

ANNUAL REPORT 2009-2010

MPHEC MISSION

As an Agency of the Council of Maritime Premiers that provides advice to Ministers responsible for Post-Secondary Education in the Maritimes, the Maritime Provinces Higher Education Commission:

**Assists institutions and governments in enhancing
a post-secondary learning environment
that reflects the following values:**

- **Quality:** continuous improvement in the quality of programs, institutional practices, and teaching.
 - **Accessibility:** program, delivery, and support services that optimize post-secondary education availability.
 - **Mobility:** portability of learning and credits throughout the Post-Secondary Education system in the Maritimes.
 - **Relevance:** effective and responsive interaction among learners, the work force, and the community.
 - **Accountability:** evidence of value, sustainability, and cost-effectiveness of public and learner investment.
 - **Scholarship and Research:** commitment to the pursuit of knowledge.
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Additional copies of the Annual Report may be obtained from:

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For an overview of the MPHEC and its activities, please visit the web site at: www.mphec.ca.

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LETTER OF TRANSMITTAL

September 30, 2010

The Chair
Council of Atlantic Premiers
P.O. Box 2044
Halifax, NS B3J 2Z1

Dear Premier:

We have the honour to submit to the Council of Maritime Premiers the Annual Report of the Maritime Provinces Higher Education Commission. This report covers the period from April 1, 2009 to March 31, 2010.

Yours very truly,



David Stewart
Chair



Mireille Duguay
Chief Executive Officer

EXECUTIVE SUMMARY

Multi-Year Business Plan 2009-2010 to 2011-2012

- The business plan demonstrates that the Commission's mission continues to be articulated primarily through the production of value-adding information outputs across all mandated functions. This strategic priority is most evident in two main spheres of activity: quality assurance and data and information.
- Over the planning period, the Commission will emphasize joining data and education quality by developing measures aimed at the enhancement of the educational process.

Program Assessment Process

- During 2009-2010, the Commission considered a total of 52 program proposals.
- In February 2010, to increase transparency, the MPHEC released via its website the first of an ongoing publication of program proposals under Commission consideration. Stakeholders can now view a list of proposals submitted to the Commission, including for each proposal a brief description of the proposed program, the type of assessment being carried out, the status of the assessment, and, if applicable, the Commission decision.
- The MPHEC, under the aegis of its AAU-MPHEC Academic Advisory Committee, has undertaken an update of its Policy on Quality Assurance as it pertains to the program assessment process. A draft document is currently under development and is expected to be released in 2010-2011.

Monitoring of Institutional Quality Assurance Policies and Procedures

- By year-end, assessment reports of quality assurance policies and procedures were released for: Cape Breton University, Nova Scotia Agricultural College, St. Francis Xavier University, Atlantic School of Theology, University of King's College, and the University of Prince Edward Island. The first cycle of the Commission's quality assurance monitoring process is now essentially complete, with the release of the final assessment report in December 2009.
- The Commission has been exploring options in terms of a second cycle of the quality assurance monitoring process, and what form it might take.
- Nine universities had submitted their follow-up action plan by year-end, detailing their progress in addressing the recommendations resulting from the monitoring process.
- The report, *Quality Assurance Policies and Procedures in Maritime Universities*, was released in January 2010; it presents elements essential to the design of successful quality assurance policies. In addition, the report offers an aggregate analysis of how institutions have fared in light of the Commission's standards identified in the MPHEC's *Guidelines for Institutional Quality Assurance Policies*, and also provides direction and suggestions to improve institutional practices in this area.

Collection of Student Data (Post-Secondary Student Information System [PSIS])

- Through PSIS, the MPHEC collects information on institutions' program and course offerings, student demographics, program and course registration, credentials granted and credit transfers.
- During 2009-2010, staff delivered the key measures, which support the following components of the Nova Scotia Funding Formula: the Weighted Enrolment Grant, the Size Grant, the French Language Grant, the Part-Time Student Grant and the international student funding limits.

Forum on Research and Data Collection

- A Forum on Data Collection and Research was hosted by the Commission on November 25, 2009 in Truro, Nova Scotia.
- This annual event is an important venue through which the Commission maintains its support to, and relationships with, registrars and institutional researchers from Maritime universities.

Graduate Survey Program

- This program supplies important information on graduate outcomes including satisfaction with education, debt, returning to study, employment and mobility patterns.
- During 2008-2009, the longitudinal survey of the Class of 2003 was conducted. The report will focus on those who completed their first degree in 2003, and follow their progress at two points in time: namely, 2005 and 2008. The Commission anticipates releasing the report in late spring 2010.
- Between October 2009 and January 2010, telephone interviews were conducted with Class of 2007 graduates. This survey provides a new opportunity for the Commission to conduct research that was not possible before respondents were asked for their permission to link their responses from the survey to their administrative data contained in the PSIS database maintained by the Commission. The linked data file will enable research on the associations between pathways through postsecondary education, and graduate outcomes.

Measures of Student Progress and Outcomes

- In June 2009, the Commission released an analytical paper under its Trends in Maritime Higher Education series entitled, *University Participation: A Maritime Perspective*. This paper provides in-depth analysis and policy context for *University Participation: Measures of Student Progress and Outcomes*, which consists of a set of 10 different measures of participation developed to provide insight on questions of access and participation in the Maritimes.
- In January, 2010, the Commission released *Student Progression within University of First Entry: Persistence and Graduation*, which provided in-depth analysis of two new measures based on the MPHEC longitudinal PSIS file: persistence and graduation. This is the first analytical piece to be based on the tracking of individual students over time using PSIS data.
- Further work under the Measures project will include an examination of credit transfer patterns, and course success/failure.

Assessment of the Effectiveness and Benefits of Articulated Programs in the Maritimes

- In 2008, a survey of articulated programs was initiated by the AAU-MPHEC Academic Advisory Committee. The purpose of the project is to assess whether students have been well served by articulated programs in the Maritimes.
- At year end, the final report was being prepared for publication; it is expected that the report will be released in Fall 2010.

Interprovincial Agreements and Intra-Maritime Program Funding Arrangements

- The Commission continued to administer agreements with other Canadian provinces to place Maritime students in programs of study not available in this region.
- The Commission also maintained the Regional Transfer Arrangement (RTA) whereby each of the three Maritime provinces provides funding for any of its residents enrolled in a university program in either of the other two Maritime provinces that is not offered in the student's home province.
- In the Spring of 2009, the Finance Committee was tasked with performing an in-depth review of the RTA at the request of the Maritime Deputy Ministers (Deputies) responsible for post-secondary education.
- The Deputies met in June 2009 to discuss the status report, including preliminary recommendations, and agreed with the Committee's recommendation to modify the calculation such that the significant peaks and valleys in the expected contributions from New Brunswick and Prince Edward Island to Nova Scotia will be smoothed out in future years.
- The Committee is in the final stages of the review and expects to report back to the Deputies next fiscal year.

New Brunswick and Nova Scotia Degree Granting Acts

- Since 2003, the MPHEC has been advising the Minister responsible for Post-Secondary Education in New Brunswick, at his request, with regard to program proposals submitted under the New Brunswick Degree Granting Act.
- In addition, since March 2007, the MPHEC has been responsible for conducting institutional assessments in order to determine that an institution governed by that Act has the necessary governance, policies, planning and financing in place to deliver a quality degree program.
- At year-end, work had also begun to develop an approach to assess existing degree programs established under the New Brunswick Degree Granting Act.
- During 2009-2010, the Commission conducted an institutional assessment of Yorkville University. In February 2010, the Minister informed Yorkville University that the institutional assessment was successful.
- Institutional assessments of Lansbridge University and Meritus University were also underway during 2009-2010.
- In 2008, the Commission approved the Procedures and Information Requirements for the Assessment of Institutions and Programs under the Nova Scotia Degree Granting Act; no assessments under this act had been carried out by year end.

