
The policy is intended to recognize the totality of learning including that which was obtained through PLAR and transfer credit.	4.2%	1
The length of time in the program is seen as necessary to foster student engagement and involvement in college life by encouraging full immersion for a substantial time period.	4.2%	1
		<b>24</b>

Student issues were raised and served to inform the inclusion of a question about issues in the MacEwan University residency survey. There were not a high number of issues reported in the 2009 survey with the exception of proximity to campus. Table 3 contains a thematic overview.

*Table 4: Issues with Residency Policies*

Thematic issues	Percentage	Count
Not enough courses available to finish the credential at the home institution	4.5%	1
Already took the courses at another institution; when residency isn't waived, it can result in excess, unusable credits	18.2%	4
Programs establishing separate, additional residency requirements	9.1%	2
Students being unable to return to the institutional location to complete courses	22.7%	5
No issues identified	50.0%	11
Transfers between Schools, Faculties or campuses at the same school and not being able to count credits from one towards residency in another.	4.5%	1
		<b>22</b>

The 2009 survey helped to amplify some of the potential research considerations. This background informed the development of the 2016 MacEwan University survey.

### Policy Review of Comparators in Close Proximity

A preliminary review of Canadian institutional residency policies lent further insights to the MacEwan University survey. Table 4 provides an overview of an initial sample set of nine institutions which resulted from consultation between the University Registrar and the researcher supporting the project. The guiding operating principles included choosing schools that reflected MacEwan’s credential array and teaching focus, research comprehensive schools within Alberta, and, potentially, a small sample of institutions that offered alternative residency requirements (e.g., open learning, polytechnic example).

This initial sample set demonstrated the trend towards ‘50%’ residency with more flexibility introduced depending on credential type, mode of delivery, and institutional commitments to various forms of learning.

*Table 5: Initial Overview of Select Institutions*

School	Institution wide policy
Mount Royal University	50% of each credential must be taken at Mount Royal
University of Alberta	50% for first credential
University of Calgary	50%
SAIT Polytechnic	50%
University of Lethbridge	Normally 50% for degrees and diplomas although does vary by program; courses in the major are allowed to count towards residency. Credit based continuing education courses taken at the university and PLAR can count towards meeting residency.
Thompson Rivers University	50%
Thompson Rivers – Open Learning	Offers different residency requirements than Thompson Rivers University (i.e., 9 credits for diplomas, 15 credits for degree programs, etc.) <sup>4</sup>
Kwantlen Polytechnic	60 credits normally with exemptions to a maximum of 30 credits with 50% of upper year courses completed at the university <sup>5</sup>
Vancouver Island University <sup>6</sup>	For degrees: 50% overall; 50% of upper level courses and 50% of courses used towards the major must be completed at the university For diplomas: 50% overall

A further review of select institutional policies in Alberta amplified the similarities and differences. Table 5 provides a sampling. The greatest complexity was found at the University of Lethbridge. The details helped to sharpen the focused questions on the national survey.

<sup>4</sup> Thompson Rivers – Open Learning. Retrieved January 19, 2016 from <http://www.tru.ca/distance/services/policies/transfer.html>

<sup>5</sup> Kwantlen Polytechnic University. Retrieved January 19, 2016 from [http://www.tru.ca/\\_\\_shared/assets/ED\\_2-435476.pdf](http://www.tru.ca/__shared/assets/ED_2-435476.pdf)

<sup>6</sup> Vancouver Island University. Retrieved January 19, 2016 from <https://www2.viu.ca/calendar/GeneralInformation/generalregulations.asp#residency>

Table 6: Review of Select Alberta Institutions

School	Residency Regulation	Additional Details
Mount Royal University	50%	<p>PLAR, Transfer Credit, Letter of Permission, and Study Abroad do not appear eligible for meeting residency requirements.</p> <p>Approval of Faculty Dean in writing is required to waive residency rule for individual students.</p> <p>At least 50% of the Directed Field Study requirement for an applied degree must be completed "as a student at MRU" (p. 41, 2015-16 MRU Academic Calendar).</p> <p>"Students may apply a maximum of seventy-five percent (75%) of the credits obtained under one Mount Royal credential towards the graduation of another Mount Royal credential. The Dean of the Faculty from which a student wishes to graduate has the authority to grant an exception to the limit on internal transfer" (p.41).</p> <p>The 50% residency requirement does not apply to Continuing Education courses. Taking MRU upgrading courses through Continuing Education cannot fulfill residency requirements as these are used for admission.</p>
University of Alberta	50%	<p>"A student proceeding towards a first (bachelor's) degree is expected to complete at least half of the credits required through courses offered by the University of Alberta (either "on" or "off" campus in winter, spring or summer sessions). Normally, at least half of these "University of Alberta" courses will be taken as the final courses in the program. Credits obtained by special assessment at the University of Alberta may be included in the count of courses used to satisfy the residency requirements (See Credit by Special Assessment, Section 11.5.2.6)."<sup>7</sup></p>
University of Calgary	50%	<p>"To obtain an undergraduate degree from the University of Calgary normally a minimum of 60 units (10 full-course equivalents) of University of Calgary courses which are not part of the requirements for a previous degree/diploma must have been completed."<sup>8</sup></p> <p>The University has a process called "Credit in courses by special assessment"<sup>9</sup> where permitted by the offering department which allows students to register in a course, pay the tuition and challenge the courses through examination. A course granted credit through this processes appears as if the course were 'taken' in the conventional sense. These courses are part of the residency count and would appear so to other institutions.</p>

<sup>7</sup> <http://www.gfcpolicymanual.ualberta.ca/en/97ResidenceRequirementsforUnde.aspx> and <https://www.registrar.ualberta.ca/calendar/Admission/General-Requirements/14.2.html>

<sup>8</sup> <http://www.ucalgary.ca/pubs/calendar/current/a-18.html>

<sup>9</sup> <http://www.ucalgary.ca/pubs/calendar/current/a-19-5.html>

School	Residency Regulation	Additional Details
Brandon University	66 credit hours although it does vary by program	<p>For a first 3-year BA or BSC, students are required to take the final 30 credit hours at Brandon. There is a committee in place to review exemptions if a student cannot remain at Brandon to complete their program.<sup>10</sup></p> <p>For one of its partnerships, Brandon has relaxed the residency requirement: "Brandon University normally requires students to complete at least 66 credit hours at Brandon University to earn a degree...As the 2+2 program requires students to complete only 60 credit hours at Brandon University, no additional courses beyond the 60 credit hours in the diploma may be transferred in."<sup>11</sup></p>
University of Lethbridge	Very complex residency requirements that vary by credential and program.	<p>"A student who is a candidate for a degree, diploma or certificate must satisfy the minimum residence requirement through successful completion of University of Lethbridge courses."<sup>12</sup></p> <p>Continuing Education credit courses can count towards a Lethbridge program.<sup>13</sup></p> <p>It appears that some schools at the University allow transfer credit to be counted towards meeting residency; and where it is not allowed, it is explicitly stated.</p> <p>It is possible to count Study Abroad and Letter of Permission toward meeting residency if allowed by a particular program.<sup>14</sup></p>

## National Survey

### Overview

The national MacEwan University survey incorporated the insights from the preliminary institutional policy review and the 2009 survey. It included primarily close ended questions with flexibility to provide qualitative commentary on rationales associated with residency requirements. Appendix C provides a summary of the questions asked and Appendix D contains the findings. Section one sought demographic information to assist with later analysis. To that end, respondents were asked to identify the credentials awarded by their institution, the type of funding (i.e., private, public, or other), institutional type, and the area from which they were responding.

The Working Group determined that casting the widest possible net was appropriate given that select institutions appeared to manage residency at the Faculty/School level; therefore, more than one response per institution was encouraged.

The survey was distributed to the registrarial membership of the Association of Registrars of the Universities and Colleges of Canada (ARUCC) via its listserv and subsequently forwarded to regional registrarial association listservs to ensure maximum institutional exposure. In addition, the consultant

<sup>10</sup> <https://www.brandonu.ca/calendar/files/2010/04/NEW-2013-Second-Degree-Requirements-ArtsScience.pdf>

<sup>11</sup> <https://www.brandonu.ca/business-administration/2-plus-2-program/>

<sup>12</sup> Pages 74 to 77, <https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2013-14/part04.pdf>

<sup>13</sup> FAQs at <http://www.lethbridgecollege.ca/cce/continuing-education>

<sup>14</sup> <https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2014-15/part02.pdf>

forwarded the survey to all the institutions in Alberta governed by the Alberta Post-secondary Learning Act including those that are not members of ARUCC or the regional associations. It was in the field for three weeks (mid-February until March 6) and supported by launch, reminder, and closure messaging. The University Registrar and the consultant distributed the survey on the Working Group’s behalf.

### Survey Demographics

In total, 81 respondents participated in the survey; of these, more than one response was received from 9 institutions. In total, 69 of 182 institutions were represented in the survey for a 38% institutional response rate.<sup>15</sup> Of those 69 institutions, 57 (83%) have an institution wide academic residency regulation. Eleven of the 12 without an institution wide policy are public institutions; eight of these are universities.

Figure 2 provides the breakdown between public, private, and other institutions (NB: the “Other” institutions on the “Y” axis include a publicly funded independent postsecondary institution and a federally funded institution). In both the public and private categories, the primary respondents were from universities. The “Other” category on the X axis included unique references to a university college and a “comprehensive community institution.”<sup>16</sup>

Figure 2: Institutional Funding by Type of Institution

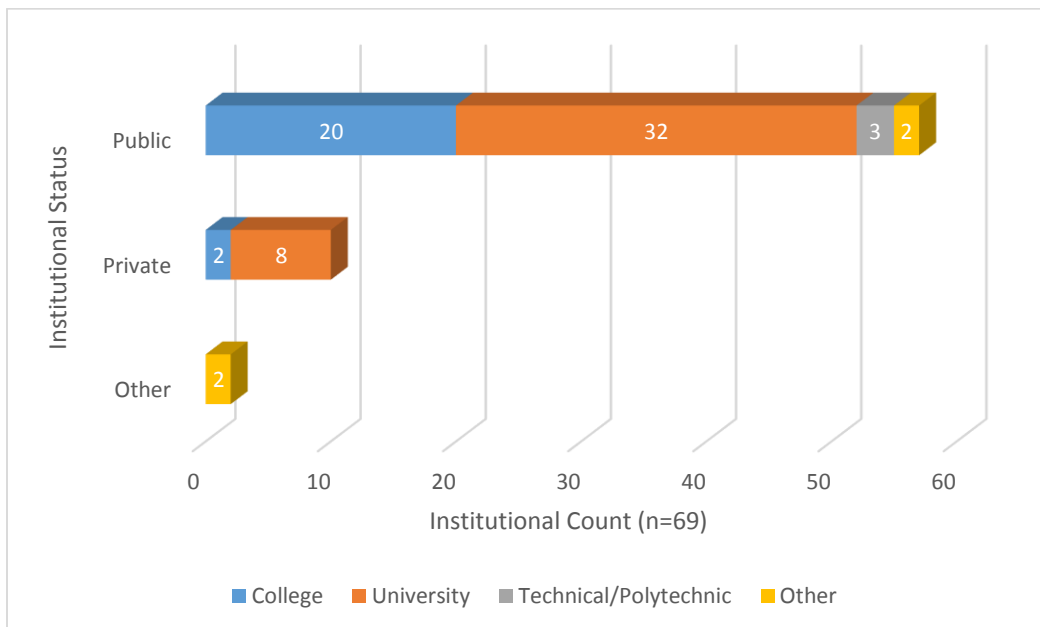


Figure 3 highlights the credentials offered by institutional type. Under the “Other” category, respondents reported offering collaborative degrees, a combination of bachelor’s and master’s degrees,

<sup>15</sup> Of the original 121 records, 40 records were not complete and subsequently deleted from the sample set (i.e., the respondents stopped after inputting their name and province although most subsequently returned later to complete the survey. In total, 182 institutions received the survey (including all Alberta post-secondary institutions).

<sup>16</sup> Institutional respondents self-identified to type of institution and type of funding structure.

degree completion programs, professional specialization certificates, professional master’s diplomas, and various BEd credentials. While not all respondents are from institutions exactly like MacEwan University, the largest array of credentials are similar to those offered by the institution which suggests this sample set represents a reasonable comparator for bench marketing purposes (i.e., post-baccalaureate/certificate/diploma = 37, baccalaureate = 51, diploma = 53, certificate = 61).

Figure 3: Credential Type by Institution

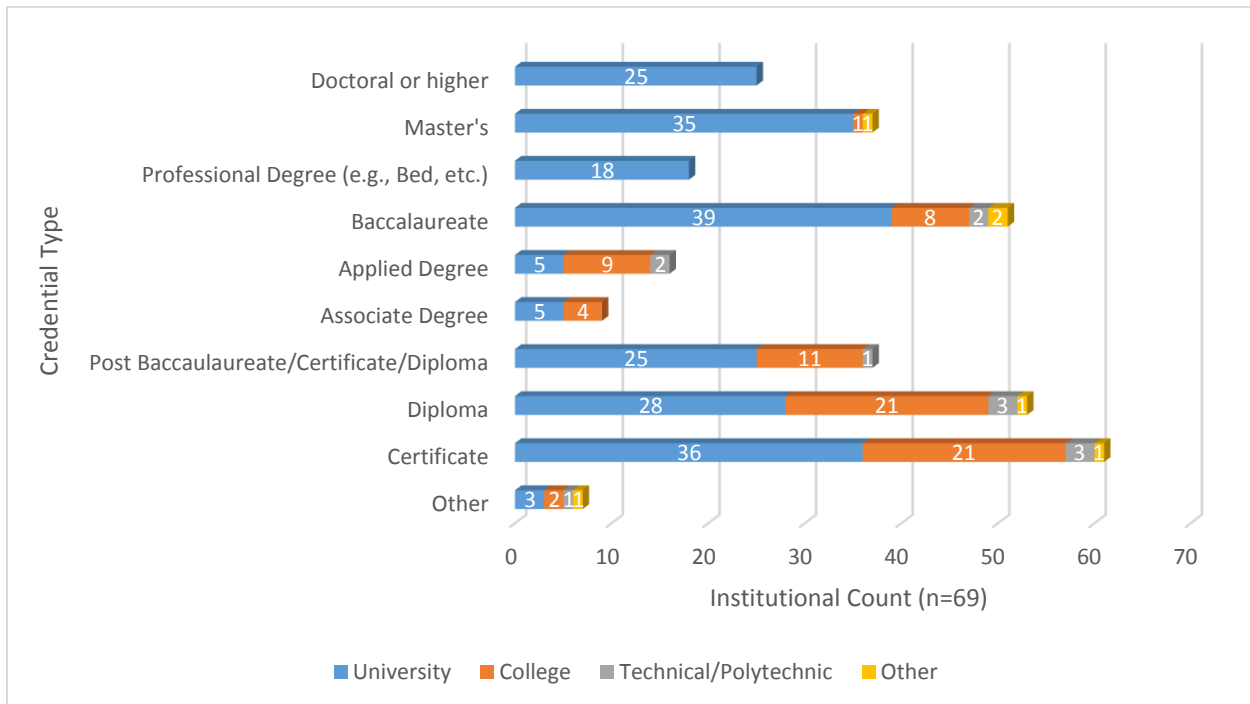


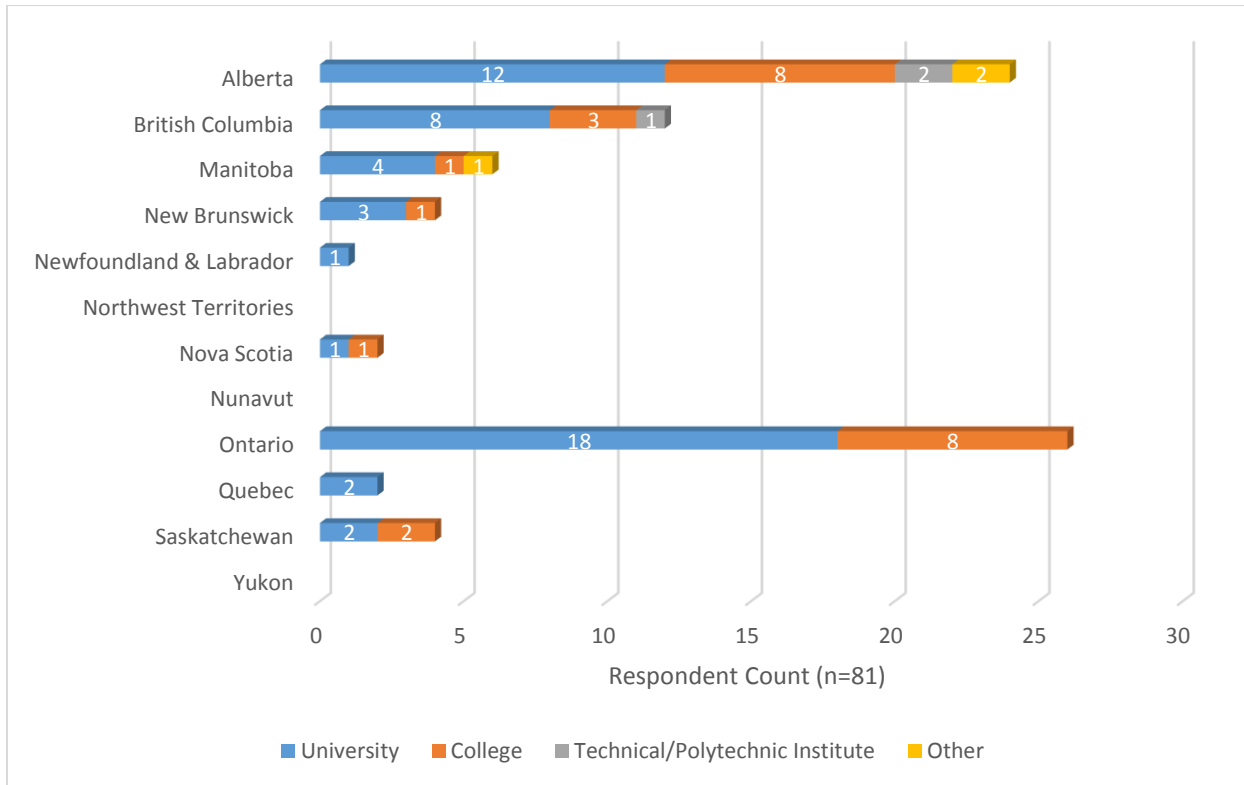
Figure 4 provides the breakdown of respondents by province.<sup>17</sup> Considering the number of institutions in each province/territory, most regions were well represented with the exception of the territories, Quebec, and Nova Scotia. The latter two provinces have a higher number of institutions than is evident in the results. For Quebec, the CEGEPs are not members of the listservs or associations used to disseminate the survey; therefore, the lack of participation is not surprising. Having noted this, respondents from this particular institution type were not a target audience for the survey. Further, the survey wasn’t offered in French which may have served as a deterrent for the Quebec universities. In Nova Scotia, there are 11 institutions and only two are represented in the findings; however, the province wide college did participate.

Seventy-five (75, 93%) of the respondents participated on behalf of central registrarial areas which was the intentional goal of the survey; three (3, 4%) responded on behalf of central administrative areas; and three (3, 4%) reported “Other” (i.e., student services, open learning division, and a combination of registrarial and administration).

<sup>17</sup> The duplicate responses per institution are included throughout the rest of the report in keeping with the principle of ensuring the widest possible participation.



Figure 4: Respondents by Province



### Institutional Residency Regulations

Sixty-five respondents (65) provided information regarding the minimum number of overall credits required in order to receive a credential from their institution. Table 6 outlines the findings. Of the 12 private institutions that responded to this question, eight reported maintaining a policy of 50%, two of 33%, and one each for 25% and 38% respectively. Fourteen (14) of the 20 responses for the 25% residency requirement were from colleges, 5 from universities; 30 of the 40 respondents for the 50% residency requirement were from universities, 5 were from colleges. Twelve respondents indicated a different residency requirement was in place for students who completed a second credential at their institution – six reported a residency requirement of 25%, two of 50%, and one each for 0%, 20%, 38%, and 66%. Eight out of the original 12 did not know the reason for this difference, one individual reported that it depended on the credential, another that 25% of the next program should be completed to ensure achievement of distinct learning outcomes, and yet another indicated studies from the first credential would be counted as meeting residency in an attempt to avoid constraining students further. The last respondent indicated that instead of a residency requirement, a maximum allowable credit requirement was applied (75 credit hours) and a limit applied to the number of upper level transfer credits possible. More details on individual residency policies are available in Appendix E.

Table 7: Institution-wide Residency Requirement (n=65)

Residency Requirement	Percentages	Count
25%	30%	20
33%	4%	3
38%	1%	1
40%	1%	1
50%	61%	40
Above 50%	0%	0

Figure 5 compares the institutional residency requirements to the reported credential types. The legend at the bottom indicates the institution wide residency requirement reported by the respondent. This data should be used selectively as it includes more than one response for nine institutions. Additionally, respondents were free to identify more than one credential. Having noted these two points, Figure 5 helps to demonstrate the differences across credentials.

Figure 5: Institutional Residency Policy versus Reported Credential Type

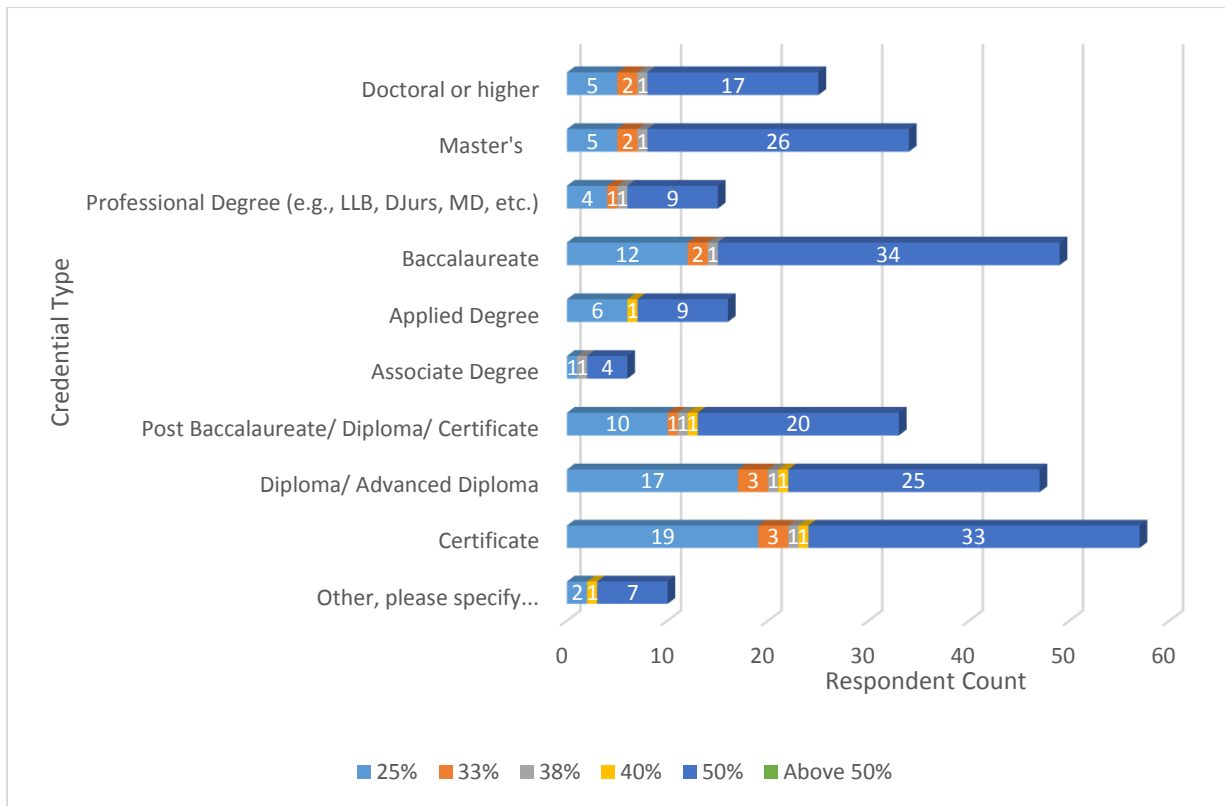
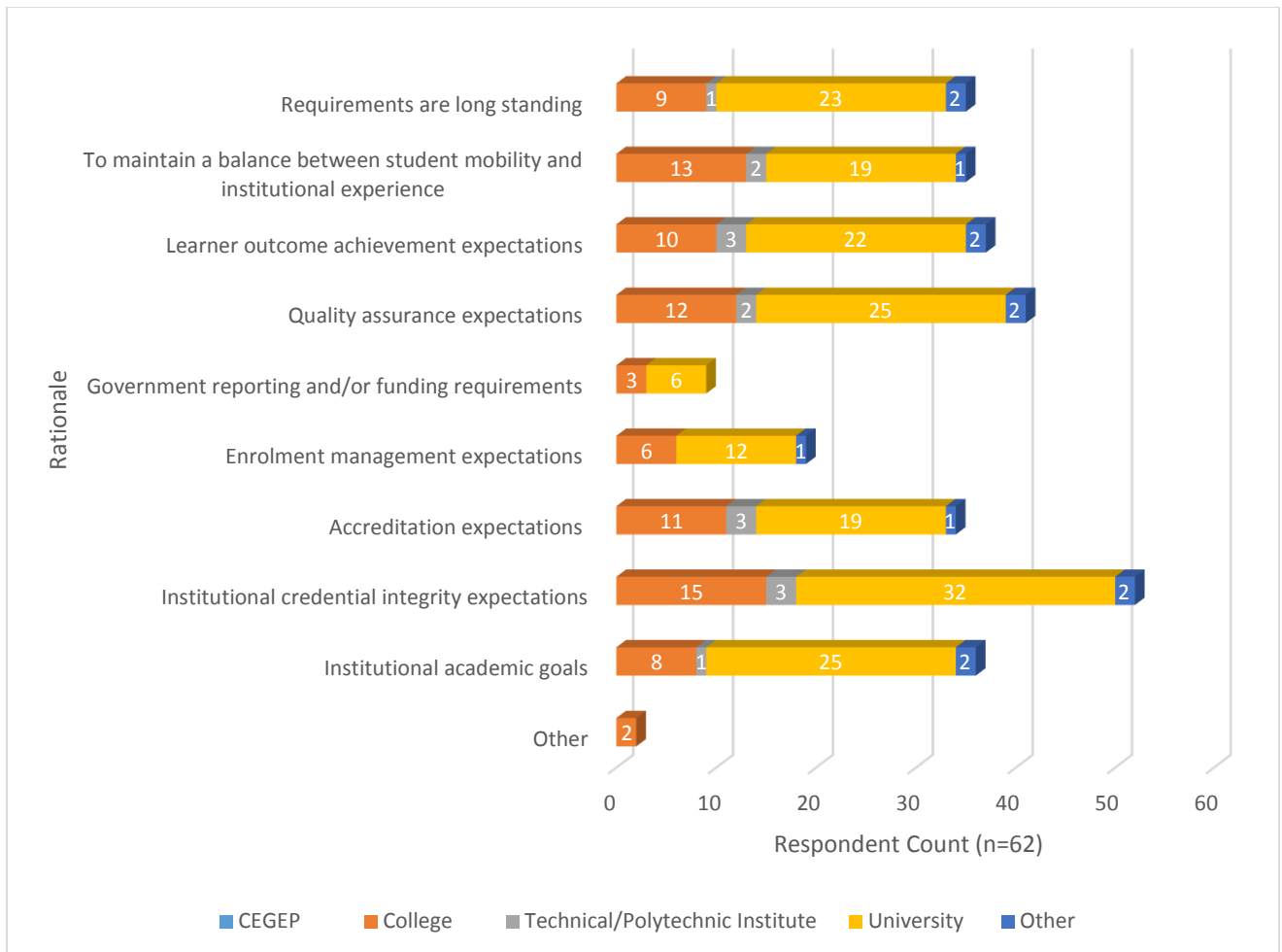


Figure 6 provides data on the reported rationales undergirding institutional academic residency requirements. The data demonstrate the importance to both colleges and universities of the link between residency regulations and institutional credential integrity, quality assurance, learner outcome

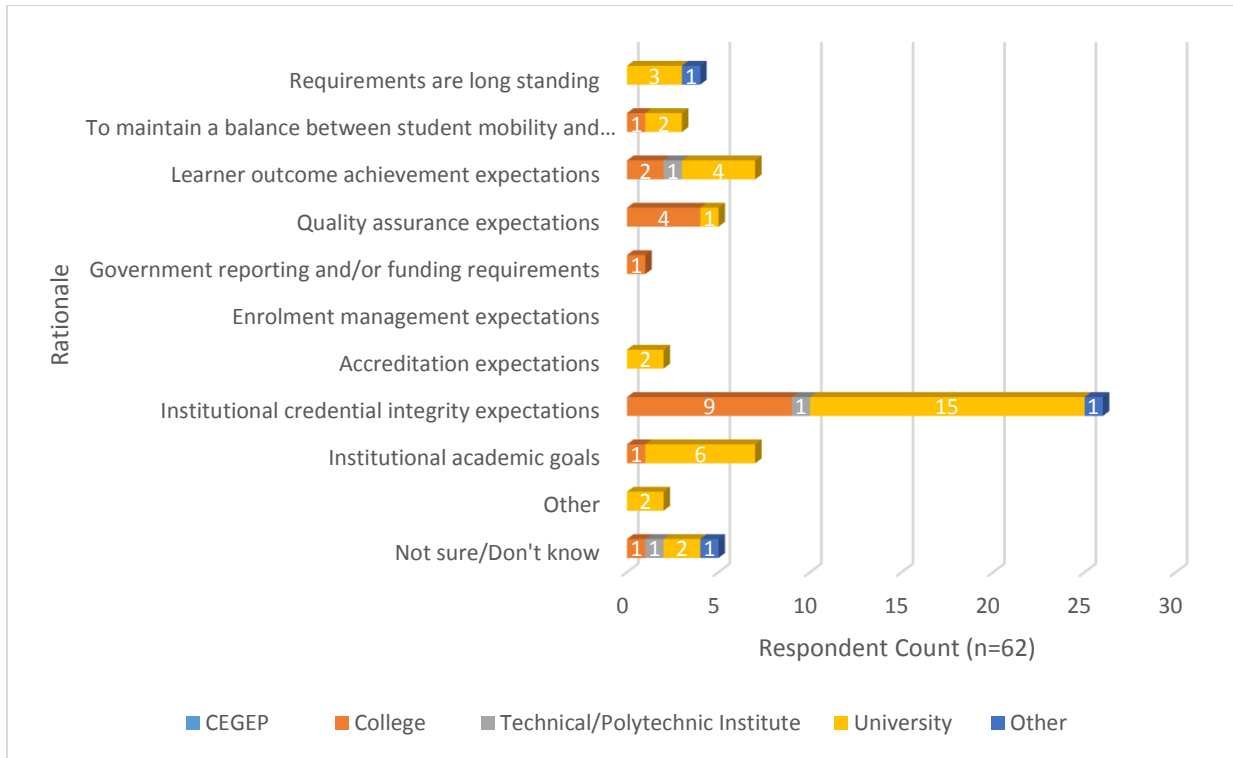
achievement, and meeting institutional academic goals. The findings also demonstrate the complexity of the issues given the data regarding balancing mobility, accreditation, and enrolment management. For example, one of the institutions reported that accreditation can result in limits to allowable transfer which results in a de facto residency requirement. Another indicated a provincial government was expressing interest in declaring a minimum which is interesting in light of the focus within provincial bodies on PLAR, pathway development and transfer. As the respondents also reported the requirements are long standing, this suggests it is timely to examine this topic.

Figure 6: Reported Rationales for Institutional Academic Residency Regulations



Respondents shared their most important reason for residency policies in Figure 7. Institutional credential integrity was emphasized as the top rationale whether for colleges or universities.