TABLE OF CONTENTS

SCOPE AND MANDATE OF THE MPHEC	11
COMPOSITION.....	13
COMMITTEES	14
STAFFING.....	14
GOVERNANCE AND ACCOUNTABILITY	15
MULTI-YEAR BUSINESS PLAN 2009-2010 TO 2011-2012	16
POLICY DEVELOPMENT	16
STANDARD FOR MAINTAINING CONFIDENTIALITY	16
YEAR IN REVIEW.....	17
QUALITY ASSURANCE	17
Program Assessment Process	17
Monitoring of Institutional Quality Assurance Policies and Procedures	19
DATA AND INFORMATION	21
Collection of Student Data (Post-Secondary Student Information System PSIS)	22
Forum on Research and Data Collection.....	22
Graduate Survey Program	23
Measures of Student Progress and Outcomes.....	24
Assessment of the Effectiveness and Benefits of Articulated Programs in the Maritimes	26
Statistical Updates.....	27
Data-Related Presentations.....	27
Other Data Dissemination	27
Commission Website	28
INTERPROVINCIAL AGREEMENTS	28
Regional Transfer Arrangement.....	28
Other Interprovincial Agreements	29
COOPERATIVE ACTION	30
Atlantic Financial Reporting Committee.....	31
Atlantic Satellite Network.....	31
NB/PEI Educational Computer Network Agreement (NB/PEI ECN).....	31
PROVINCE-SPECIFIC SERVICES	31
Assessment Services under Provincial Degree Granting Acts.....	31
Financial Services	32
New Brunswick.....	32
Prince Edward Island.....	33
Nova Scotia	34
PARTICIPATION IN NATIONAL AND INTERNATIONAL FORUMS	34
National Advisory Committee on Post-Secondary Education Statistics	34
Strategic Management Committee	34
Pan-Canadian Initiative in the Area of Quality Assurance.....	35
Pan-Canadian Consortium on Admissions & Transfer	35
International Network for Quality Assurance Agencies in Higher Education	35
APPENDICES	
A. Maritime Provinces Higher Education Commission Act (Office Consolidation).....	39
B. Audited Financial Statements	47
C. Membership of Commission Committees	61
D. Publications and Release	63
E. Program Proposals Considered for Approval 2009-2010	65

SCOPE AND MANDATE OF THE MPHEC

The Maritime Provinces Higher Education Commission (MPHEC) was established in 1974. The MPHEC is an “Agency of the Council of Maritime Premiers.” In June 1997, the Ministers of Education in New Brunswick, Nova Scotia and Prince Edward Island agreed, after extensive review, to renew and refocus the Commission’s mandate through an “Agreement respecting the renewal of arrangements for regional cooperation concerning post-secondary education.” This renewed mandate was ratified by the Council of Maritime Premiers. In January 2005, the new Maritime Provinces Higher Education Commission Act was proclaimed, giving full force to the Commission’s renewed mandate.

The new legislation defines the Commission’s mandate as follows:

The Commission shall, in carrying out its duties, give first consideration to improving and maintaining the best possible service to students as life-long learners by:

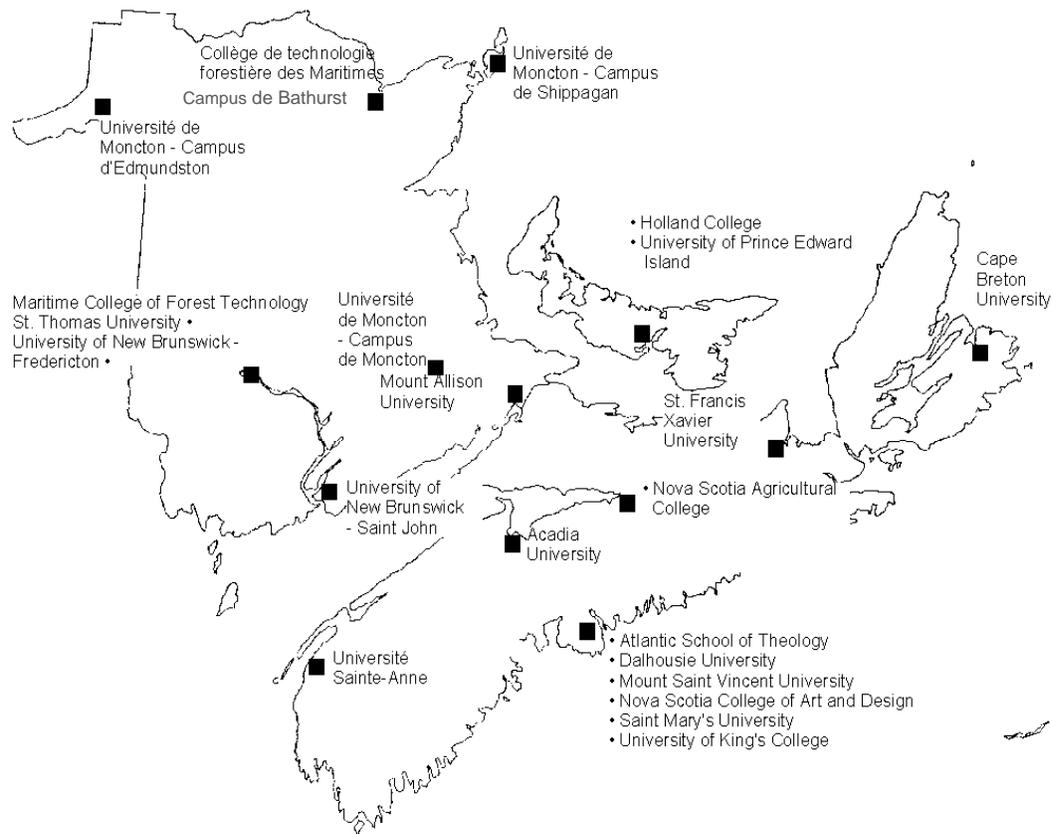
- Taking measures intended to ensure that programs of study are of optimum length and best quality;
- Stressing prior learning assessment and recognition, and credit transfer, to implement the principle that duplication of effort is not required in order to gain credit for learning which has been successfully accomplished;
- Promoting smooth transitions between learning and work;
- Promoting equitable and adequate access to learning opportunities, including making those opportunities available at times and places convenient to the student; and
- Taking measures intended to ensure teaching quality.

The Commission aims to assist institutions and governments in enhancing the post-secondary learning environment through the following nine objectives:

1. Provide assurances that programs developed by institutions within the MPHEC’s scope meet agreed-upon quality criteria.
2. Confirm that institutions within the MPHEC’s scope have appropriate policies and practices to ensure the ongoing quality of their programs.
3. Facilitate and promote cost-effectiveness of, and accessibility to, the broadest range possible of programs.
4. Collect, store and maintain quality, comprehensive and relevant information across all mandated functions.
5. Devise data and information products providing stakeholders with value, across all mandated functions, especially related to key post-secondary education issues.
6. Increase awareness of, and dialogue on, Maritime Post-Secondary Education (PSE) issues and opportunities, both in the Maritimes and nationally.
7. Promote and facilitate cooperation within the Maritimes and with other provinces and external partners to, among other things, facilitate, among institutions and among governments for example, the development of cost-effective and collaborative approaches to PSE administration, programs and policies.
8. Provide advice and services to the provinces, as requested.
9. Ensure the effective and efficient management of Commission resources (corporate objective).

All of the Commission's activities and initiatives fall under one of these objectives.

In carrying out its main functions (quality assurance, data and information, cooperative action, regional programs, and providing specific services to one or more provinces or institutions as agreed to by the Ministers), the Commission focuses primarily on university education. There are currently eighteen post-secondary institutions within the scope of the MPHEC, sixteen of which are publicly-funded universities. Of these sixteen, two (Cape Breton University and Nova Scotia Agricultural College) also offer college-level or technology-based certificate and diploma programs in addition to degree programs. The remaining two institutions (Holland College in Prince Edward Island and the Maritime College of Forest Technology in New Brunswick) offer primarily non-degree programs (Holland College can, and does, grant applied degrees).



COMPOSITION

The Commission is composed of the Chief Executive Officer (ex-officio, non-voting member), as well as 20 members appointed by the Ministers responsible for post-secondary education in the Maritime provinces.

The Commission's composition adheres to the following pattern:

- At least six of the 20 members must be appointed from each of three categories: nominees submitted by a committee consisting of executive heads of universities and representatives of senates or equivalent academic bodies (Category A), senior public officials and the executive head of non-university institutions (Category B), and the public-at-large (Category C).
- At least one member of each group is to be drawn from each of the provinces of New Brunswick, Nova Scotia, and Prince Edward Island.
- At least two members are students (within the public-at-large category).

Commission membership at year-end was:

INSTITUTIONAL REPRESENTATIVES (CATEGORY A)	SENIOR PUBLIC OFFICIALS (CATEGORY B)	PUBLIC-AT-LARGE (CATEGORY C)
New Brunswick		
Lise Dubois David Stewart (Vice-Chair)	Liane Roy	Raymond Daigle Colette Landry Martin Alexander MacDonald
Nova Scotia		
Gordon MacInnis (Chair) Terrence Murphy Alan Shaver	Jeffrey Conrad Wayne Doggett Greg Ells	Peter Butler Bill MacLeod
Prince Edward Island		
Rosemary Herbert	Susan MacKenzie Michael O'Grady	

Ex-officio, non-voting member: Mireille Duguay, Chief Executive Officer.

In order to carry out its duties, the Commission holds approximately five regular meetings per year, normally on institutional campuses on a rotating basis. This allows the Commission to visit each institution and meet with its representatives, thereby maintaining an awareness of current issues and activities at each institution.

During 2009-2010, the Commission held six meetings as follows:

- April 20, 2009 – Nova Scotia Agricultural College
- June 26, 2009 – Saint Mary's University
- September 21, 2009 – St. Francis Xavier University
- November 30, 2009 – St. Thomas University
- February 22, 2010 – Dalhousie University

COMMITTEES

The Commission's operational framework relies heavily on the use of advisory committees, a number of which include joint membership with the Atlantic Association of Universities (AAU). The Commission also employs ad hoc committees and working groups as dictated by issues. Its standing committees are:

- AAU-MPHEC Academic Advisory Committee
- AAU-MPHEC Quality Assurance Monitoring Committee
- AAU-MPHEC Advisory Committee on Information and Analysis
- MPHEC Finance Committee
- NB/MPHEC Finance Working Group
- NB/PEI Educational Computer Network Board of Directors
- NB/PEI Educational Computer Network Technical Committee

The use of standing committees greatly enriches the Commission's ability to generate advice and analysis. The Commission's reliance on these committees allows it to process more information and to analyse this information in a more comprehensive and timely fashion. Perhaps more importantly is that the Commission draws, through its committees, on a wider network of resources and perspectives.

Committee members are listed in Appendix C, while copies of each committee's Terms of Reference are available online at: www.mphec.ca.

STAFFING

Staff is responsible for the Commission's day-to-day activities; staff receives direction from the Commission through the CEO and provides support to the Commission and its committees. The Commission presently has staff expertise in the following areas: data collection/management, data analysis, quality assurance, finance, project management and event organization.

At year-end, staff members and contract workers of the MPHEC were:

Chief Executive Officer	Mireille Duguay
Director of Finance and Information Technology	Lisa Robichaud
Manager Research and Data Analysis	Dawn Gordon
Data Analyst.....	John Wilson
Information Systems Architect	Scott Stonehouse
LAN/System Administrator.....	Dragan Lepir
Policy and Research Analysts	Stanislav Bashalkhanov
	Meranda Beaubien
	Shannon McKenna-Farrell
	Lisa O'Connell
	Julie Redstone-Lewis
Clerk Accounting and Business Support.....	Rachael Anderson
Administrative Assistants	Nicole Reynolds
	Lauren Wiezel

GOVERNANCE AND ACCOUNTABILITY

The Commission's governance structure involves the following:

- The three Maritime provincial governments - represented through the Ministers responsible for Post-Secondary Education and the Council of Maritime/Atlantic Premiers.
- The Commission - made up of a collective of 20 members and the Chief Executive Officer (as an ex-officio, non-voting member), the committees established by the Commission, and staff.

The Commission must be seen through two lenses to fully grasp its governance structure. The legislation uses the term Commission to describe both the larger organization and the organization's governing body or board.

To avoid confusion, the term "board" is used to describe the collective of 20 members, in addition to the Chief Executive Officer, which meets at least four times a year; The term "Commission" is used to describe the collective of 20 members, the Chief Executive Officer, the committees established by the Commission, and staff, as per the new legislation.

The purpose of the Commission in its capacity as a board is to ensure that the Commission as a whole, assist institutions and governments in enhancing a post-secondary learning environment that reflect the following values: quality, accessibility, mobility, relevance, accountability, and scholarship and research. In so doing, it aims to promote the value of post-secondary education and research as well as foster an effective learning environment by ensuring that key stakeholders' views are considered in the development of the Commission's strategies and decisions.

The Commission is accountable to provincial Ministers responsible for post-secondary education as per the 2005 legislation for achieving agreed upon outcomes, defined within the Business Plan. The Chair, the Vice-Chair and the CEO of the Commission met with the Maritime Ministers responsible for post-secondary education on September 24, 2009 in St. John's, Newfoundland. The meeting did allowed the Chair to outline the major activities and directions of the organization over the next few years, and to engage the Ministers on issues pertaining to governance that the Commission has been faced with since the adoption of the 2005 Act. The main purpose of the meeting was to highlight the disconnect between

the Commission's legislated accountability to the Ministers and the budget approval and member appointment processes which do not fully allow for ministerial input. While issues to be addressed were identified, decisions on how to proceed had not yet been finalized at year end.

MULTI-YEAR BUSINESS PLAN 2009-2010 TO 2011-2012

The Business Plan outlines that the Commission's mission continues to be articulated primarily through the sustained production of value-adding information outputs across all mandated functions. This strategic priority crosses all mandated functions, and is most evident in two main spheres of activity: quality assurance and data and information. Over the planning period, the Commission will put a greater emphasis on joining data and education quality by working on the development of measures aimed at the enhancement of the educational process.

In the first year of the business plan, the Commission, in keeping with its strategic priority to combine data and quality assurance, released the *Quality Assurance Policies and Procedures in Maritime Universities report*. In addition to providing an overview of the qualitative work done in quality assurance over the past decade, it also includes a table that outlines in an aggregate format, how the Maritime universities on the Commission's schedule fared in light of each of the Commission's 1999 *Guidelines for Institutional Quality Assurance Policies*. The first phase of the Measures Project, initiated in February 2008, explores the themes of university participation, persistence and graduation rates and course success/failure. By the end of 2009-2010, the Commission released measures on the first two themes. The Commission also surveys graduates at regular intervals to monitor graduate outcomes, to report on how well they are doing in light of the education they received, their investment of time and money and their perceived return on investment.

POLICY DEVELOPMENT

In April 2009, the Commission approved an MPHEC Financial Management Policy Manual and three of four volumes of an MPHEC Human Resources Policy Manual.

As an agency of the Council of Atlantic Premiers (CAP), the MPHEC followed CAP's policies and practices in the areas of finance and human resource management. However, due to the fact that the Commission adopted, in 2005, the Province of New Brunswick's job classification system while CAP adopted that of the Province of Nova Scotia as well as the development over the years of a number of in-house policies to address emerging issues not covered by CAP, it was agreed that the Commission would develop its own policy manuals in these areas which resulted in the approval of the two manuals noted above. Volume four of the Human Resources Policy Manual (staffing, recruitment, etc.) as well as policies in the area of information technology, are currently being developed.