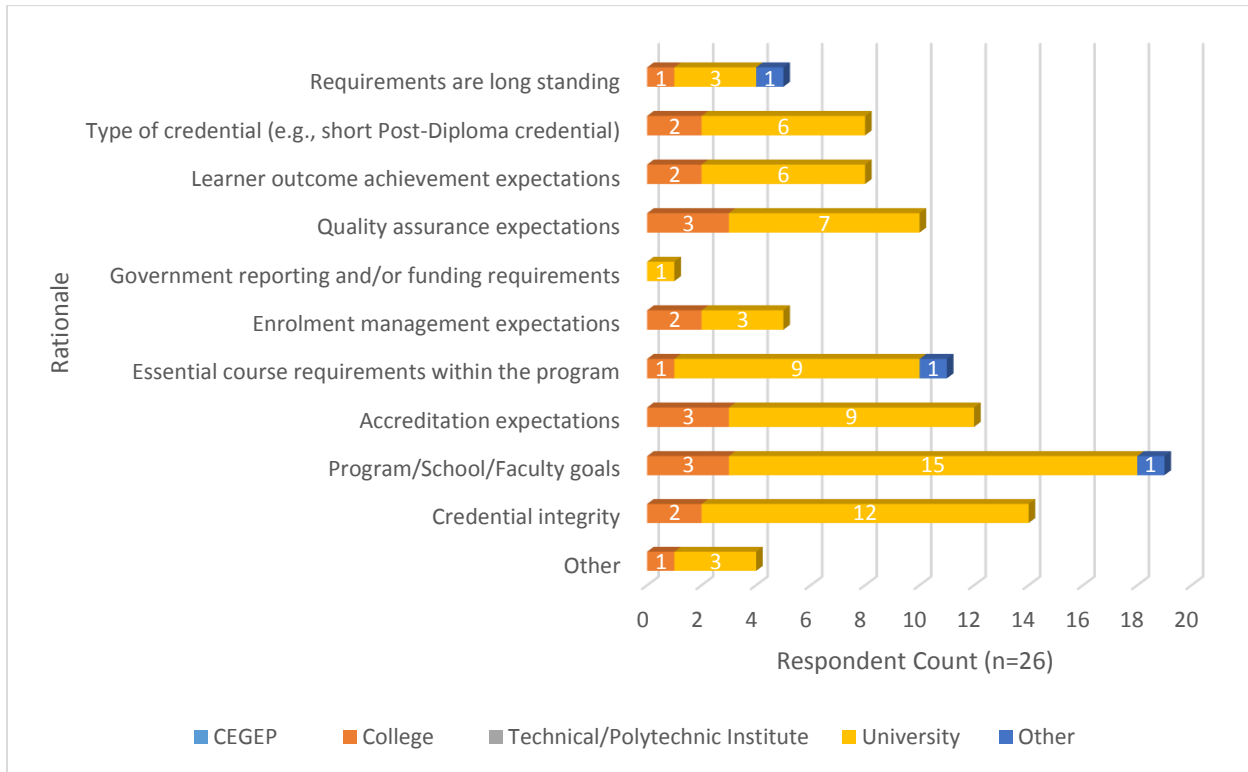
Figure 7: Respondent Perspective on the most Important Rationale



### Program/School/Faculty Residency Requirements

Of 76 respondents, 27 (36%) indicated Programs/Schools/Faculties maintained separate residency requirements; 49 (65%) indicated 'No' to this question. Figure 8 outlines the typical reasons with unit specific goals and credential integrity being the most popular for universities

Figure 8: School Specific Rationales for Separate Residency Requirements



### Exemptions

Two types of exemptions were explored in the survey – at the individual student level and at the group level. Thirty-two respondents (32, 53%) out of 62 respondents indicated exemptions from residency requirements were allowed; 29 (47%) responded ‘no’ to this question. Of the 33 respondents, only 2 indicated exemptions were **not** allowed at the individual student level.

Thirty people responded to the question regarding which position or body has the authority to rule on individual student exemptions. Eighteen respondents (18, 60%) indicated the Dean had the authority and 7 (23%) required a ruling by a pan-institutional committee. The rest are spread between the Registrar (8, 27%), the Vice President/Provost (6, 20%), a Program/Department Chair (3, 10%), and a School/Faculty committee (3, 10%). Five (17%) fell into the “Other” category. For the latter, responses varied from the Registrar in consultation with the program, the Associate Dean, and Senate. Figure 9 categorizes the findings between types of institutions. It would appear that MacEwan University’s approval approach stands in contrast to the norm for both colleges and universities. Figure 10 provides the data for exemptions across a group of students.

Figure 9: Governance of Individual Student Exemptions

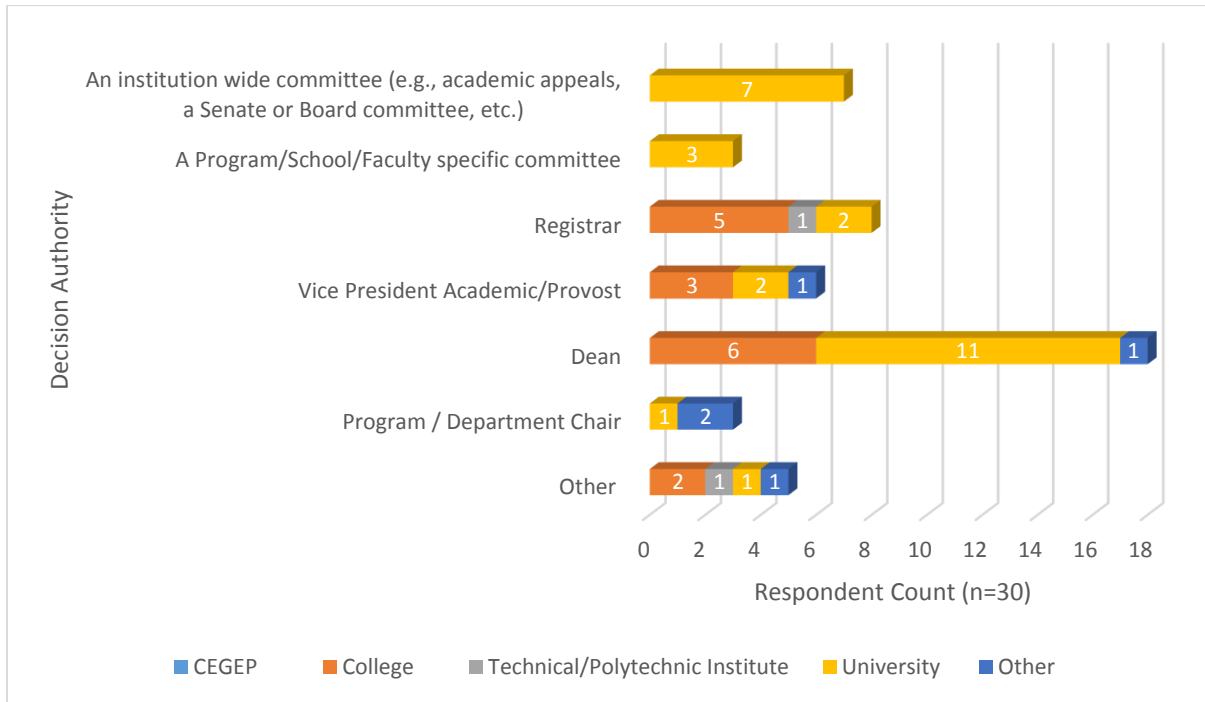
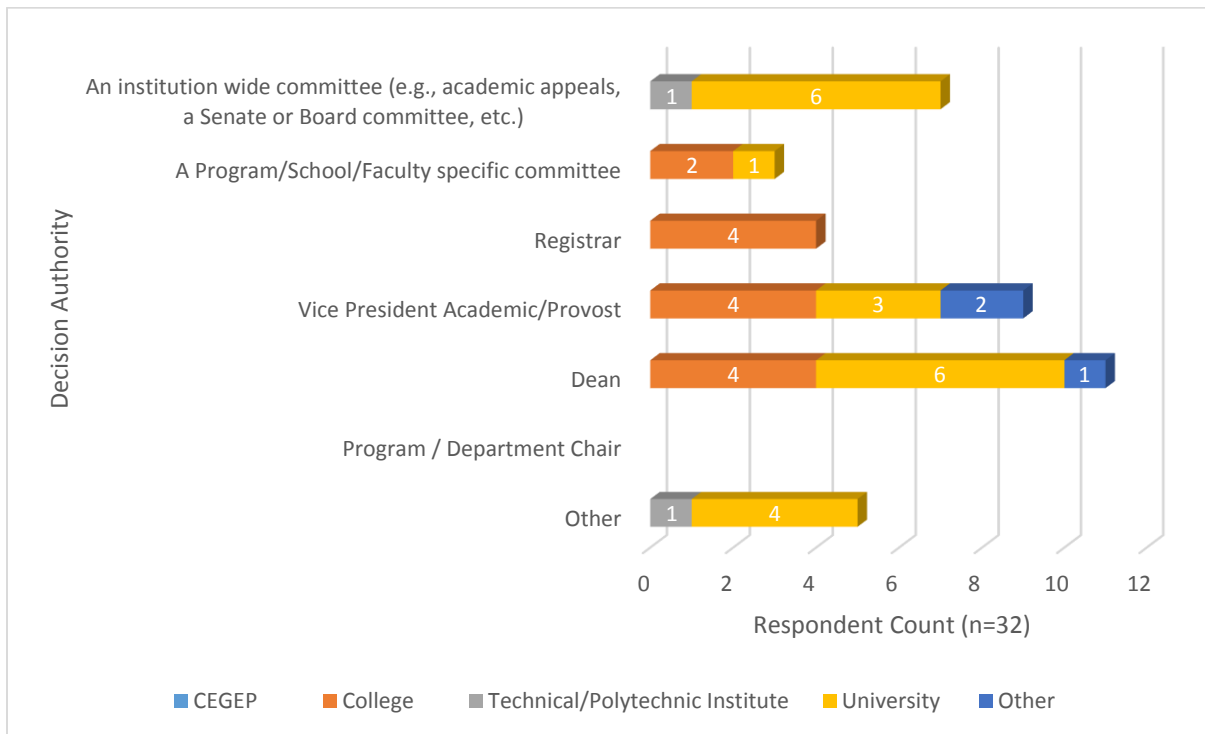


Figure 10: Exemption Governance across a Group of Students

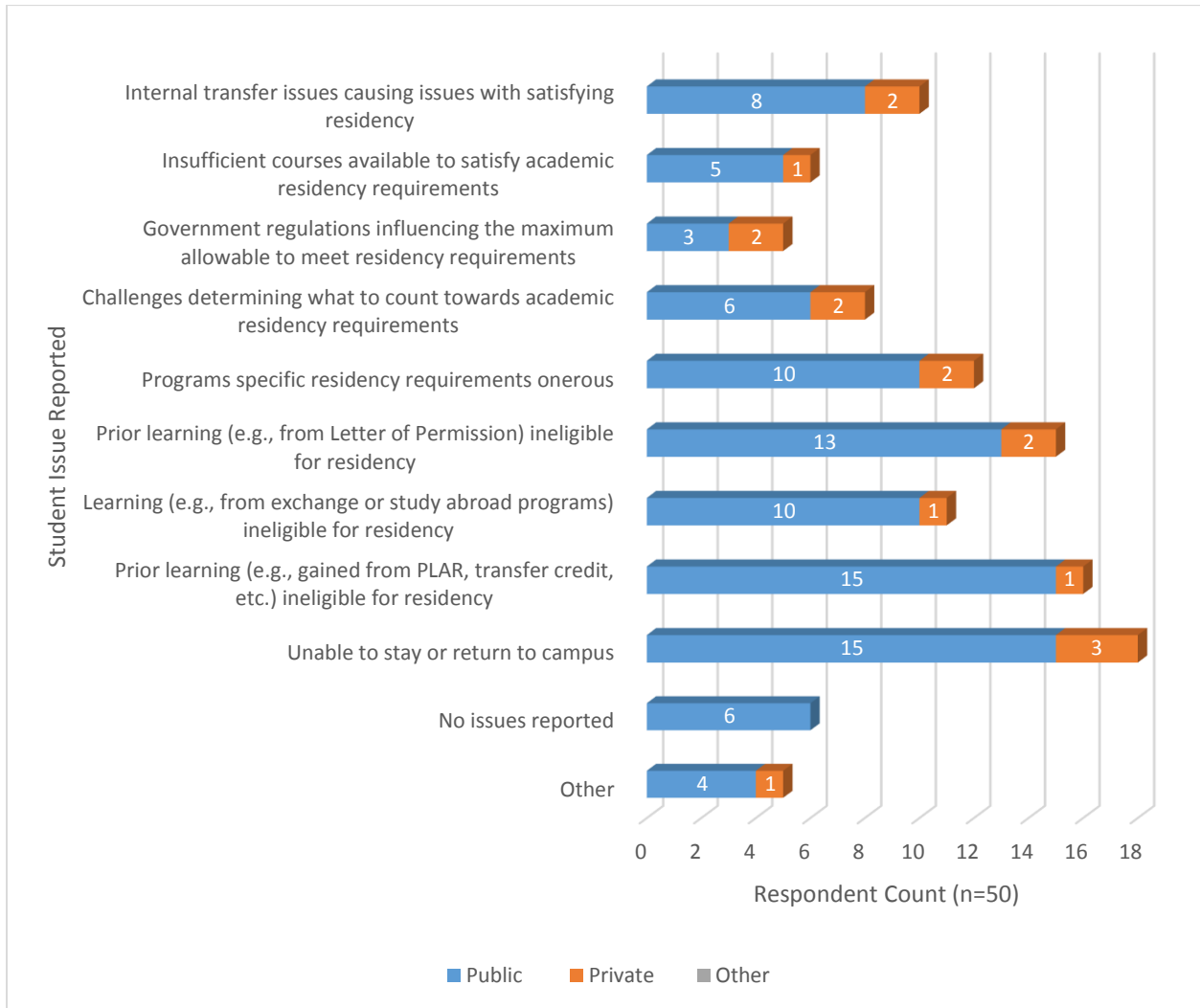


Thirteen (13) respondents provided insights to the question, ‘How are exemptions monitored?’ It typically occurs either at the School/Faculty level or within the Registrar’s Office as part of the credential audit process or both. Some further indicated the Secretariat was the governing body that monitored these exemptions. One Registrar quite rightly noted that exemptions would be embedded formally in students’ records if granted.

### Student Issues with Academic Residency Regulations

Respondents were asked to identify student issues encountered with academic residency regulations. Figure 11 provides the responses. While the numbers are small, it would appear that the largest issue is in the area of repeated learning with program specific issues and access to campus concerns coming in second place. In the “Other” category, one respondent reported challenges with providing courses needed to satisfy residency; another suggested faculty sometimes express concern about the residency requirement (i.e., that it is too low even at 50%). There is clearly varied opinion on this topic. Given MacEwan University’s commitment to student-centred values, these findings present interesting opportunities for further reflection when developing residency policies.

Figure 11: Student Issues reported with Residency Regulations

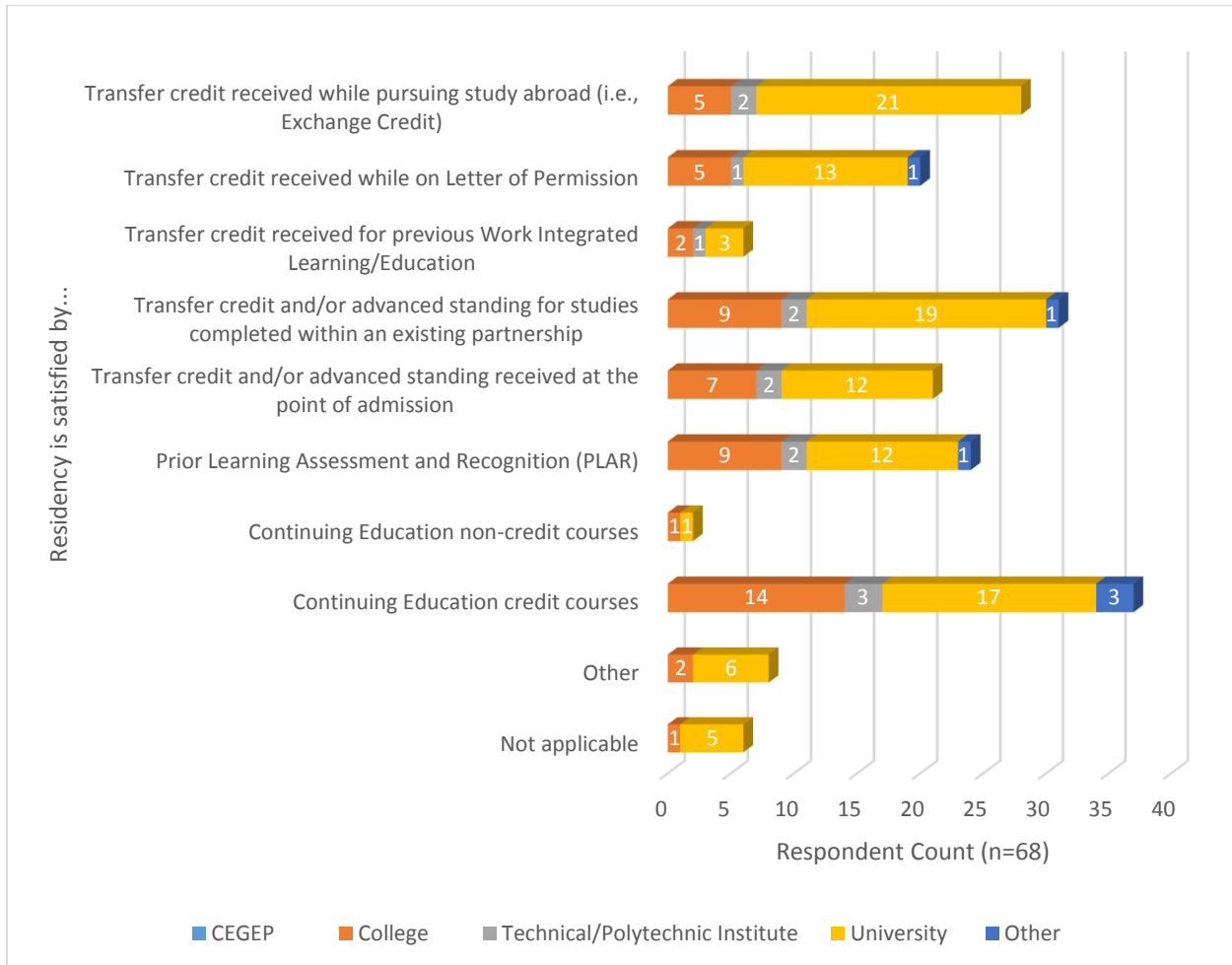


### Alternative Approaches to Satisfying Residency

Sixty-eight (68) respondents answered the question regarding using alternative approaches to satisfy residency requirements (see Figure 12). Both college and university respondents reported using both continuing education credit courses and prior learning assessment and recognition to satisfy residency. While transfer credit and advanced standing appeared to satisfy residency, this occurs more often when there is an established inter-institutional partnership in place (including study abroad) or when a student is studying on a Letter of Permission. Only six institutional respondents (9%) indicated these various options were not applicable. In the “Other” category, eight institutions (11%) reported it varied by credential or resulted from a system wide partnership (e.g., the Quebec inter-university agreement program), Challenge for Credit (similar to PLAR), or an online learning initiative (e.g., Ontario Learn). One respondent further indicated that for continuing education to count, it must have been deemed equivalent to regular courses (evidently a “rare” occurrence).