STANDARD FOR MAINTAINING CONFIDENTIALITY

The MPHEC Standard for Maintaining Confidentiality (originally created in 2001 and revised in 2006) that provides procedures, guidelines and/or standards to inform the daily activities of research, fielding of requests from stakeholders and creation of data products, with regard to confidentiality/privacy of personal information, is undergoing a third review. The final version is expected to be submitted to the Commission for approval early in the 2010-11 fiscal year.

YEAR IN REVIEW

A variety of activities were undertaken by the MPHEC during 2009-2010. The Commission's year in review is sub-divided according to its main functions: quality assurance, data and information, interprovincial agreements, cooperative action and province-specific services. The final section presents the Commission's participation in national and international forums, which are not covered elsewhere in the report.

QUALITY ASSURANCE

The Commission is charged with providing decision-makers both with accountability measures pertaining to the institutions on the Commission's schedule and with value-added information to assist in policy decisions related to the post-secondary sector.

The Commission designed its Policy on Quality Assurance to bring together two major tools:

1. The review of academic programs prior to implementation; and
2. The monitoring of institutional quality assurance policies and procedures.

When combined, both tools ensure a continuum of quality: the program review process provides assurances to government, students, employers and the public-at-large that programs offered by publicly funded universities in the Maritimes, meet established standards of quality prior to implementation; and the monitoring process provides assurances that Maritime universities have effective quality assurance policies and procedures in place to ensure that programs, once implemented, are reviewed internally and externally to provide continuous quality improvements. The Commission's Policy on Quality Assurance is available on the Commission's website.

In support of its strategic priority to combine data with quality assurance, the Commission also uses other tools for monitoring quality that take more of a quantitative approach. Specifically, the Commission conducts surveys that monitor graduate outcomes, which involves surveying cohorts of graduates at regular intervals to see how well they are doing in light of the education they received, their investment of time and money and their perceived return on investment.

Program Assessment Process

The overall objective of the program assessment process is to ascertain the suitability of the program given its objectives, structure, institutional appropriateness, resources, stated student outcomes and their relevance in the context of the Commission's policy framework, through an iterative process. The main outcome of the assessment is program approval.

A majority of program proposals undergo a cursory review; in other words, they are reviewed by staff and granted approval if they meet agreed-upon criteria. If a proposal does not meet the criteria for approval and/or major issues have been identified, the proposal is forwarded to the AAU-MPHEC Academic Advisory Committee and the MPHEC, for an in-depth assessment.

Program Proposals Submitted

During 2009-2010, the Commission considered a total of 52 program proposals (Table 1). Of these, 16 proposals were approved through the cursory review process, 6 were approved through in-depth assessment, 5 were recorded for information only, 8 were either withdrawn or returned and 17 were still in the assessment process at year-end. Of these 52 proposals, 1 had been submitted as a result of the Commission's data auditing process. Each year, universities submit detailed enrolment data through the Post-Secondary Student Information System (PSIS). As part of the data auditing process, Commission staff review these data to ensure that reported enrolments are consistent with the Commission's internal records of program approval. Any enrolments reported in a program that has not been approved by the Commission are identified and the University is asked to submit a proposal for a new or modified academic program.

For further information on the program proposals reviewed under the Commission's assessment-process please refer to Appendix E.

TABLE 1
2009-2010 Summary of Decisions on Program Proposals Considered

	Approved*	Under Review	Information and Record	Withdrawn/Returned	Total
New	16	13	3	8	40
Modified	6	4	2	-	12
Terminated	-	-	-	-	-
Suspended	-	-	-	-	-
Total	22	17	5	8	52

*Of the 22 approvals, 16 were approved through the cursory review process.

Release of the Status of Program Proposals under Commission Consideration

In February 2010, to increase transparency, the MPHEC released via its website the first of an ongoing publication of program proposals under Commission consideration. Stakeholders can now view a list of proposals submitted to the Commission, including a brief description of the proposed program(s), the type of assessment being carried out, the status of the assessment, and, if applicable, the Commission decision. It is anticipated that this list will be updated on a regular basis, approximately every two-to-three months, which will allow stakeholders to track over time the progress of program proposals submitted for assessment.

Documentation Update

The MPHEC, under the aegis of its AAU-MPHEC Academic Advisory Committee, has undertaken an update of its Policy on Quality Assurance as it pertains to the program assessment process. A draft document is currently under development and is expected to be released in 2010-2011. The main purpose of the update is to provide the Commission, its Academic Advisory Committee and stakeholders in general with further clarification on the program assessment process and the information requirements

for carrying out these assessments. The update will also include the incorporation of relevant Commission decisions since the 2005 version of the Policy was released and will account for changes brought about by the 2005 proclamation of the MPHEC Act.

Monitoring of Institutional Quality Assurance Policies and Procedures

The specific objective of the quality assurance monitoring function is to ascertain that the procedures used by each institution to assess the quality of existing programs, and other functions as appropriate, are performing adequately as quality control and quality improvement mechanisms.

By year-end, assessment reports of quality assurance policies and procedures were released for the following universities:

- Cape Breton University
- Nova Scotia Agricultural College
- St. Francis Xavier University
- Atlantic School of Theology
- University of King's College
- University of Prince Edward Island

The main objective of the process is to answer two questions while paying particular attention to each institution's mission and values:

1. Is the institution following its own quality assurance policy? and
2. Could the institution's quality assurance policy be modified to better ensure the quality of the academic programs and services or is it satisfactory as is?

In the case of the University of King's College, Nova Scotia Agricultural College, and the Atlantic School of Theology, the Committee was unable to answer the first question as these institutions did not have formal institutional quality assurance policies. As such, the Committee's only recommendation to each of these institutions was to develop a comprehensive institutional quality assurance policy. The institutions were provided with further guidance on what should be included in such a policy. Similarly, Cape Breton University had developed a policy, but had not yet implemented it. The Committee recommended that the University further develop its quality assurance policy. It was also recommended that the University foster the development of a culture supportive of ongoing quality improvements and define the accountability for quality and for the policy itself.

In the case of the University of Prince Edward Island and St. Francis Xavier University, the Monitoring Committee determined that the institutions were generally in compliance with their respective quality assurance policies. With respect to the second question, the Monitoring Committee made several recommendations to the University of Prince Edward Island to improve two areas in particular where there was a shortfall between the policy and its implementation, namely, the timeliness of the review process and follow-up. Along the same lines, the Committee noted that the inconsistency between St. Francis Xavier University's quality assurance policy and its implementation was also with regard to timeliness.

Follow-up action plans

By year end, nine universities had submitted their follow-up action plan, detailing their progress in addressing the recommendations resulting from the monitoring process. While in some cases additional information would be needed on the specifics of steps taken to improve institutional quality assurance, institutions generally demonstrated progress towards meeting the Committee's recommendations.

Quality Assurance Policies and Procedures in Maritime Universities

During 2008-2009, the Monitoring Committee had begun drafting a document to present sound practices in the area of institutional quality assurance policies, scheduled to be released in late 2009. This document was a major part of the work done in quality assurance monitoring in 2009, and was finalized and released in January 2010, upon the completion of the overall monitoring process for universities within the Commission's scope. The report, *Quality Assurance Policies and Procedures in Maritime Universities*, presents elements essential to the design of successful quality assurance policies. In addition, the report offers an aggregate analysis of how institutions have fared in light of the Commission's standards identified in the MPHEC's *Guidelines for Institutional Quality Assurance Policies*, and also provides direction and suggestions to improve institutional practices in this area. For example, some of the findings include:

- Some of the universities have a long history of quality assurance activities, although they vary in focus and scope.
- Several universities did not have a quality assurance policy at the outset, but developed one in response to the Commission's monitoring process.
- Universities are actively working to improve their policies.
- Most policies tend to focus on faculty and resources.
- Most institutions have not placed the quality of teaching and learning at the centre of the process.