Figure 12: Satisfying Residency Requirements with Alternative Learning



### Institutional Partnerships

Seventy-four respondents provided insights on the question, “Are there any partnerships between institutions (or being considered) at your institution that have unique reference to academic residency expectations?” Of those, 17 (23%) indicated “Yes” and 2 (3%) that a partnership was under development. Fifty-five (55, 74%) responded either “No” or “Not sure.” As with the sample policies noted previously, examples are contained in Appendix F.

### Final Recommendations provided by Survey Respondents

Eighteen respondents shared closing recommendations which lend potential insights for MacEwan University as it moves forward with a principled review of its residency policies. According to respondents, when considering refinement or change, the institution should ensure

- alignment with institutional goals and vision;
- an inclusive regulation (e.g., include PLAR, exchange credit, etc.);
- coherency and transparency;
- consistency across the institution;

- flexibility;
- support for program integrity; and,
- support for student mobility.

These along with the rationales provided above suggest promising themes for establishing principles to inform residency regulations at MacEwan University.

## Additional information

### Accreditation

Accreditation considerations emerged early in the Working Group deliberations. The question in focus for the committee was, 'Does accreditation affect residency?' It would appear from the survey results noted above that the answer is 'yes'; however, a review of a sample set of accreditation bodies would suggest that it depends on the accrediting body, the accrediting regulations relevant to the program, the nature of any inter-institutional partnerships (if applicable), and/or the newness of the program. There are likely other factors to consider as well.

The MacEwan University nursing programs present an interesting case when considering a change to institutional residency requirements. The University offers a range of programs to prepare learners to become nurses, support re-entry of nurses into the profession, and allow for specialization. A range of credentials are offered from certificates through to degrees.

The curriculum in each case is guided and approved by outside bodies and intentionally developed to ready students to write externally adjudicated exams and to be externally certified. Examples of accreditation influences impacting MacEwan University's nursing programs include the Nursing Education Program Approval Board of Alberta (which has delegated authority from CARNA for approval of Alberta nursing education programs), the College of Registered Psychiatric Nurses of Alberta (CRPNA), the Canadian Association of Schools of Nursing (CASN), and the College of Licensed Practical Nurses of Alberta (as an illustrative example, this body approved MacEwan University's Perioperative Nursing for Licensed Practical Nurses). There is a high degree of complexity and program standard expectations guiding the curriculum for each credential and program.

Nursing is also a field with a long history of providing collaborative programming, transfer, and bridging support. For example, embedded in the external CASN accreditation standards documentation is a commitment to conducting institutionally specific accreditation reviews *or* collaborative reviews resulting in one accreditation approval where both partners are reviewed together (Canadian Association of Schools of Nursing (CASN), 2014, p. 5).<sup>18</sup>

As an illustrative example of the flexibility, the residency regulation for the Perioperative Nursing, which is a partnership between three schools, is 44% rather than MacEwan's standard 50%. Since this partnership would have required review and approval by the outside accrediting body, there is clearly room in the standards to consider alternative ways of demonstrating quality and achievement of learning outcomes.

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<sup>18</sup> <http://www.casn.ca/wp-content/uploads/2014/12/2014-FINAL-EN-Accred-standards-March-311.pdf>

The Chartered Professional Accountants (CPA) Association provides another illustrative example. While recognizing that provincial programs consult with the Alberta CPA Association, there are broader ties to the national organization. In the National Recognition and Accreditation Standards for Post-Secondary Institutions, the CPA notes that prerequisite education pathways include the regular post-secondary programs *and* other alternate avenues such as through non-degree granting institutions (page 7).<sup>19</sup> It also recognizes alternative pathways such as from a college/CEGEP through to a university. The CPA Association emphasizes the role of the CPA Competency Map, not residency, and provides very specific standards for program robustness, quality, and assessment. It further emphasizes the role of knowledgeable faculty and minimum student achievement standards. Programs seeking accreditation are subject to a site visit and detailed review and must outline in specific detail how the learning outcomes in their curriculum map to the CPA Competency map.

As each accrediting body is very specific to program, and expected competencies, and learning outcome benchmarks and standards, any changes affecting an accredited program such as to residency would likely require additional consultation with the relevant accrediting bodies.

### Alberta Council on Admissions and Transfer (ACAT)

The intersection of residency with transfer credit, PLAR, Letters of Permission, inter-institutional partnerships, and pathways more generally are points of relevance to the MacEwan University's policies and credentials. As such, the ACAT Chair and Senior Manager were consulted for this project with a view to lend insights to the following questions:<sup>20</sup>

1. What research evidence is available that examines and provides insights into the intersections between PLAR, pathways, and transfer with residency? What best practices are evident in the province or beyond that might lend insights to this work?
2. How might the ACAT principles inform policies in areas like residency? How does non-formal learning intersect with residency (e.g. Facebook learning)? Given the various ACAT committees, how does accreditation intersect with residency?
3. What are some of the residency related pain points that might have emerged through consultation on related other matters in your various articulation committees, with students or at ACAT council?

### Research and Best Practice Exemplars

ACAT has not conducted research directly related to the area of residency regulations and it would appear the same is true of other councils on admissions/articulation and transfer. However, there are past examples in the province and beyond where partnership relationships or the nature of the target audience served by a program resulted in an alternate approach to residency (R. Fisher, A. Lyseng, ACAT, personal communications, March 2016).

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<sup>19</sup> <https://www.cpacanada.ca/en/become-a-cpa/pathways-to-becoming-a-cpa/national-education-resources/cpa-recognition-and-accreditation-standards>

<sup>20</sup> Robin Fisher, Executive Director and Chair of ACAT; Ann Marie Lyseng, Senior Manager, Learner Pathways, ACAT Secretariat, personal communications, March 15, 2016

- Examples include the different partnership arrangements in Alberta where, in some instances, residency requirements have been adjusted. One example raised was the Bow Valley and University of Lethbridge partnership in Business. Another is the partnership between Medicine Hat College and Athabasca University for the Police and Security program which requires ten courses to fulfill residency at the University.
- In the mid-90s, the University of Northern British Columbia shifted its residency requirements from 50% to 30% to satisfy a geographically mobile student body. Another example is the University of Regina Police Studies degree where the residency was changed to 30 credits thus allowing a maximum of 90 transfer credits to be awarded for a 120 credit degree.
- There are also examples in the area of distance learning where partnerships between institutions for particular programs resulted in different approaches to residency. As an illustrative example, the University of Saskatchewan and the University of Regina created a partnership for an online Prairie Studies degree. For this initiative, the policy principle was if residency was completed at one institution, it would satisfy the residency rules of the other institution.

The national survey findings highlighted a special arrangement between four Manitoba institutions which involved providing shared curriculum and a unique approach to residency to serve the northern regions of the province (see Appendix F for additional examples). At MacEwan University, the Perioperative Nursing for Registered Nurses Post Basic Certificate program mentioned previously represents another example. It is a partnership between three institutions and maintains a residency requirement of 44% to acknowledge learning outcomes achievement relevant to the program at the other schools.

These examples suggest that a standardized approach to residency appears to be a point of discussion particularly when inter-institutional partnerships are negotiated or unique student demographics are considered. Flexibility and a shared approach to quality delivery appear to be the operative principles.<sup>21</sup>

### ACAT Principles

While some refinements to ACAT's principles are anticipated, the following highlight the core elements of the current principles:<sup>22</sup>

- (a) [Institutions commit to supporting] Campus Alberta's core objectives by facilitating learners to successfully navigate the transfer system and fostering lifelong participation in the advanced education system....

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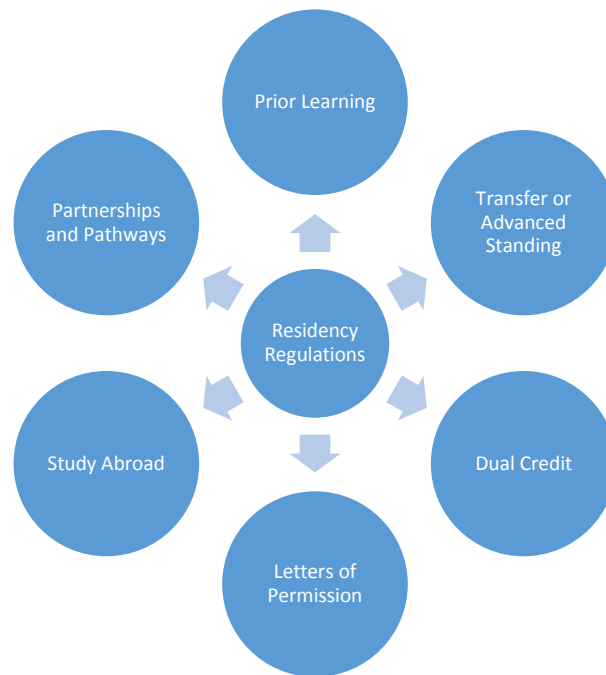
<sup>21</sup> It is noted that the Campus Alberta Quality Council Handbook indicates in Section 5.2 that new program proposals are required to identify residency requirements along with the grading scheme and admission, progression and graduation requirements (page 139). It further notes the following: "Although it has specified its expectations here, CAQC is open to innovation in degree programming and recognizes that boundaries between and among disciplines may be blurred in emerging areas. Further, CAQC recognizes that degrees may be offered concurrently, and that degree programs fall within a wide spectrum..." (page 57). (Source: Campus Alberta Quality Council Handbook: Quality Assessment and Assurance, Revised: April 2015, [http://www.caqc.gov.ab.ca/media/5230/handbook\\_april\\_2015.pdf](http://www.caqc.gov.ab.ca/media/5230/handbook_april_2015.pdf))

<sup>22</sup> <http://www.acat.gov.ab.ca/pdfs/PPP.pdf>

- (b) Student access to higher education and the opportunity for student mobility among institutions of higher education in Alberta shall be optimized....
- (c) Negotiation of opportunities for student mobility shall be based on the recognition that while learning experiences may differ in a variety of ways, their substance may be virtually equivalent in terms of learning outcomes and rigour. Insofar as possible, transfer arrangements should allow for maximum recognition of previous learning experiences. The concept of virtual equivalence is vital to such arrangements.
- (d) Effective academic advising and career counseling and optimum mobility require that the student have prior knowledge of at least the minimum transfer credit which can be awarded....
- (e) Individual institutions have the primary responsibility for instructional programs, even though responsibility for higher education is shared among various constituents. The responsibility of institutions includes program design and delivery, determination of academic prerequisites and student admission criteria, and certification of the academic achievement of students....
- (f) Institutions have the responsibility and the prerogative to investigate the total educational preparation of applicants seeking admission. Such investigation is intended to determine admissibility and appropriate transfer credit, and to counsel applicants....
- (g) Post-secondary institutions are committed to developing and maintaining clearly stated policies and procedures for consideration of transfer credit and to applying them in a consistent manner....
- (h) After students are granted admission to an institution under a transfer arrangement, they shall be granted the same rights and privileges as students who began their studies at the institution. All institutional members of Alberta's transfer have endorsed Council's principles....(pages 4-5)

These principles amplify the importance of examining the entire spectrum of learning undertaken by a student. The national survey results in Figure 12 amplify the different approaches institutions are using to balance residency against recognition of other forms of learning. The evident spectrum suggests the potential for excess and unusable credit varies by institution with residency being one of the determining influencers. Figure 13 highlights the different sources of learning that interact with residency policies.

Figure 13: Residency Regulations intersect with all Forms of Learning



### Noted Issues

Student issues identified in the national survey and highlighted in Figure 11 related to repeated learning and the potential for excess credit were findings that emerged as a result of an ACAT led study on institutional business practices although the focus of that work was not specifically on residency. While further study is needed, there seems to be an opportunity to carefully weigh the impact on students when looking at alternative approaches to both recognizing learning and residency.

### Concluding Remarks

The findings achieve the goal of the project; that being, to identify the current state of residency policies at MacEwan University and to benchmark these against academic residency requirements at other Canadian post-secondary institutions. The primary research question guiding the review included, “What are the current residency practices at Canadian post-secondary institutions?” Secondary but equally important questions included, understanding the range of practices and how these might inform refinement or validation of the MacEwan University residency policy, the supporting rationales, and the intersection of residency requirements with unique circumstances such as maximum allowable transfer credit (including course-to-course, block transfer, exchange and visiting student credit), inter-institutional partnerships, prior learning assessment and recognition (PLAR) and advanced standing.

The findings have provided a way forward for MacEwan University to refine its residency regulations. The recommendations are identified in the body of this report and include slight refinement of the policy statement, creation of supporting guidelines, and recognition of uniquely accredited programs and opportunities to consult further with respect to recognizing alternative learning.

## Appendix A – Terms of Reference

<b>Submission to</b>	<b>Academic Planning and Priorities</b>
<b>Meeting Date</b>	<b>Submitted by</b>
<b>2015-11-20</b>	Peter Roccia, Chair, Academic Planning and Priorities Committee (APPC)
<b>Agenda Item</b>	<b>Residence Working Group Membership</b>
<b>Resource Staff</b>	David Epp, AGC Secretariat
<b>Action Requested</b>	<b>For Final Approval</b>
<b>Recommendation/ Motion</b>	That Academic Planning and Priorities Committee approve the Residency Group Membership as of November 21, 2015.
<b>Context and Background</b>	At the October 9, 2015 APPC meeting, Cheryl Pollard provided background on the residency item based on discussion at previous APPC meetings. She worked with Mike Sekulic to draft a Residency Working Group Mandate that APPC members discussed and ultimately approved with a few modifications. A final version of the mandate is attached.
<b>Summary</b>	<p>At the October 9, 2015 APPC meeting, the following Working Group members from APPC were appointed:</p> <p>Bob Graves          Linda Janz          Sam Karras          Mike Sekulic          Josh Toth</p> <p>After the meeting the AGC Secretariat contacted Chairs of programs recommended by APPC to help find the remaining faculty members for the Working Group. APPC is, therefore, requested to appoint the following faculty members to the Residency Working Group, effective November 21, 2015:</p> <p>Marian Anderson, Faculty of Health and Community Studies          Lucille Mazo, Faculty of Fine Arts and Communications</p> <p>The Dean of the School of Continuing Education was contacted for a faculty member from that School. APPC will be alerted when a name has been put forward.</p>
<b>Implications</b>	N/A
<b>Review History</b>	New item
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>Residency Working Group to fulfill their mandate in Winter term, 2016.</li> </ul>
<b>Policy</b>	<ul style="list-style-type: none"> <li>C2100: Graduation</li> </ul>
<b>FOIP</b>	This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for <b>Public</b> distribution.
<b>Attachment(s)</b>	1. Residency Working Group Mandate

## **Residency Working Group**

### **Mandate**

#### **1.0 Mandate**

- 1.1 To guide Academic Planning and Priorities Committee (APPC) in the raising of awareness of the policy implications of residency, and to develop recommendations on their requirements at MacEwan University.

#### **2.0 Responsibilities**

The Committee will:

- 2.1 Review university residency requirements literature and established practices from comparable institutions.
- 2.2 Review relevant documents and practices surrounding residency requirements at MacEwan University.
- 2.3 Document definitions and standards about residency requirements at MacEwan University.
- 2.4 Identify residency requirement linkages with MacEwan's Integrated Strategic Plan or Pillars.
- 2.5 Identify residency requirement linkages with relevant program accreditation standards.
- 2.6 Advise APPC about policy matters and future considerations regarding residency requirements at MacEwan University.

#### **3.0 Accountability**

- 3.1 The Working Group is a working group of APPC and as such is accountable to APPC.
- 3.2 The Working Group shall report on its activities to APPC and submit written recommendations as required for the Committee's consideration.

#### **4.0 Membership**

- 4.1 The following members shall be appointed by APPC (unless otherwise noted):
  - a) 1 staff member from Office of the Registrar
  - b) 1 student appointed by Students' Association of MacEwan University
  - c) 1-2 faculty members who serve on APPC
  - d) 1 faculty member from each Faculty and School not otherwise represented
  - e) 1 staff member from Institutional Analysis and Planning
- 4.2 Non-voting resource expertise may be sought at the Working Group's discretion.
- 4.3 At its first meeting, the ad hoc committee will elect a chair for the working group.