The report also recommends changes to the MPHEC's 1999 *Guidelines for Institutional Quality Assurance Policies* that draw upon the knowledge gained during the monitoring process. The revised guidelines, now referred to as standards, provide detailed assessment criteria for the assessment of existing programs.

Next Steps

The first cycle of the Commission's quality assurance monitoring process is now complete, with the release of the final assessment report in December 2009. The release of an institutional assessment report for every university in the Maritimes on the Commission's schedule marks a milestone in its assessment of institutional quality assurance. Furthermore, it is expected that within the next year, all of the remaining seven institutions will have submitted their follow-up action plans.

The Commission has been exploring options in terms of a second cycle of the quality assurance monitoring process, and what form it might take. It has been suggested that a second cycle could aim to address the gaps in institutional approaches to quality assurance identified over the course of the first cycle of the process; however, at year-end, decisions on a next phase of the monitoring process had not yet been finalized.

The MPHEC Value-Added Outputs – Quality Assurance

Selected value-added outputs generated by the Commission's activities in the area of Quality Assurance include:

- The quality of programs is improved and students, governments, and taxpayers, all making large investments in education, are served by programs of quality;
- A regional context is provided for programs to ensure the availability of the widest array of programs;
- Program proposals benefit from a review by a wide range of stakeholders (students, government, public-at-large, and university representatives) through the distribution process;
- The Commission is able to track (and audit) enrolments, and the range of program offerings, to identify regional programs to be included under the Regional Transfer Arrangement, and to calculate weighted full-time equivalent values for the application of the New Brunswick Funding Formula, as well as data supporting policy analysis and development;
- Universities have in place policies to ensure continuous improvement to the quality of programs and services; and
- Universities review and assess academic offerings at regular intervals.

DATA AND INFORMATION

The Commission's data and information function, which crosses all mandated functions of the Commission, provides decision-makers with both accountability measures pertaining to the institutions on the Commission's schedule and better information to assist in decision-making. The initiatives taken under this function also increase awareness of, and dialogue on, Maritime post-secondary education issues and opportunities, both in the Maritimes and nationally, as outlined in the Commission's 2009-2010 to 2011-2012 Multi-Year Business Plan, which was released February 2010. The Business Plan also highlights the Commission's strategic priority, to combine data and quality assurance. This section describes various data and information functions carried out by the Commission, some of which have apparent connections to quality assurance.

The Commission is involved in data collection and the development of research products and is recognized in the Maritimes, and nationally, as a credible source of data and information on post-secondary education. Over the last few years, the focus has been to promote and make available value-added sources of information to various governments, post-secondary institutions, students and the public-at-large. The Commission houses a wealth of data and information spanning the full spectrum of university education, including enrolments, credentials granted, graduate outcomes, tuition and fees, academic programs, university finances, and faculty. It is responsible for acquiring, auditing, validating and storing proprietary data, such as the Post-Secondary Student Information System (formerly named Enhanced Student Information System) and the MPHEC graduate survey program.

In addition the Commission regularly updates non-proprietary data from external sources, which include data on university finances and faculty demographics.

Maintaining a comprehensive collection of data and information in-house enables the MPHEC to provide its stakeholders, upon request, not only with standardized statistics and custom-generated outputs, but also with in-depth analytical reports and articles. Some are products of ongoing projects while others are the result of single research projects.

Collection of Student Data (Post-Secondary Student Information System [PSIS])

The MPHEC collects information on institutions' program and course offerings, student demographics, program and course registration, credentials granted and credit transfer. The database format used is the Post-Secondary Student Information System (PSIS), the national database format designed by Statistics Canada to provide longitudinal student records to enable the generation of standardized statistics and to facilitate research on post-secondary issues such as retention, attrition, mobility and graduation rates. The advantage of using the PSIS format is that one submission by institutions fulfills many information needs.

Part of the annual data collection cycle includes a rigorous audit of key data elements, done with the cooperation of submitting institutions. The Commission also annually submits the validated PSIS data to Statistics Canada on behalf of the institutions within its mandate.

The Commission uses this rich source of data to support Commission functions such as:

- **Quality Assurance:** maintenance of approved program database; monitoring of enrolments in, and graduations from, approved programs;
- **Province-Specific Services:** the calculation of full-year full-time equivalent and full-year weighted full-time equivalent which are used in the calculation of the New Brunswick Unrestricted Operating Assistance Funding Formula and the Regional Transfer Arrangement; the calculation of full-course equivalent to support the Nova Scotia Funding Formula;
- **Data and Information:** the production of standardized statistics on enrolments and credentials granted (annual statistical tables posted to the website as well as ad-hoc requests by stakeholders), and research and analysis of issues in the post-secondary sector. The sampling frame for MPHEC graduate surveys is also generated using PSIS data.

During 2009-2010, staff delivered the key measures (including full-course equivalent, weighted full-course equivalent, full-time equivalent, weighted full-time equivalent and enrolments) from PSIS, which support certain components of the Nova Scotia Funding Formula, specifically, the Weighted Enrolment Grant (which accounts for 91% of the base funding), the Size Grant, the French Language Grant, the Part-Time Student Grant and the international student funding limits. Staff continues to work with the Province of Nova Scotia to test and fine-tune these calculations.

A new version of the Maritime Pre-screener, the PSIS data validation tool developed by MPHEC staff, will be released before the 2009-2010 PSIS submission. The new version was sent to four volunteer institutions for testing and is now being finalized and packaged to be distributed in May.

Forum on Research and Data Collection

The Forum on Data Collection and Research was hosted by the Commission on November 25, 2009 in Truro, Nova Scotia. This annual event is an important venue through which the Commission maintains its support to, and relationships with, registrars and institutional researchers from Maritime universities. In addition to Institutional Researchers and Registrars, this event is also open to other staff who are involved in the Post-secondary Student Information System (PSIS) data submission and/or who are interested in the Commission's research program. This year, government representatives were invited.

One objective of the event was to provide PSIS respondents a forum in which to discuss issues related to the PSIS submission process; this included a debrief of the 2008-2009 submission cycle and information concerning the 2009-2010 submission cycle. Staff also provided an update on the Commission's current research activities.

Graduate Survey Program

The Commission's graduate survey program began with a pilot project in 1995; to date, five graduating cohorts have been studied: 1995, 1996, 1999, 2003, and 2007. This program supplies important information on graduate outcomes including satisfaction with education, debt, returning to study, employment and mobility patterns. The goal of the surveys is to monitor and characterize the transitions, and the factors that influence the transitions, experienced by Maritime university graduates as they move between the learning force and the work force, and back again, taking into consideration their experiences prior to enrolling in their program.

As such, it continues to provide accountability measures useful in supporting policy decisions in governments and universities. In addition, it provides students and parents with valuable information to help their decision-making. The data collected are used not only in the preparation of detailed reports, but they continue to be used in in-depth analyses of special topics. In addition to each survey supplying large sample sizes based on a complex questionnaire (approximately 200 questions), the five-year out surveys provide an additional layer of richness: graduates' responses are linked back to the responses given in the two-year-out survey in a longitudinal data file with upwards of 1000 variables (including both raw and derived/calculated variables).

Survey of the Class of 2003, Five Years after Graduation

During 2008-2009, the longitudinal survey of the Class of 2003 was conducted (the Class had previously been surveyed in 2005). A final sample of 1,968 graduates was achieved. Due to funding issues, analysis and preparation of the final report could only be undertaken in 2009-2010. The Commission anticipates releasing the report in late spring 2010.

The report will focus on those who completed their first degree in 2003, and follow their progress at two points in time: namely, 2005 and 2008. As a group, they were all at relatively the same stage in their lives at graduation in 2003, and therefore represent a relatively homogeneous group within which to compare graduate outcomes over time, based on salient characteristics. Graduates who completed second Bachelor's or graduate degrees/diplomas will be excluded from the report, but will be the focus of future analysis.

Survey of the Class of 2007, Two Years after Graduation

Between October 2009 and January 2010, telephone interviews were conducted with Class of 2007 graduates. The final sample consisted of 3,380 respondents. At year end, analysis of the findings is now underway.

In addition to providing the core information on graduate outcomes, this survey also represents a unique opportunity for the Commission to conduct research that was not possible before. Firstly, as part of the survey, respondents were asked for their permission to link their responses from the survey to their

administrative data contained in the PSIS database maintained by the Commission; ninety-five percent of graduates agreed. The linked data file will enable research on the associations between pathways through postsecondary education, and graduate outcomes.

In addition, a proportion of Class of 2007 graduates were previously surveyed while still in class, as part of the *Intentions of Maritime University Students Following Graduation* project. The purpose of the study was to gain insight into attitudes toward, and plans for, pursuing further education, as well as preparedness for further studies and the workforce. The study also provided important information on student debt at graduation. Graduates who participated in this survey were asked for their permission to link those responses to the graduate survey. The analysis will provide information on the extent to which students' post-graduation intentions are realized.

Measures of Student Progress and Outcomes

In February 2008, the Commission launched a project to develop measures of student progress and outcomes. The project is intended to provide the Commission's stakeholders with objective measures of how the region's university sector is functioning. The primary source of data for the project is the Post-Secondary Student Information System (PSIS). The MPHEC is in a unique position in the nation to utilize PSIS in the development of standardized statistical measures for a large region encompassing 16 public degree granting institutions of varying sizes and types.

A working group made up of six institutional researchers representing institutions in all three provinces provides assistance to Commission staff in reviewing possible definitions and concepts in the development of measures.

University Participation

Measuring the proportion of the population that enrolls in university – known as participation – is an important means by which governments, universities, and the public can get a sense of whether qualified students have access to a university education. It is also a marker of future economic prosperity, given its link to educational attainment. In June 2009, the Commission released an analytical paper under its Trends in Maritime Higher Education series entitled, *University Participation: A Maritime Perspective*. This paper provides in-depth analysis and policy context for *University Participation: Measures of Student Progress and Outcomes*, which consists of a set of 10 different measures of participation developed to provide insight on questions of access and participation in the Maritimes.

Highlights from the paper include:

- Overall participation (i.e., number enrolled in university education full-time/provincial population aged 18-24) in the Maritimes increased virtually every year from 1981 to 2003; more recently, the numbers have been relatively stable or slightly declining.
- Policy discussion on university participation, especially in the Maritime region, must take into account the geographic origin of students.
- The Maritimes' high Overall Participation rate is due in part to the fact that it attracts large numbers of students from outside the region (making up 27% of enrolment).
- When taking into account both universities in the region as well as elsewhere in Canada, Maritime residents tend to enrol at a greater rate than the national average.

- The participation of women in Maritime universities increased at a greater rate than did men's over the last 25 years; today, women's Home Province Participation is 10 percentage points greater than men's.
- Recent changes in Home Province Participation (i.e., number from home province enrolled full-time/provincial population aged 18-24) among the youngest (which are also the largest) age cohorts (ages 19 and 20 for Nova Scotia, and ages 18 and 19 for New Brunswick and Prince Edward Island) suggest that factors such as tuition rebates, freezes, and targeted grants, as well as choices about entering the work force or about which kind of postsecondary education to pursue, tend to be amplified in these youngest age groups.

Persistence and Graduation

In January, 2010, the Commission released *Student Progression within University of First Entry: Persistence and Graduation*, which provided in-depth analysis of two new measures based on the MPHEC longitudinal PSIS file: persistence and graduation. This is the first analytical piece to be based on the tracking of individual students over time using PSIS data.

The analysis focussed on the pathways of students within the university of first entry. Highlights of the report included:

- Of the students entering a four-year Bachelor's degree directly from high school in 2001, 77% were still enrolled in the same institution after one year. Of this cohort, 39% completed a degree within four years, and 57% completed a degree within six years.
- Of those from the 2001 cohort who were not enrolled after one year, 19% returned to study at the same institution within the next five years.
- After six years, 39% of the 2001 cohort had left the institution of first entry without having completed a degree.
- The overall persistence rate after one year for all Bachelor's students over 6 cohorts (2001-2006) is 79% and the six-year graduation rate for the 2001 cohort is 58%.

The following were noted as factors affecting persistence after one year and the six-year graduation rate:

- Students enrolled in programs which are applied or professional in their orientation are the most likely to persist (84% after one year) and to graduate (65% cumulative graduation rate after six years), while those enrolled in the Humanities, Arts & Social Sciences are less likely to persist (73% after one year) and to graduate (52% within six years).
- Gender is weakly associated with differences in persistence after one year, but the difference is greater in subsequent years. Gender is also linked to the six year graduation rate, with women (61%) more likely to graduate within six years than men (53%).
- Students from outside the Maritimes who move to attend a Maritime University have a higher persistence rate after one year (81%) and a higher six-year graduation rate (63%) than students from the Maritimes (77% persistence after one year; 57% six-year graduation rate); However, among Maritime students, those who study outside their home province have a higher graduation rate (60%) than those who study within their home province (57%).

The research described above was limited to the institution of first entry. The Commission is building on this research – work has begun on tracking students across institutions through the establishment of record linking methodology. The end result of the work will be to identify the proportion of students who leave their institution of first entry and enroll in another Maritime university. Characterizing those students

and describing their typical pathways will provide useful information to governments and universities. It will also contribute to understanding the nature of inter-institutional migration in the region.

PSIS is not the only source of data for the development of measures: the Commission has also begun work on the development of a series of graduate outcome measures such as employment and return-to-study rates. The analysis is based on 5 cohorts (Classes of 1995, 1996, 1999, 2003 and 2007) within the Commission's Graduate Survey Program.

Further work under the Measures project will include an examination of credit transfer patterns, and course success/failure.

Assessment of the Effectiveness and Benefits of Articulated Programs in the Maritimes

In the late nineties, the Commission was instrumental in defining and approving articulated programs in the Maritimes. An articulated program is defined as a substantively new program articulating components of a university program with components of a program delivered by another educational partner. The partnership results in the implementation of a program that a university *could not offer/confer* were it not for the participation (and the content) of the partner institution, which does not normally grant degrees (colleges, hospitals, private providers, etc.). The partner institution's component is normally focussed on a specific area of employment/occupational training with the university component providing related post-secondary education competencies. When the first set of programs was approved in 1996 and 1997 the Commission agreed to assess the effectiveness of this new program structure once a sufficient number of programs had been implemented and had graduated students.

In 2008, a survey of articulated programs was initiated by the AAU-MPHEC Academic Advisory Committee. The purpose of the project is to assess whether students have been well served by articulated programs in the Maritimes. The goal is not to evaluate individual programs, but to assess the program structures, the ease of transition between different institutions, and the mechanisms in place to monitor student satisfaction and success in the program.

All articulated programs implemented at the time the assessment was initiated were to be surveyed. Phase one of a two-phase process consisted of administering questionnaires designed to collect data on student and graduate outcomes. Questionnaires were sent to four Maritime universities (University of New Brunswick, St. Thomas University, Université de Moncton and University of Prince Edward Island) and a total of 20 articulated programs were surveyed.

During the 2009-2010 fiscal year, the responses to questionnaires were summarized and analysed. MPHEC PSIS data were used to create longitudinal records of students to track their persistence and graduation rates in these programs.

The second phase of the process consisted of follow-up telephone interviews with program contacts at the universities and partner institutions. A total of 24 interviews were conducted to obtain additional information on the programs, and solicit feedback on the preliminary findings based on the responses to questionnaires and persistence and graduation rates in the programs.

At year end, the final report was being prepared for publication; it is expected that the report will be released in Fall 2010.

Statistical Updates

The Commission annually releases statistics on enrolment and credentials granted. This year the Commission released enrolment statistics in October 2009. In total, 13 tables were produced, along with databases available for download.