## 5.0 Scope

- 5.1 The mandate of the Working Group expires with the receipt of its report and recommendations by APPC
- 5.2 The report and recommendations shall link to the University's pillars of personal learning experience and being an engaged university.
- 5.3 The Working Group's mandate relates to the APPC minuted discussion (March 3, 2015, and June 2, 2015) referring to further investigation needed related to the underlying issues related to residency requirements.
- 5.4 The recommendations created by the Working Group will form the basis of a final report and implementation plan by APPC to AGC regarding residency requirements at MacEwan University.

## 6.0 Deliverables

- 6.1 To submit final recommendations and report to APPC in the Winter term 2016. This report is to include the following:
  - a) Summary of Working Group work and discussion undertaken.
  - b) List of documents that informed discussion and decision-making.
  - c) Definitions and standards of residency in the post-secondary context.
  - d) Identifying current residency requirements at MacEwan University.
  - e) Identify external accreditation requirements that may affect residency requirements at MacEwan University.
  - f) Identify institution learning outcomes affected by residency requirements.
  - g) Recommendations regarding residency policy at MacEwan University recognizing that *"MacEwan University will reflect and give life to its student-centred values (pillars) in all its planning, policies and actions, including programming, services and administration"* (Integrated Strategic Plan, 2014-2019).
  - h) Identification of relevant policy matters and future considerations to be addressed, specifically by Academic Governance Council, and by the University more generally.

## Appendix B – Working Group Membership and Deliberations

### Working Group Members

**Bob Graves (Co-Chair)**, Associate Professor, Business Management

-appointed Oct.9/15

-Faculty member who serves on APPC

**Linda Janz**, Academic Coordinator

- appointed Oct.9/15

- Staff member from Institutional Analysis and Planning

**Sam Karras**, Students' Association of MacEwan University Vice President Academic

- appointed Oct.9/15

- Student appointed by Students' Association of MacEwan University

**Mike V. Sekulic (Co-Chair)**, University Registrar

- appointed Oct.9/15

- Staff member from Office of the University Registrar

**Joshua Toth**, Associate Professor, Arts & Science English Department

- appointed Oct.9/15, stepped down Jan.29/16

- Faculty member representative from Faculty of Arts & Science

**Marian Anderson**, Assistant Professor, Academic Advisor, Undergraduate Nursing

- appointed effective Nov.21/15

- Faculty member representative from Faculty of Health and Community Studies

**Lucille Mazo**, Chair, Communication Studies

- appointed effective Nov.21/15

- Faculty member representative from Faculty of Fine Arts and Communication

**Kerry Precht**, Academic Advisor, Arts & Science Program Services

- Appointed Jan.29/16, replaced Josh Toth

- Faculty member representative from Faculty of Arts & Science

**Research Consultant:** Joanne Duklas, Duklas Cornerstone Consulting, 905 703 7485, [jduklas@cogeco.ca](mailto:jduklas@cogeco.ca)

### Meeting Dates for the Working Group<sup>23</sup>

Monday, Jan.11/16

Friday, Jan.22/16

Friday, Feb.5/16

Thursday, Mar.10/16

Friday, Mar.18/16

Wednesday, Mar.23/16

Wednesday, Apr. 13/16

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<sup>23</sup> Meetings ranged from 1.5 hours to 3 hours in some instances.

## Appendix C – National Consultation Survey: Academic Residency Requirements

MacEwan University is examining its academic residency requirements with a view to exploring potential changes. The following survey is intended to conduct a cross-Canada environmental scan of current practices and to capture insights from registrars (or designates) at post-secondary institutions. The results of this survey will be shared back with the ARUCC community.

### Survey Information:

The survey contains two short sections as follows: Section 1 is requesting basic demographic information about your institution to inform our understanding and analysis of current practices, and Section 2 is focused on identifying current residency practices. Within this Section, you will find questions regarding transfer credit, Letters of Permission, Study Abroad, PLAR, and continuing education as we are trying to understand the intersections between each of these areas and residency requirements.

Response Requested by: March 4

Completion Time: 10-20 minutes

Number of Responses per Institutions: more than one response per institution is acceptable

Anonymity: responses will be anonymized in the final report.

Residency definition: for the purposes of this survey, "residency" is defined as the number and type of credits a student must take, or are deemed to be taken, at their home institution to satisfy graduation requirements.

Questions regarding this survey or the project should be directed to the project researcher: Joanne Duklas, [jduklas@cogeco.ca](mailto:jduklas@cogeco.ca), 905 703-7485 who is conducting this survey on behalf of Mike Sekulic, University Registrar, MacEwan University and Academic Priorities and Planning Committee (APPC) Residency Working Group.

Permission and Notice of Use: The findings from the survey will be used to contribute to the development of a final report which will be submitted to the MacEwan University Registrar's Office and the APPC Residency Working Group and subsequently made available publicly through ARUCC. If you participate in this survey, you are considered to have provided permission for your responses to be used to inform the research and the final report. Individual responses will remain anonymous in published reports unless specific permission is obtained from the original respondent.

**Please provide your contact information.**

This information will be used if your responses require additional clarification and follow up by the MacEwan University researcher for this project.

First name

Last name

Position title

Department

Telephone

Email

In which province or territory is your institution located?

- Alberta
- British Columbia
- Manitoba
- New Brunswick
- Newfoundland & Labrador
- Northwest Territories
- Nova Scotia
- Nunavut
- Ontario
- Prince Edward Island
- Quebec
- Saskatchewan
- Yukon Territories

What is the name of your institution?

<For each province, a drop down list of institutions was provided. Schools could also provide a freeform spelling of their school name if it wasn't available in the dropdown list.>

Is your institution public or private?

- Public
- Private
- Other, please specify... \_\_\_\_\_

Identify your institution's type.

- CEGEP
- College
- Technical/Polytechnic Institute
- University
- Other, please specify... \_\_\_\_\_

Identify the area you are representing when responding to this survey.

- Faculty, School, or Program (not including Graduate Studies)
- Graduate Studies
- Central registrarial area
- Central administration area
- Other, please specify... \_\_\_\_\_

What types of credentials are offered by your Faculty or School?

Note: For this question, "school" is the equivalent of "Faculty," not "institution."

- Certificate
- Diploma/Advanced Diploma
- Post Baccalaureate/Diploma/Certificate
- Associate Degree
- Applied Degree
- Baccalaureate
- Professional Degree (e.g., LLB, DJurs, MD, etc.)
- Master's
- Doctoral or higher
- Other, please specify... \_\_\_\_\_

What types of credentials are available at your institution? (Check all that apply.)

- Certificate
- Diploma/Advanced Diploma
- Post Baccalaureate/Diploma/Certificate
- Associate Degree
- Applied Degree
- Baccalaureate
- Professional Degree (e.g., LLB, DJurs, MD, etc.)
- Master's
- Doctoral or higher
- Other, please specify... \_\_\_\_\_

Does your institution have an institution wide undergraduate academic residency requirement?

- Yes
- No

The following section is intended to identify the current state of your institution's academic residency requirements.

Please provide the URL for more information on the institution wide academic residency requirements (if available).

What percentage of studies must normally be taken by a student at your institution for their first undergraduate credential to satisfy the institution wide academic residency requirements?

What, if any issues, have been identified with these academic residency requirements? Check all that apply.

- Students identifying there are not sufficient courses available at their home institution to allow them to satisfy academic residency requirements
- Students indicating they are unable to stay or return to the campus to take additional courses to satisfy academic residency requirements
- Students with prior learning (e.g., PLAR, transfer credit, etc.) who raise concerns about having to

repeat learning to satisfy academic residency requirements

- Students who have participated in exchange or study abroad programs who raise concerns about not being able to use those studies to satisfy residency requirements
- Students who have studied at other schools on a Letter of Permission raising concerns about not being able to use those studies to satisfy residency requirements
- Programs establishing additional residency requirements at the School, Faculty, Program or Major level
- Challenges determining which courses to count towards meeting academic residency requirements
- Government regulations that contain expectations for maximums for PLAR or transfer credit that influence the maximum allowable to meet residency requirements; please specify  
\_\_\_\_\_
- Students not being allowed to count completed courses in one program towards meeting residency requirements in another after transferring Schools/Faculties/programs offered within the same institution
- Other, please specify... \_\_\_\_\_

**What is the rationale(s) for these institution wide academic residency requirements? (Check all that apply.)**

- Institutional academic goals
- Institutional credential integrity expectations
- Accreditation expectations
- Enrolment management expectations
- Government reporting and/or funding requirements
- Quality assurance expectations
- Learner outcome achievement expectations
- To maintain a balance between student mobility and institutional experience
- Requirements are long standing
- Other, please specify... \_\_\_\_\_

**Identify which of the following represents the most important foundation for these institution wide academic residency requirements.**

- Institutional academic goals
- Institutional credential integrity expectations

- Accreditation expectations
- Enrolment management expectations
- Government reporting and/or funding requirements
- Quality assurance expectations
- Learner outcome achievement expectations
- To maintain a balance between student mobility and institutional experience
- Requirements are long standing
- Other, please specify... \_\_\_\_\_
- Not sure/Don't know

Does the same academic residency requirement apply when a student completes additional undergraduate credentials at your institution?

- Yes
- No

What is the academic residency requirement for the second (or subsequent) credential(s)?

Do you know the rationale for this academic residency requirement?

- Yes
- No

What is the supporting rationale for this academic residency requirement for subsequent credentials?

Is it possible to seek an exemption from the institution wide academic residency requirements at your institution?

For the purposes of this survey, "exemption" refers to any type of formal change to regular policy/protocols or an ad hoc decision by an appropriate institutional authority to exempt (otherwise referred to as 'waive') an individual student or a select group of students (e.g., within a particular program) from having to meet the institution wide academic residency requirements.

- Yes
- No

Are exemptions allowed at the individual student level?



- Yes
- No

Which position or body has the authority to approve an exemption to the institution wide residency requirement at the individual student level? (Check all that apply.)

- Program / Department Chair
- Dean
- Vice President Academic/Provost
- Registrar
- A Program/School/Faculty specific committee
- An institution wide committee (e.g., academic appeals, a Senate or Board committee, etc.)
- Other, please specify... \_\_\_\_\_

Which position or academic body has the authority to approve an exemption to the institution wide residency requirement for a group of students (e.g., in a program or School/Faculty)? (Check all that apply.)

- Program / Department Chair
- Dean
- Vice President Academic/Provost
- Registrar
- A Program/School/Faculty specific committee
- An institution wide committee (e.g., academic appeals, a Senate or Board committee, etc.)
- Other, please specify... \_\_\_\_\_

If applicable, what processes exist to monitor exemptions from your institution's academic residency requirement?

Do any of your Programs/Schools/Faculties maintain separate academic residency requirements?

- Yes
- No

What are the typical reasons for these Program/School/Faculty specific academic residency requirements? (Check all that apply.)

- Credential integrity
- Program/School/Faculty goals
- Accreditation expectations
- Essential course requirements within the program (e.g., "X courses in Y program need to be completed at <name of school> to graduate from this program")
- Enrolment management expectations
- Government reporting and/or funding requirements
- Quality assurance expectations
- Learner outcome achievement expectations
- Type of credential (e.g., short Post-Diploma credential)
- Requirements are long standing
- Other, please specify... \_\_\_\_\_

If applicable, which of the following, if any, can a student count towards meeting undergraduate residency requirements? (Check all that apply.)

- Continuing Education credit courses
- Continuing Education non-credit courses
- Prior Learning Assessment and Recognition (PLAR)
- Transfer credit and/or advanced standing received at the point of admission
- Transfer credit and/or advanced standing for studies completed within an existing inter-institutional partnership agreement
- Transfer credit received for previous Work Integrated Learning/Education
- Transfer credit received while on Letter of Permission
- Transfer credit received while pursuing study abroad (i.e., Exchange Credit)
- Other, please specify... \_\_\_\_\_
- Not applicable

Are there any partnerships between institutions (or being considered) at your institution that have a unique reference to academic residency expectations?

- Yes, we have partnerships in place that have unique residency requirements.
- We are working on a partnership currently that will (or may) have unique residency requirements.

- No
- Not aware of any/Not sure

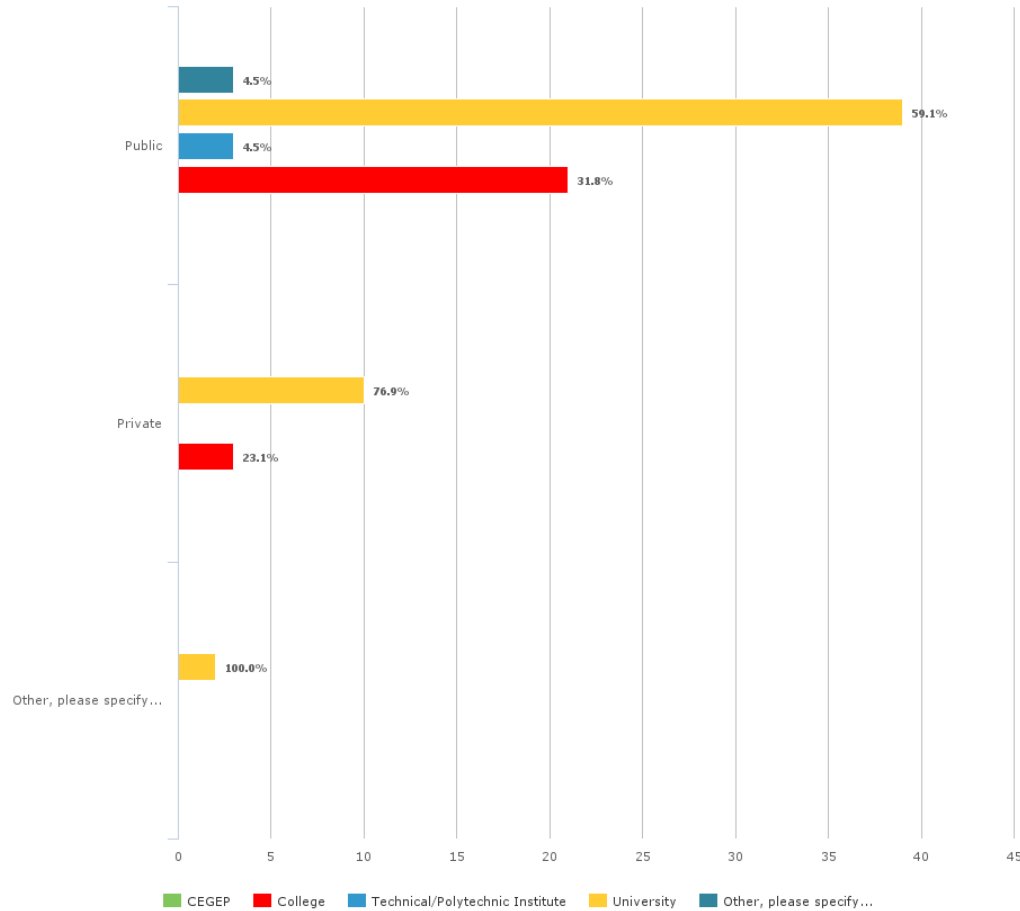
Please provide a URL for more information regarding this partnership(s) (if available).

What recommendations, if any, do you have for MacEwan University to assist with this academic residency requirements review?




(optional)

## Appendix D – Survey Results

In which province or territory is your institution located?