To aid stakeholders in their understanding of recent trends, the MPHEC produces “Quick Facts”, a summary document of enrolment and credentials granted trends, looking at key breakdowns such as student province of origin and gender.

Data-Related Presentations

Commission staff routinely present findings of current research to stakeholders, through Committee and Commission meetings, the Forum on Data Collection and Research, or sometimes to individual institutions or government departments. Staff also presents to relevant associations/interest groups and from time to time are invited to deliver presentations by specific groups. The following are external presentations delivered in 2009-2010:

A presentation entitled: *Trends in Maritime Higher Education: Enrolment, Participation and Persistence* was delivered to the Atlantic Association of Registrars and Admissions Officers on June 4, 2009, in Charlottetown, Prince Edward Island.

On June 29, 2009, staff was invited to speak on the topic of the Maritimes' experiences in building and using the postsecondary student information system (PSIS), by the Canadian Council on Learning, on behalf of the Manitoba Department of Advanced Education and Literacy. The presentation was part of the Department's Data Management Symposium, and took place in Winnipeg.

Staff delivered a joint presentation (with representatives from the University of Prince Edward Island and the Nova Scotia Agricultural College, both members of the Measures Working Group) entitled *Student Persistence and Graduation within University of First Entry*, at the 2009 Canadian Institutional Research and Planning Association (CIRPA) conference. The conference took place in Banff, Alberta, on October 26, 2009.

On March 23, 2010, staff gave a presentation to the National Advisory Committee on Post-Secondary Statistics, an advisory committee to Statistics Canada's Chief Statistician. As requested, the presentation included some background information on the statistics, measures and indicators published by the Commission.

Other Data Dissemination

One of the Commission's primary day-to-day duties is to provide information and data on request to stakeholders. Requests range in complexity from a single statistic or simple table to a comprehensive set of statistics and information drawing on several of the Commission's databases. Responding to these requests may involve the release of an existing standardized table, or it may involve considerable staff time in gathering, analysing and synthesizing data. These requests usually involve PSIS data, financial data and graduate/student survey data.

Commission Website

The MPHEC's fully bilingual; (French and English) website is a valuable source of data and information. In addition to detailed descriptions on the functions and activities of the MPHEC, as well as downloadable copies of the Commission's policies and reports, it houses a number of post-secondary education data and statistics, including: enrolments, credentials granted and tuition. These can be accessed either through downloadable databases or static tables.

The MPHEC Value-Added Outputs – Data and Information

Selected value-added outputs derived from the Data and Information function of the Commission include the following:

- The production of a number of standardized outputs from Post-Secondary Student Information System data, which includes full-time equivalents, weighted full-time equivalents, standardized registration status (full-time, part-time), permanent province of residence, citizenship, gender, age, by level of study and major field of study are available, accurate and relevant. These figures are used in the provision of statistics to various stakeholders and the application of the New Brunswick Funding Formula and for the calculation of the Regional Transfer Arrangement, in addition to playing an important role in policy analysis and development;
- University accountability measures relating to graduate outcomes, and evaluation of the university experience, including facilities and services, are generated through the Commission's Graduate Follow-Up Survey program and the Measures of Student Progress and Outcomes project;
- Governments and institutions, through receipt of Graduate Follow-Up Survey data sets, are able to carry out analyses on their own group of graduates;
- Valuable information is provided to guide policy and decision makers through analyses of Graduate Follow-Up Survey data. The information and data collected through the survey program may have implications in numerous policy areas, such as post-secondary program design and delivery and student aid and debt repayment programs;
- Preparation of ad-hoc requests for data, statistics and information; and provision of advice to stakeholders based on available information;
- The research and analysis reports produced by the Commission have clear policy implications in addition to broadening the understanding of post-secondary education issues and fostering reflection of the role of post-secondary education in the Maritime provinces; and
- Presentations to relevant associations/interest groups.

INTERPROVINCIAL AGREEMENTS

The Commission administers a number of agreements with other provinces to provide places for Maritime students in programs of study not available in the student's home province. These include the Regional Transfer Arrangement and several other agreements with provinces outside the Maritimes for programs not available in the region.

Regional Transfer Arrangement

The Regional Transfer Arrangement is an arrangement whereby each of the three Maritime provinces provides funding for any of its residents enrolled in a university program in either of the other two Maritime provinces that is not offered in the student's home province. The purpose of the Regional Transfer Arrangement is to ensure accessibility of university programs for Maritime residents and to assist the provinces in attaining a more effective utilization and allocation of resources. The transfer of funds in any given fiscal year is based on the enrolments of Maritime residents in these regional programs two years earlier, the latest year for which complete enrolment data are available at the time budgets are prepared. It should be noted that the transfers between the provinces are made on a net basis, and do not represent transfers of funds to the institutions themselves.

In 2009-2010, the actual transfer amounts, including the medical school supplement from both Prince Edward Island and New Brunswick to Nova Scotia, were:

NB to NS: \$10,313,200	NS to NB: \$1,043,500	PE to NB: \$1,933,300
NB to PE: \$37,300	NS to PE: \$0	PE to NS: \$4,645,600

As a result, in 2007-2008, the latest year for which statistics are available at the time the budget is prepared, a total of 1,199 students benefited from the Regional Transfer Arrangement.

In the Spring of 2009, the Finance Committee was tasked with performing an in-depth review of the RTA at the request of the Maritime Deputy Ministers (Deputies) responsible for post-secondary education. A status report, including a preliminary recommendation, was provided to the Deputies in May 2009. The Deputies met in June 2009 to discuss the status report and agreed with the Committee's recommendation to modify the calculation such that the significant peaks and valleys in the expected contributions from New Brunswick and Prince Edward Island to Nova Scotia will be smoothed out in future years. The Deputies also agreed that the Finance Committee would perform a more in-depth review of the calculation and the list of programs designated as regional. The Committee is in the final stages of the review and expects to report back to the Deputies at the beginning of the new fiscal year.

Other Interprovincial Agreements

In addition to the Regional Transfer Arrangement, in 2009-2010, the Commission continued to administer agreements with other provinces to provide places for Maritime students in programs of study not available in the student's home province. In 2009-2010, 376 Atlantic students benefited from these other interprovincial agreements administered by the Commission. In addition, 325 Atlantic students in veterinary medicine and veterinary sciences were funded through the Atlantic Veterinary College Interprovincial Funding Agreement, administered by the Province of Prince Edward Island.

The ***New Brunswick-Québec Agreement*** provides access for French-speaking New Brunswickers in various programs of study in Québec, primarily in the health field, and provides for the admission of French-speaking Prince Edward Island and Nova Scotia students in certain programs. Beginning in 2006-2007, the province of New Brunswick implemented a full medical program in family medicine at the Université de Moncton under the Faculty of Medicine of l'Université de Sherbrooke. This decision follows a long experience of collaboration under the New Brunswick-Québec Agreement.

The ***Tripartite Optometry Agreement between the Province of Ontario, University of Waterloo and MPHEC*** provides New Brunswick and Prince Edward Island students access to places in the Optometry program at the University of Waterloo.

The ***Memorandum of Understanding Concerning Medical Education between the Province of New Brunswick and the Province of Newfoundland and Labrador***, which began in September 2000, provides access for New Brunswick and Prince Edward Island students in Memorial University's undergraduate medical program.

The ***Newfoundland and Labrador/Nova Scotia/Dalhousie University Rehabilitation Disciplines Agreement*** includes a funding transfer from the Province of Newfoundland and Labrador in recognition of

residents enrolled in rehabilitation disciplines at Dalhousie University. This Agreement is administered by the MPHEC on behalf of the Province of Nova Scotia.

The ***Atlantic Veterinary College Interprovincial Funding Agreement***, administered by the Province of Prince Edward Island, is an agreement in which the four Atlantic provinces have agreed to share in the funding for the ongoing operating and maintenance costs of educating students at the AVC.