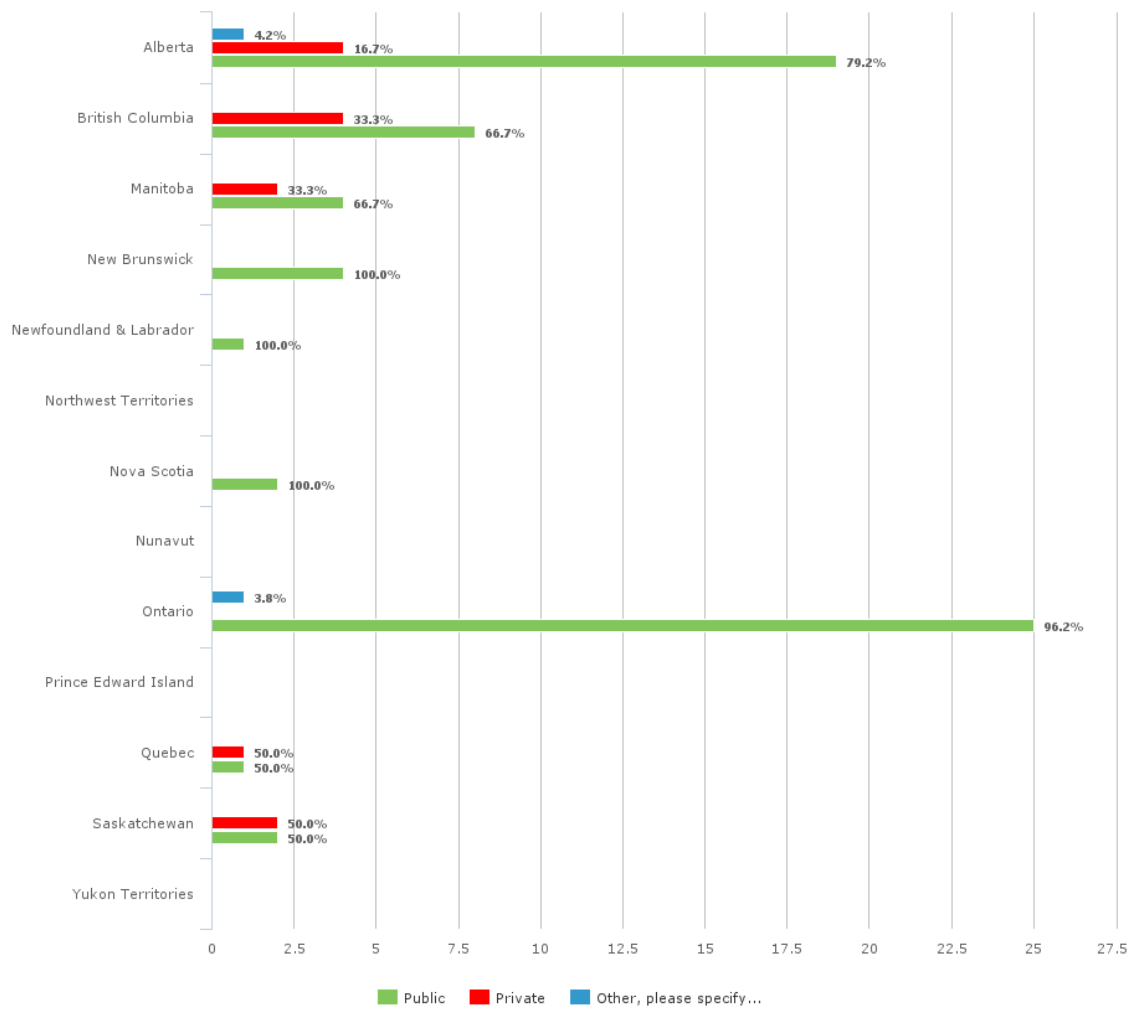
Is your institution public or private?

Response	Chart	Percentage	Count
Public		81.5%	66
Private		16.0%	13
Other, please specify...		2.5%	2
<b>Total Responses</b>			<b>81</b>

Is your institution public or private? (Other, please specify...)

#	Response
1.	publicly-funded independent postsecondary institution
2.	Federally funded

Identify your institution's type.



Identify the area you are representing when responding to this survey.







Response	Chart	Percentage	Count
Faculty, School, or Program (not including Graduate Studies)		0.0%	0
Graduate Studies		0.0%	0
Central registrarial area		92.6%	75
Central administration area		3.7%	3
Other, please specify...		3.7%	3
<b>Total Responses</b>			<b>81</b>

Identify the area you are representing when responding to this survey. (Other, please specify...)

#	Response
1.	Student Services
2.	Open Learning division

3. Combined registrarial and administration area

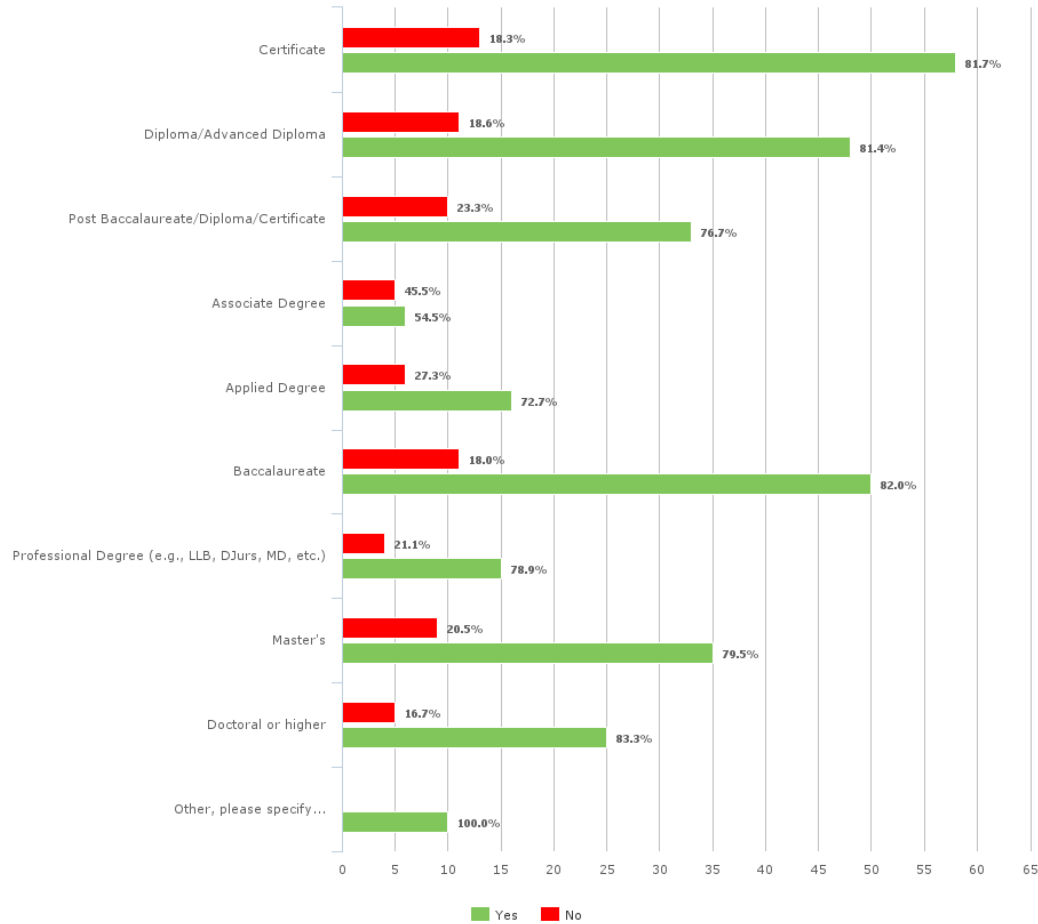
What types of credentials are offered by your Faculty or School?

Response	Chart	Percentage	Count
Certificate		66.7%	2
Diploma/Advanced Diploma		66.7%	2
Post Baccalaureate/Diploma/Certificate		33.3%	1
Associate Degree		33.3%	1
Applied Degree		0.0%	0
Baccalaureate		33.3%	1
Professional Degree (e.g., LLB, DJurs, MD, etc.)		0.0%	0
Master's		0.0%	0
Doctoral or higher		0.0%	0
Other, please specify...		66.7%	2
<b>Total Responses</b>			<b>3</b>

What types of credentials are offered by your Faculty or School? (Other, please specify...)

#	Response
1.	Bachelor Degrees, Masters Degrees
2.	no credentials offered by this department as we are an administrative department not a "school" or "faculty"

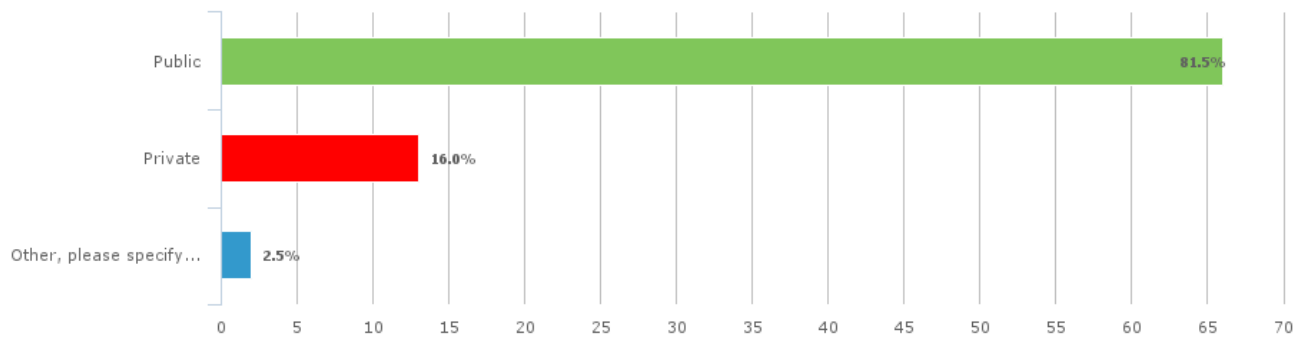
What types of credentials are available at your institution? (Check all that apply.)



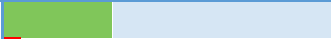

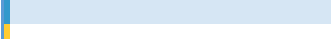


What types of credentials are available at your institution? (Check all that apply.) (Other, please specify...)

#	Response
1.	Collaborative Degrees
2.	After-Degree Bachelor of Education degree
3.	Bachelor and Masters Degrees
4.	Collaborative Degree
5.	Degree completion for U of A, MRU and U of C programs.
6.	Professional Specialization Certificates
7.	Professional Master's Diploma
8.	Degree
9.	Bachelor of Education for OCT certification (post Undergraduate degree)
10.	Collaborative Baccalaureate degrees

Does your institution have an institution wide undergraduate academic residency requirement?

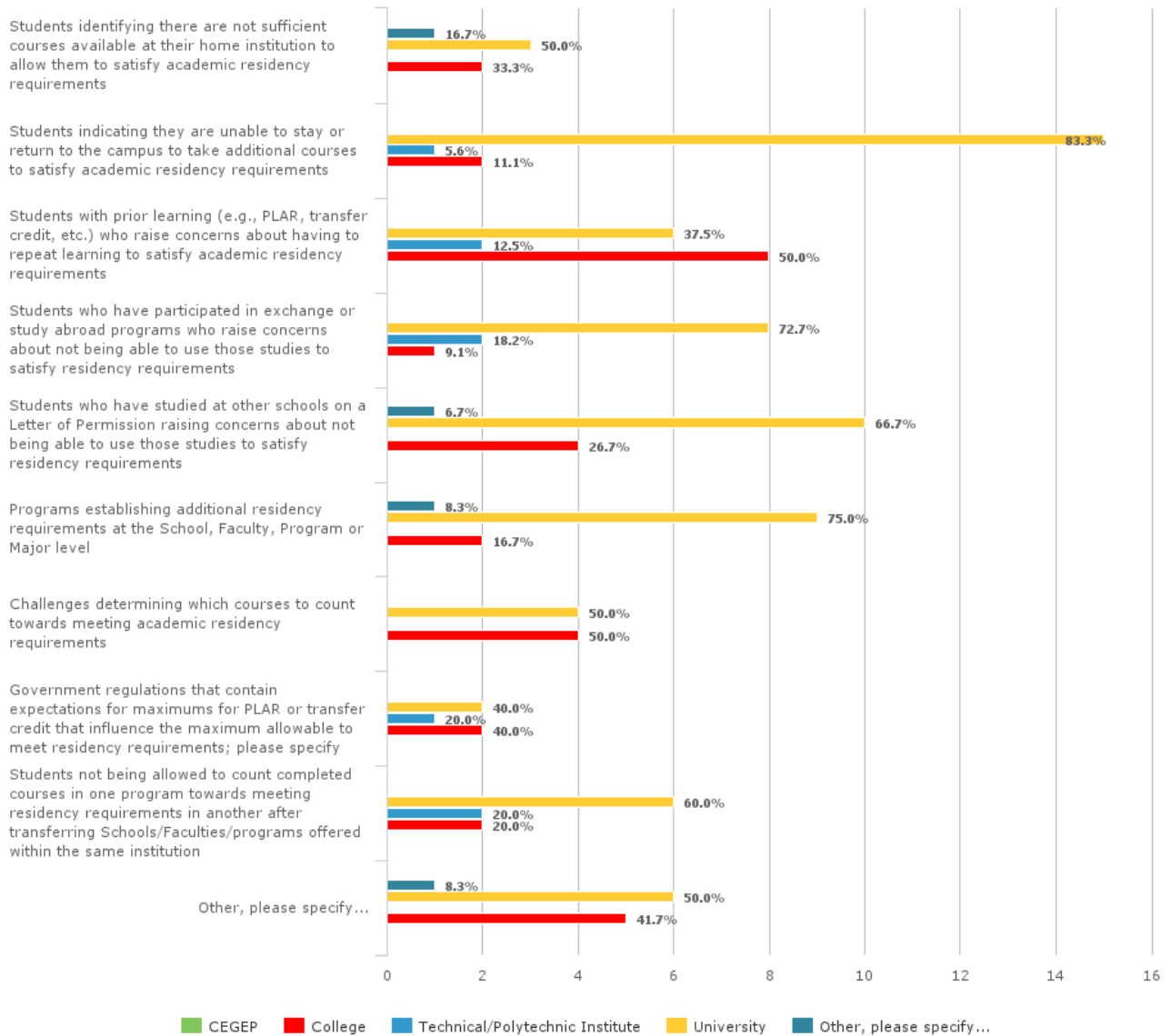


What percentage of studies must normally be taken by a student at your institution for their first undergraduate credential to satisfy the institution wide academic residency requirements?

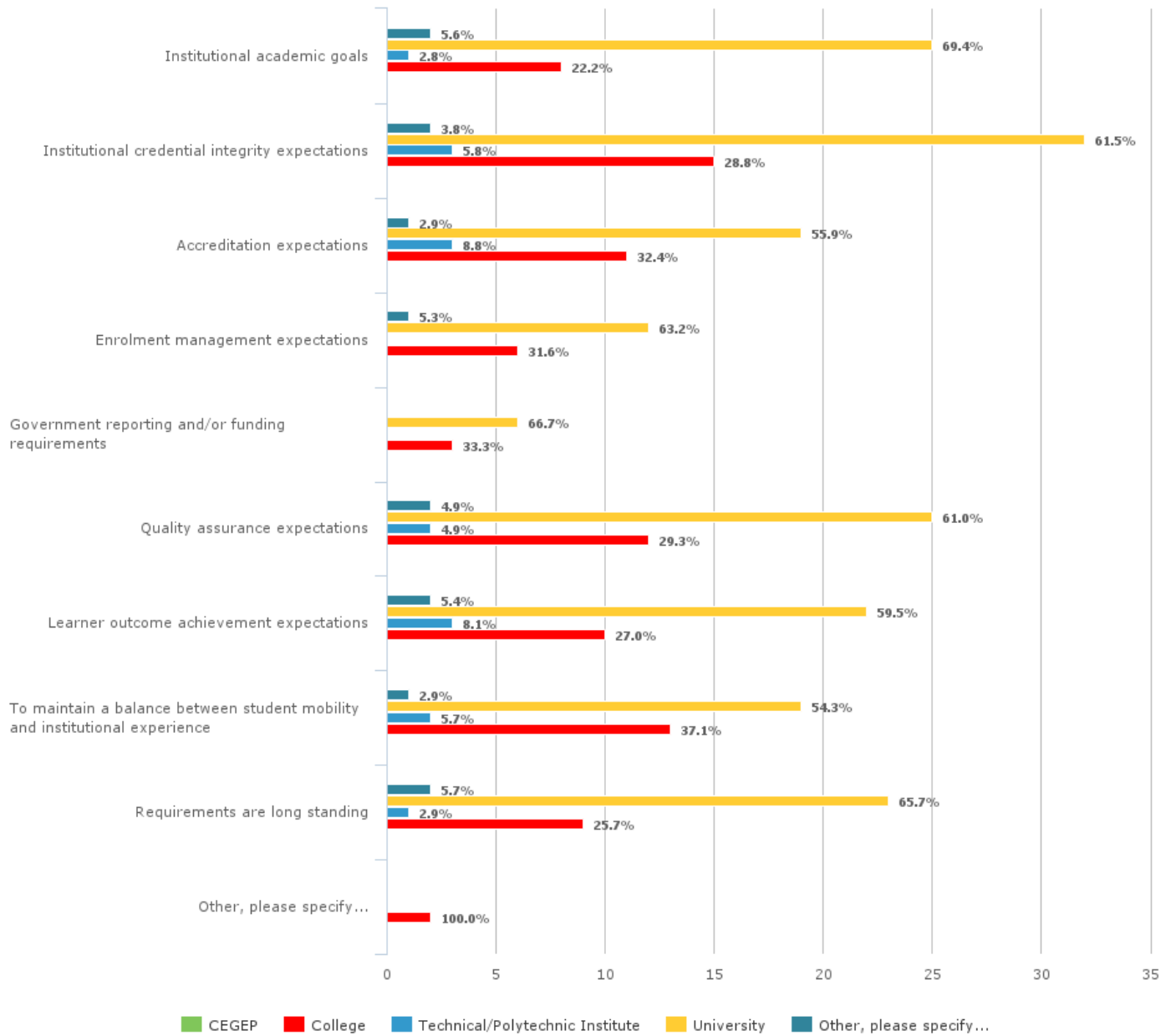
Response	Chart	Percentages	Count
25%		20%	20
33%		4%	3
38%		1%	1
40%		1%	1
50%		61%	40
Above 50%		0%	0



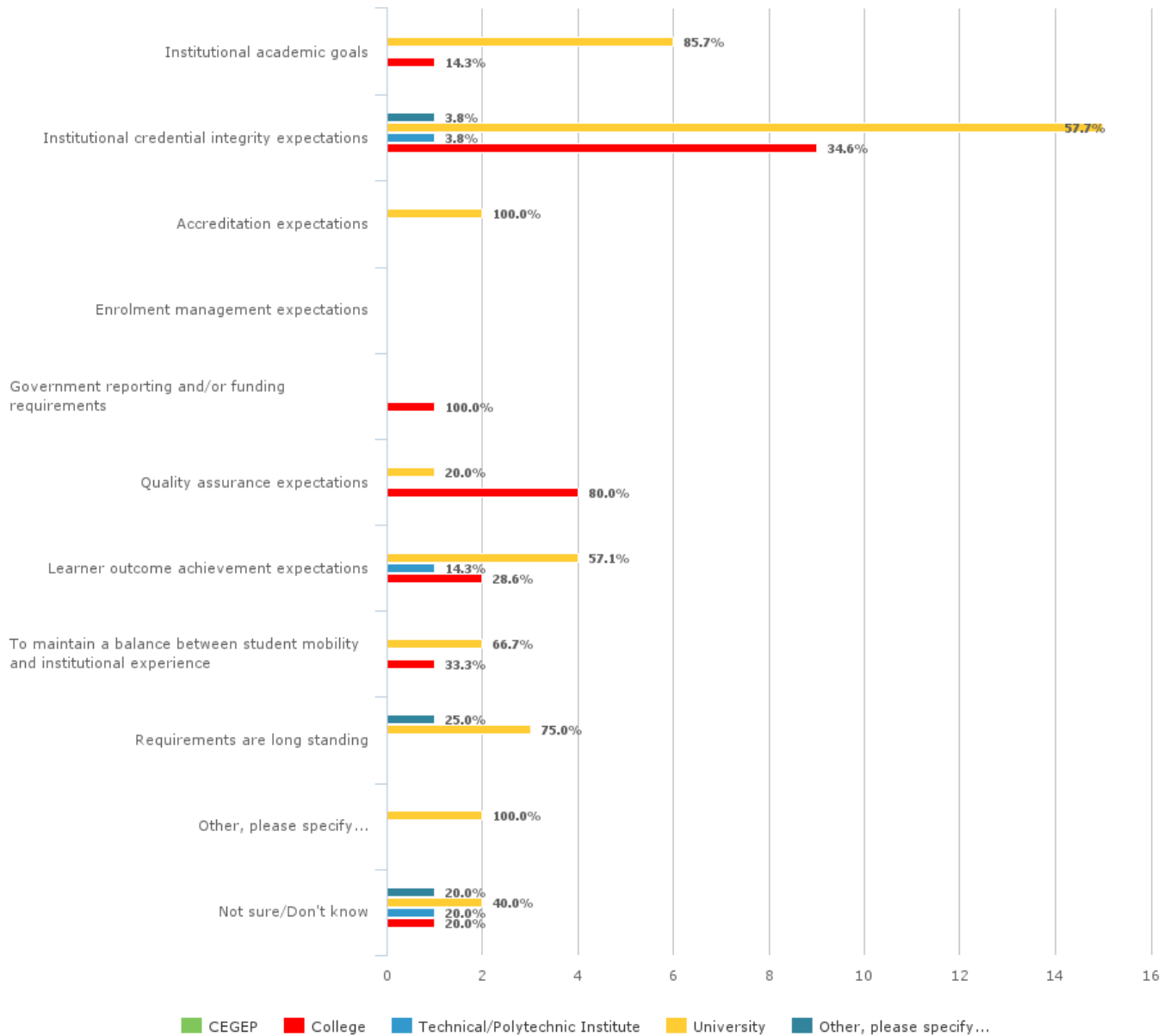
What, if any issues, have been identified with these academic residency requirements? Check all that apply.



What is the rationale(s) for these institution wide academic residency requirements? (Check all that apply.)



Identify which of the following represents the most important foundation for these institution wide academic residency requirements.





Does the same academic residency requirement apply when a student completes additional undergraduate credentials at your institution?

Response	Chart	Percentage	Count
Yes		80.6%	50
No		19.4%	12
<b>Total Responses</b>			<b>62</b>



What is the academic residency requirement for the second (or subsequent) credential(s)?

Response	Chart	Percentages	Count
50%		16%	2
Above 50%		8%	1
Below 50%		75%	9

Do you know the rationale for this academic residency requirement?

Response	Chart	Percentage	Count
Yes		41.7%	5
No		58.3%	7
<b>Total Responses</b>			<b>12</b>

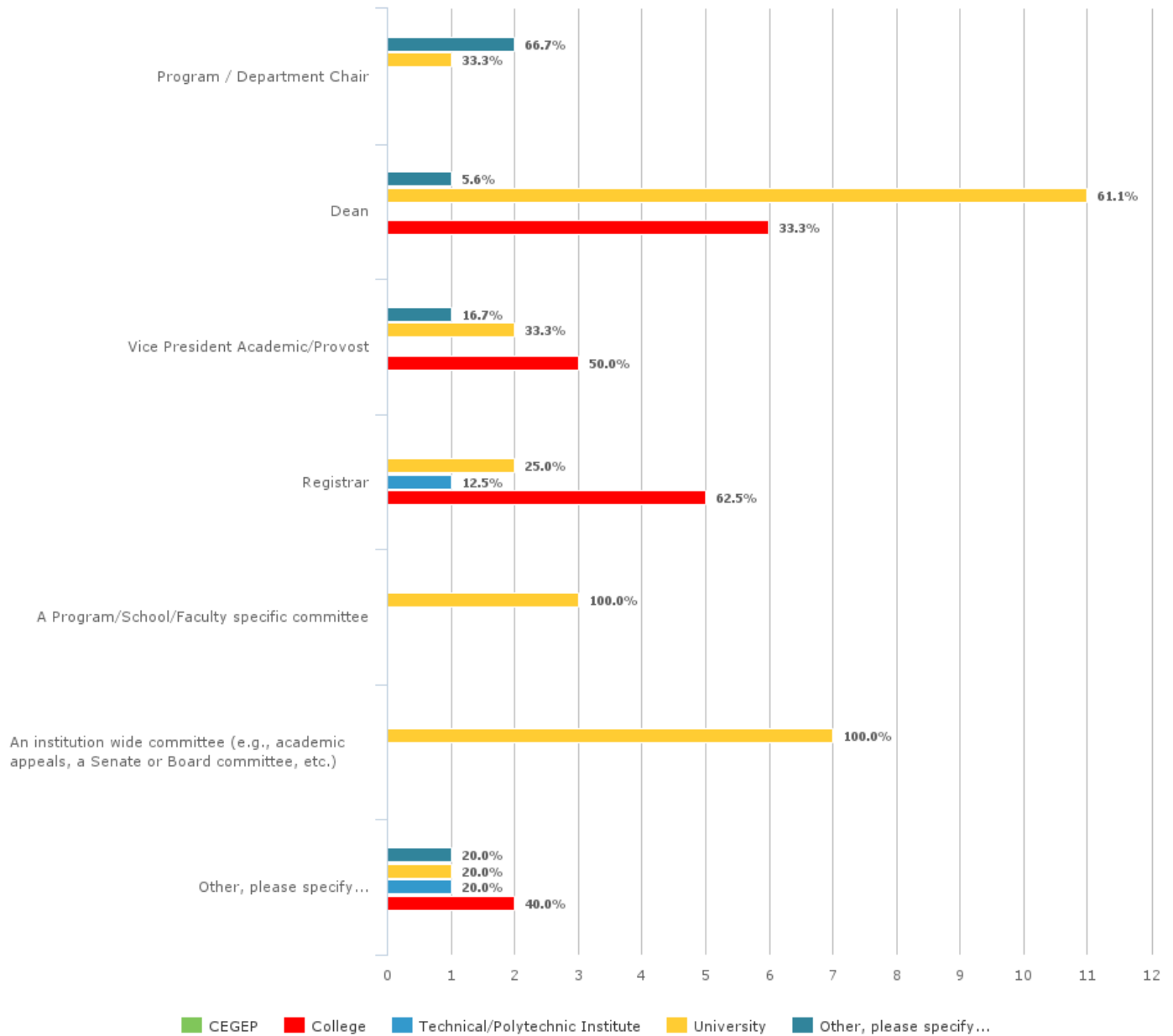
Is it possible to seek an exemption from the institution wide academic residency requirements at your institution?

Response	Chart	Percentage	Count
Yes		53.2%	33
No		46.8%	29
<b>Total Responses</b>			<b>62</b>

Are exemptions allowed at the individual student level?

Response	Chart	Percentage	Count
Yes		93.9%	31
No		6.1%	2
<b>Total Responses</b>			<b>33</b>

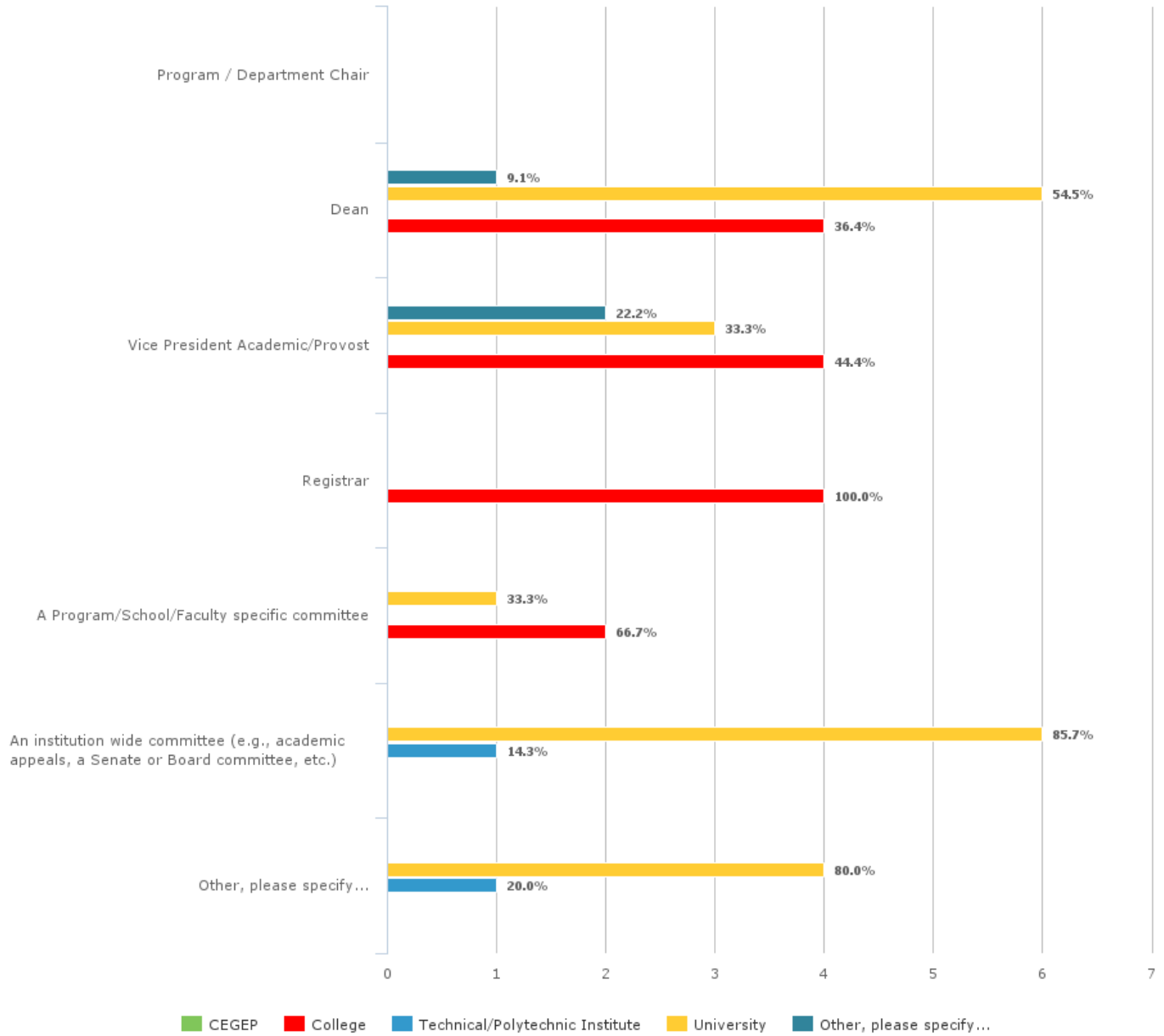
Which position or body has the authority to approve an exemption to the institution wide residency requirement at the individual student level? (Check all that apply.)





Which position or body has the authority to approve an exemption to the institution wide residency requirement at the individual student level? (Check all that apply.) (Other, please specify...)

#	Response
1.	Senate
2.	In consultation with the program.
3.	Usually the Registrar would consult with the Dean and make a joint decision, but ultimately the authority rests with the Registrar
4.	Chair of the School is "equivalent" to a Dean at other institutions
5.	Associate Dean

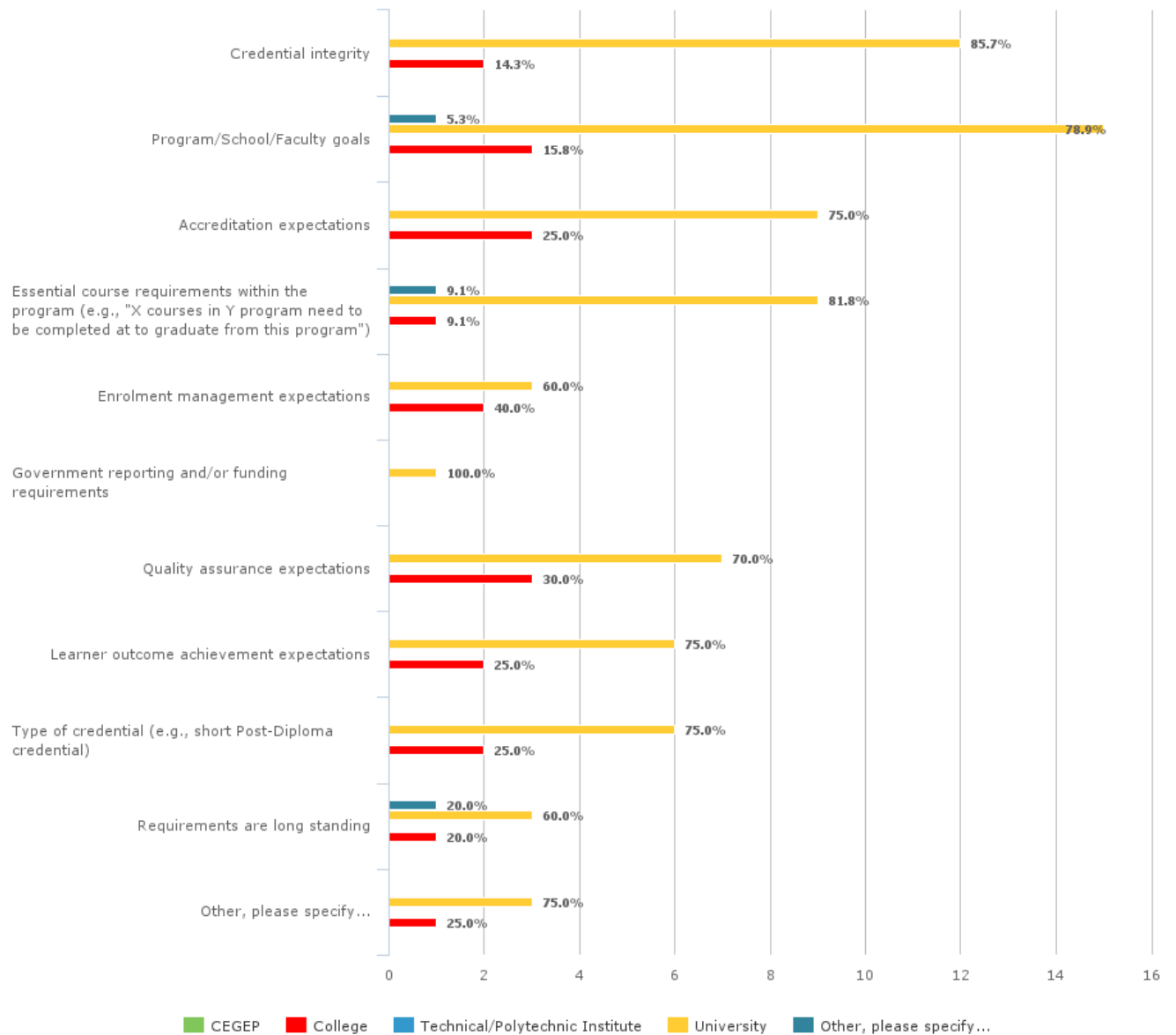
Which position or academic body has the authority to approve an exemption to the institution wide residency requirement for a group of students (e.g., in a program or School/Faculty)? (Check all that apply.)



Do any of your Programs/Schools/Faculties maintain separate academic residency requirements?

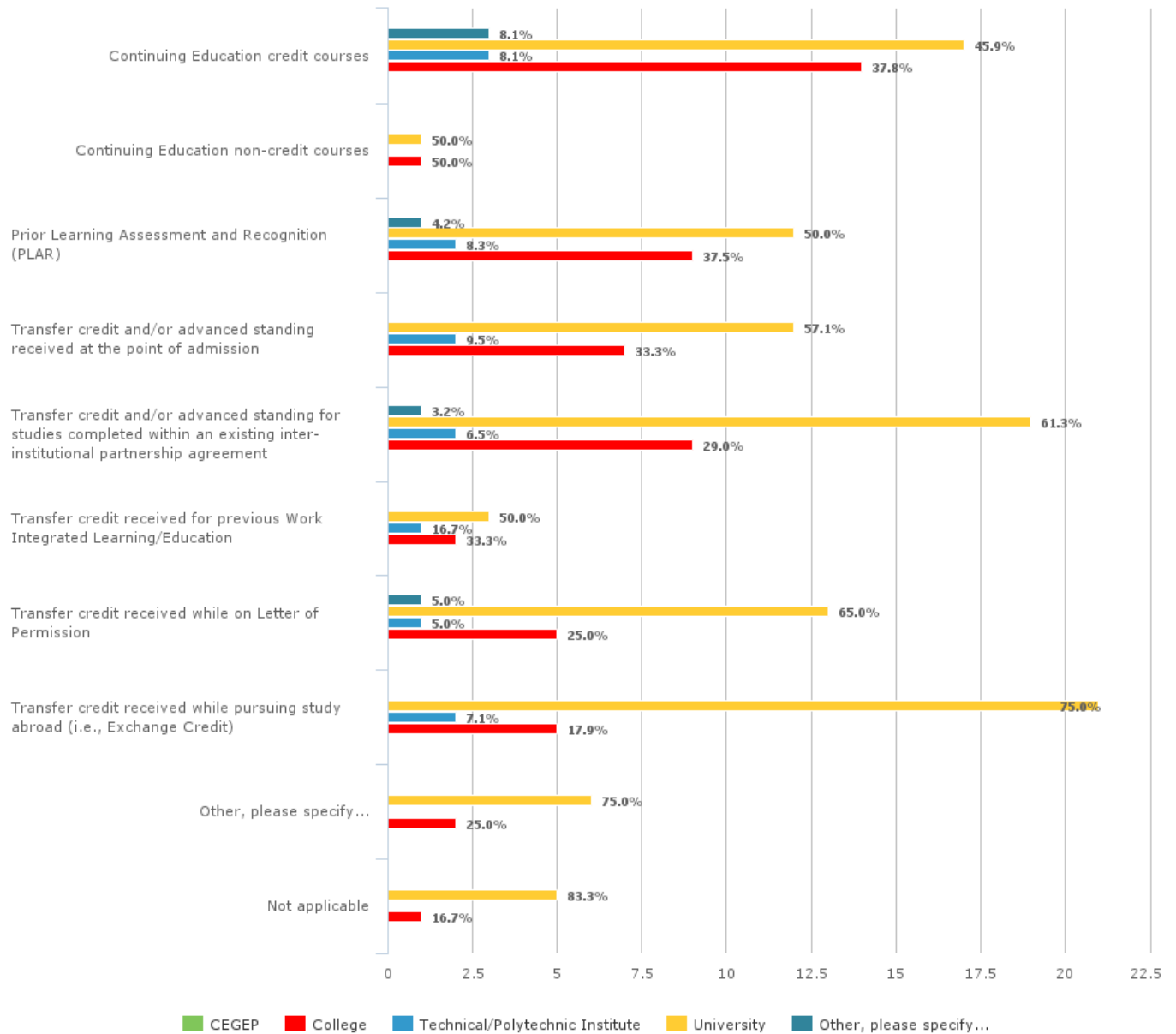
Response	Chart	Percentage	Count
Yes		35.5%	27
No		64.5%	49
<b>Total Responses</b>			<b>76</b>

What are the typical reasons for these Program/School/Faculty specific academic residency requirements? (Check all that apply.)

















If applicable, which of the following, if any, can a student count towards meeting undergraduate residency requirements? (Check all that apply.)



Are there any partnerships between institutions (or being considered) at your institution that have a unique reference to academic residency expectations?

Response	Chart	Percentage	Count
Yes, we have partnerships in place that have unique residency requirements.		23.0%	17
We are working on a partnership currently that will (or may) have unique residency requirements.		2.7%	2
No		36.5%	27
Not aware of any/Not sure		37.8%	28
<b>Total Responses</b>			<b>74</b>

What recommendations, if any, do you have for MacEwan University to assist with this academic residency requirements review?

Response	Chart	Percentages	Count
Align with institutional vision and goals		5%	1
Ensure an inclusive regulation (e.g., include PLAR, exchange credit)		11%	2
Ensure coherency and transparency		5%	1
Ensure consistency across an institution		11%	2
Ensure flexibility		5%	1
Ensure support for curriculum integrity		5%	1
Ensure support for student mobility		29%	5
Response not related to question		23%	4

## Appendix E – Sample Institutional Residency Policies

1.	<a href="http://crscalprod1.cc.umanitoba.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&amp;catalogid=280&amp;chapterid=3051&amp;topicgroupid=18586&amp;loaduserredits=False">http://crscalprod1.cc.umanitoba.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&amp;catalogid=280&amp;chapterid=3051&amp;topicgroupid=18586&amp;loaduserredits=False</a>
2.	<a href="https://www.norquest.ca/accepted-students/next-steps-for-accepted-students/transfer-credit.aspx">https://www.norquest.ca/accepted-students/next-steps-for-accepted-students/transfer-credit.aspx</a>
3.	<a href="http://rdc.ab.ca/sites/default/files/uploads/documents/2062/graduation-certification-and-completion-policy.pdf">http://rdc.ab.ca/sites/default/files/uploads/documents/2062/graduation-certification-and-completion-policy.pdf</a>
4.	<a href="http://academiccalendars.romcmaster.ca/content.php?catoid=13&amp;navoid=2208#University_Regulations">http://academiccalendars.romcmaster.ca/content.php?catoid=13&amp;navoid=2208#University_Regulations</a>
5.	<a href="https://ambrose.edu/content/2014-2015-academic-calendar-arts-and-science-programs">https://ambrose.edu/content/2014-2015-academic-calendar-arts-and-science-programs</a>
6.	not available
7.	<a href="http://www.briercrest.ca/current/college/academics/college-calendar/">http://www.briercrest.ca/current/college/academics/college-calendar/</a> - page 27
8.	<a href="http://www.bcit.ca/files/pdf/policies/5003.pdf">http://www.bcit.ca/files/pdf/policies/5003.pdf</a>
9.	<a href="http://www.ucalgary.ca/pubs/calendar/current/a-18.html">http://www.ucalgary.ca/pubs/calendar/current/a-18.html</a>
10.	<a href="http://bowvalleycollege.ca/Documents/Prospective%20Student%20Centre/Policies/500-1-5%20Academic%20Continuance%20%20Graduation%20Policy%20%20Procedure%20-%20Nov%202015.pdf">http://bowvalleycollege.ca/Documents/Prospective%20Student%20Centre/Policies/500-1-5%20Academic%20Continuance%20%20Graduation%20Policy%20%20Procedure%20-%20Nov%202015.pdf</a>
11.	<a href="http://www.brocku.ca/webcal/2015/undergrad/areg.html#sec40">http://www.brocku.ca/webcal/2015/undergrad/areg.html#sec40</a>
12.	<a href="https://www.acsenda.com/admissions-for-international-business-programs/transfer-of-credits/">https://www.acsenda.com/admissions-for-international-business-programs/transfer-of-credits/</a>
13.	<a href="http://www.cmu.ca">www.cmu.ca</a>
14.	<a href="http://oldscollege.ca/Assets/OldsCollege/shared/BottomNav/Administration/policies/D/D20%20Graduation.pdf">http://oldscollege.ca/Assets/OldsCollege/shared/BottomNav/Administration/policies/D/D20%20Graduation.pdf</a>
15.	<a href="http://www.trentu.ca/calendar/documents/TrentCalendarAugust2015_online.pdf">http://www.trentu.ca/calendar/documents/TrentCalendarAugust2015_online.pdf</a>
16.	<a href="https://rdc.ab.ca/sites/default/files/uploads/documents/2062/graduation-certification-and-completion-policy.pdf">https://rdc.ab.ca/sites/default/files/uploads/documents/2062/graduation-certification-and-completion-policy.pdf</a>
17.	for all programs the last 30 credits or last year must be completed at Algoma University, stand the Bachelor of Business Administration and the Bachelor of Social Work which require the last 60 credits, or last two years
18.	<a href="http://www.ryerson.ca/studentguide/getting-started.html">http://www.ryerson.ca/studentguide/getting-started.html</a>
19.	<a href="http://rdc.ab.ca/programs/academic-calendar/admissions/requirements">http://rdc.ab.ca/programs/academic-calendar/admissions/requirements</a>

20.	<a href="http://www.trentu.ca/calendar/documents/TrentCalendarAugust2015_online.pdf">http://www.trentu.ca/calendar/documents/TrentCalendarAugust2015_online.pdf</a>
21.	<a href="http://www.uwindsor.ca/secretariat/sites/uwindsor.ca.secretariat/files/residency_requirements.pdf">http://www.uwindsor.ca/secretariat/sites/uwindsor.ca.secretariat/files/residency_requirements.pdf</a>
22.	<a href="http://www.saultcollege.ca/AcademicCalendar/OtherPDF/Grading%20and%20Evaluation.pdf">http://www.saultcollege.ca/AcademicCalendar/OtherPDF/Grading%20and%20Evaluation.pdf</a>
23.	<a href="https://www.mylambton.ca/Policies/Policy.aspx?id=2147491716">https://www.mylambton.ca/Policies/Policy.aspx?id=2147491716</a>
24.	<a href="http://registry.kingsu.ca/Calendar/CalendarPDF/Application%20Admission%20Registration.pdf">http://registry.kingsu.ca/Calendar/CalendarPDF/Application%20Admission%20Registration.pdf</a>
25.	<a href="http://secretariat-policies.info.yorku.ca/policies/proportion-of-courses-taken-at-york/">http://secretariat-policies.info.yorku.ca/policies/proportion-of-courses-taken-at-york/</a>
26.	<a href="http://www.mohawkcollege.ca/student-services/records-registration/advancement-promotion.html">http://www.mohawkcollege.ca/student-services/records-registration/advancement-promotion.html</a>
27.	<a href="https://laurentian.ca/assets/files/Registrar/regulations.pdf">https://laurentian.ca/assets/files/Registrar/regulations.pdf</a> ; listed under "Laurentian course requirements"; To be eligible to receive a degree from Laurentian University, a student must complete at least 30 credits at Laurentian, normally the last 30 of their program.
28.	<a href="https://acad.ca/sites/default/files/Documents/ACAD_Calendar_1415.pdf">https://acad.ca/sites/default/files/Documents/ACAD_Calendar_1415.pdf</a>
29.	<a href="http://www.nait.ca/ccincludes/docs/Academic_Regulations(1).pdf">http://www.nait.ca/ccincludes/docs/Academic_Regulations(1).pdf</a> (5.7.3 of Academic Regulations and Procedures)
30.	<a href="http://web.uvic.ca/calendar2016-01/undergrad/info/regulations/graduation.html#">http://web.uvic.ca/calendar2016-01/undergrad/info/regulations/graduation.html#</a>
31.	<a href="http://www.uottawa.ca/academic-regulations/registration.html">http://www.uottawa.ca/academic-regulations/registration.html</a>
32.	<a href="https://policy.sheridanc.on.ca/dotNet/documents/?docid=776&amp;mode=view">https://policy.sheridanc.on.ca/dotNet/documents/?docid=776&amp;mode=view</a>
33.	<a href="http://www.mun.ca/regoff/calendar/sectionNo=REGS-0508">http://www.mun.ca/regoff/calendar/sectionNo=REGS-0508</a>
34.	<a href="https://legacy.wlu.ca/calendars/section.php?cal=1&amp;s=768&amp;sp=2731&amp;ss=3231&amp;y=69">https://legacy.wlu.ca/calendars/section.php?cal=1&amp;s=768&amp;sp=2731&amp;ss=3231&amp;y=69</a>
35.	<a href="http://www.mta.ca/academic_calendar/_10.html#_10.10.2">http://www.mta.ca/academic_calendar/_10.html#_10.10.2</a>
36.	<a href="http://www.providenceuc.ca/resource/file/college/registrar/Academic%20Information.pdf">http://www.providenceuc.ca/resource/file/college/registrar/Academic%20Information.pdf</a>
37.	<a href="http://www.ryerson.ca/calendar/2016-2017/policies-and-procedures/enrolment-records/graduation-and-convocation.html">http://www.ryerson.ca/calendar/2016-2017/policies-and-procedures/enrolment-records/graduation-and-convocation.html</a>
38.	<a href="https://www.mtroyal.ca/AcademicSupport/AcademicCalendar/">https://www.mtroyal.ca/AcademicSupport/AcademicCalendar/</a> (page 41)
39.	<a href="https://soar.ucn.ca/ICS/Programs/">https://soar.ucn.ca/ICS/Programs/</a> pdf Academic Calendar Section 2.10
40.	<a href="http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/registration_progression.pdf">http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/registration_progression.pdf</a>
41.	<a href="https://shared.uoit.ca/shared/department/registrar/current-students/documents/undergraduate-academic-calendar-and-course-catalogue-2015-2016.pdf">https://shared.uoit.ca/shared/department/registrar/current-students/documents/undergraduate-academic-calendar-and-course-catalogue-2015-2016.pdf</a>
42.	<a href="http://www.sait.ca/Documents/About%20SAIT/Policies%20and%20Procedures/Academic%20Stud">http://www.sait.ca/Documents/About%20SAIT/Policies%20and%20Procedures/Academic%20Stud</a>

	<a href="#">ent/pdf/AC.3.1.1%20Grading%20and%20Progression%20Procedure.pdf</a>
43.	<a href="http://www.briercrest.ca/current/college/academics/college-calendar/">http://www.briercrest.ca/current/college/academics/college-calendar/</a> - page 27; <a href="http://www.briercrest.ca/current/seminary/academics/seminary-calendar/">http://www.briercrest.ca/current/seminary/academics/seminary-calendar/</a> - page 14
44.	see residency section within following policy: <a href="http://www.cambriancollege.ca/aboutcambrian/documents/policies/academic%20policies/promotion%20policy.pdf">http://www.cambriancollege.ca/aboutcambrian/documents/policies/academic%20policies/promotion%20policy.pdf</a>
45.	<a href="http://www.centennialcollege.ca/pdf/policies/RecognitionofPriorLearningPolicy.pdf">http://www.centennialcollege.ca/pdf/policies/RecognitionofPriorLearningPolicy.pdf</a>
46.	<a href="http://www.concordia.ca/academics/undergraduate/calendar/current/sec16/16.html#b16.1.3">http://www.concordia.ca/academics/undergraduate/calendar/current/sec16/16.html#b16.1.3</a>
47.	<a href="http://www.lethbridgecollege.ca/sites/default/files/imce/policies_procedures/Student_Services_%26_Supports/grad-requirements-policy.pdf">http://www.lethbridgecollege.ca/sites/default/files/imce/policies_procedures/Student_Services_%26_Supports/grad-requirements-policy.pdf</a>
48.	<a href="http://secretariatgeneral.umontreal.ca/documents-officiels/reglements-et-politiques/reglement-des-etudes-de-premier-cycle/">http://secretariatgeneral.umontreal.ca/documents-officiels/reglements-et-politiques/reglement-des-etudes-de-premier-cycle/</a>
49.	<a href="http://www.burmanu.ca/sites/default/files/AcademicCalendar%2015_16%20-%20Academic%20Regulations.pdf">http://www.burmanu.ca/sites/default/files/AcademicCalendar%2015_16%20-%20Academic%20Regulations.pdf</a>
50.	<a href="https://www.mhc.ab.ca/programsandcourses/academic%20programs/currentcalendar">https://www.mhc.ab.ca/programsandcourses/academic%20programs/currentcalendar</a>

## Appendix F - Partnerships referencing Unique Residency Regulations

1. <a href="https://www.ucn.ca/sites/ius/iustheuniversitiesandyou/Pages/Inter-Universities---The-Universities-and-You.aspx">https://www.ucn.ca/sites/ius/iustheuniversitiesandyou/Pages/Inter-Universities---The-Universities-and-You.aspx</a>
2. <a href="https://www.brandonu.ca/business-administration/2-plus-2-program/">https://www.brandonu.ca/business-administration/2-plus-2-program/</a>
3. <a href="http://www.mun.ca/regoff/calendar/sectionNo=REGS-0508">http://www.mun.ca/regoff/calendar/sectionNo=REGS-0508</a>
4. <a href="http://www.sasknursingdegree.ca/">http://www.sasknursingdegree.ca/</a>
5. <a href="http://www.briercrest.ca/current/college/academics/college-calendar/">http://www.briercrest.ca/current/college/academics/college-calendar/</a> - page 62 and 79
6. STU/UNB Course Exchange Agreement