The Agreement concerning the establishment of the ***Dalhousie University Medical Education Program – New Brunswick*** was signed in June 2008. This Agreement was established in order to create the Dalhousie University undergraduate medical education program in New Brunswick at the University of New Brunswick – Saint John campus, beginning in 2010-2011. This Agreement will allow for 30 of New Brunswick's fully qualified students to be admitted into the first year of the program annually.

Further information on the agreements can be found at: www.mphec.ca

The MPHEC Value-Added Outputs - Interprovincial Agreements

Selected value-added outputs generated by the Commission in administering interprovincial agreements include the following:

- The broadest range possible of programs and services are available to Maritime (and some Newfoundland and Labrador) students in a cost-effective manner;
- Through the Regional Transfer Arrangement, 1,199 students were enrolled in programs defined as regional;
- Through the New Brunswick-Québec Agreement, 287 students were enrolled in programs not offered in French in the region;
- Four students were enrolled in the optometry program at the University of Waterloo as part of the Tripartite Optometry Agreement;
- As part of the MOU between New Brunswick and Newfoundland and Labrador, 50 students were enrolled in the medicine program at Memorial University; and
- Under the agreement between Dalhousie University and Newfoundland and Labrador, 35 students from Newfoundland and Labrador were enrolled in rehabilitation programs at Dalhousie University.

COOPERATIVE ACTION

Under its Cooperative Action function, the Commission is charged with promoting and facilitating cooperation within the Maritimes and with other provinces and external partners to, among other things, facilitate, among institutions and among governments for example, the development of cost-effective and collaborative approaches to post-secondary education administration, programs and policies. This requires ongoing consultation in order to understand multiple (and sometimes conflicting) stakeholder needs and perspectives.

The MPHEC, over the last decade, has played a significant leadership role with the institutions in the area of data, whether through its work on PSIS and other projects (data collection and research/publication) or by providing an opportunity for key stakeholders to come together on a number of issues in various settings. One of the key activities in this area is the development of Measures of Student Progress and Outcomes in cooperation with the Working Group to Assist the MPHEC Develop Statistical Measures of Student and Graduate Outcomes. In addition, the MPHEC organized, in November 2009, its annual Forum on Research and Data Collection to further define, in a collaborative way, priority areas in terms of data analysis, as well as areas for improvement regionally in terms of data collection.

Atlantic Financial Reporting Committee

The Commission participates in the Atlantic Financial Reporting Committee established by CAUBO (Canadian Association of University Business Officers). CAUBO collects, on behalf of and in collaboration with Statistics Canada, financial data for its annual publication, *Financial Information of Universities and Colleges*. While this publication remains the best source of financial information in the country, in recent years, a number of areas for improvement have been identified. The regional groups are meant to provide a forum to support the preparation of the publication, an opportunity to harmonize regional and national reporting requirements, and to review and validate members' data submissions. This Committee is also helpful in developing a better understanding of the data included in the annual publication.

Atlantic Satellite Network

The Commission coordinates requests by universities for broadcast time to deliver courses by television through the Atlantic Satellite Network (ASN). University requests are made through the MPHEC representative and forwarded to ASN. The schedule is organized three times each year, generally conforming around the university terms resulting in the following time frames: fall (September-December), winter/spring (January-April) and summer (May-August). If and when major issues (scheduling or other matters of concern) arise, an ad hoc meeting of representatives of participating agencies is arranged. Mount Saint Vincent University and the Atlantic School of Theology provide programming through ASN.

NB/PEI Educational Computer Network Agreement (NB/PEI ECN)

The NB/PEI Educational Computer Network (NB/PEI ECN), in which the Commission is a signatory, provides connectivity among its members and to the wider world. Additional benefits include joint purchasing and licensing, shared support services, the delivery of network-based services and information exchange. The NB/PEI ECN is overseen by a Board of Directors and administered by the NB/PEI ECN Technical Committee. The MPHEC provides support to, and participates in, NB/PEI ECN meetings of both the Technical Committee and the Board. The MPHEC also administers the NB/PEI ECN budget and updates the website. A recent milestone was the joint purchase of commercial internet services which, for the first time, included all of the NB and PEI institutions. Connectivity among the New Brunswick member institutions is currently provided through a lease agreement for high-bandwidth access which expires shortly. Members of the New Brunswick institutions have been working with existing and potential future partners to design the next iteration of the network, which will be three to four times faster than the existing network. A new agreement will be signed in the new fiscal year once the details of the new network are complete.

PROVINCE-SPECIFIC SERVICES

As per its legislation, the Commission may provide other services or functions to one or more institutions or provinces as set out in its Business Plan.

Assessment Services under Provincial Degree Granting Acts

The Commission provides services to New Brunswick and Nova Scotia under their respective Degree Granting Acts.

Since 2003, the MPHEC advises the Minister responsible for Post-Secondary Education in New Brunswick, at his request, with regard to program proposals submitted under the New Brunswick Degree Granting Act. Since March 2007, degree providers designated under the New Brunswick Degree Granting Act have been required to undergo an institutional assessment prior to submitting proposals for new programs, in order to determine that the institution has the necessary governance, policies, planning and financing in place to deliver a quality degree program. At year end, the three-year pilot phase of the institutional assessment process was reaching its conclusion and planning was underway to evaluate its effectiveness. Work had also begun to develop an approach to assess existing degrees programs established under the New Brunswick Degree Granting Act.

The Commission, in 2008, approved the Procedures and Information Requirements for the Assessment of Institutions and Programs under the Nova Scotia Degree Granting Act. The main differences between the procedures and information requirements of the two provinces are in terminology in order to align with their respective provincial legislation.

All assessments conducted under provincial degree granting acts are conducted on a full-cost recovery basis, the costs being borne by the applicant. Details on the key steps involved in the institutional and program assessment processes under each province's Degree Granting Acts are available on the Commission's website.

The Commission's work in this area provides for a level-playing field as all degrees are required to be assessed against the same standards at the program level, irrespective of the provider. The few notable exceptions to this coverage are: religious degrees, degrees conferred by religious institutions, degrees offered by Holland College, and degrees offered in the region by out of region providers.

Financial Services

This year, the Commission maintained the services it has provided over the past several years in terms of financial services (i.e., preparation and administration of university education budgets) to the provinces of New Brunswick and Prince Edward Island.

New Brunswick

Assessments under the New Brunswick Degree Granting Act

In May 2009, the Minister requested that the Commission carry out an institutional assessment of Yorkville University. Between June 17-19, 2009, Panel members conducted a site visit of Yorkville University. The Commission considered the Panel's report and all related materials during its September 21, 2009 meeting, and on October 27, 2009, the Commission forwarded the following to the Minister:

- The Commission advised the Minister that with reference to the Commission's sixteen assessment standards, Yorkville University met eleven, and partially met four (one was not applicable).
- The Commission recommended that the Minister require conditions for continued licensing of Yorkville University, and included in its recommendation, seven conditions for this purpose (e.g., annual reporting of registrations, student retention and finances against the business plan).

- The Commission advised the Minister to engage in ongoing monitoring of the institution through the recommended conditions, as well as of the on-going composition of the management team and the impact of market conditions on the institution.
- Finally, the Commission advised the Minister to clearly identify actions or potential actions to be taken in the event that the Department finds evidence that the standards are not being met as anticipated.
- The Commission forwarded the Panel's report and Yorkville's response, along with all documentation reviewed by the Panel during the course of the assessment, to the Minister.

In February 2010, the Minister informed Yorkville University that the institutional assessment was successful. Having successfully completed the first phase of the designation process, Yorkville University was then able to submit its proposal for a Master of Education degree program.

During 2009-2010, institutional assessments of Lansbridge University and Meritus University were also underway.

University Education Budget

The Commission provides, on an annual basis, key components of the New Brunswick funding formula from PSIS; specifically, full-year full-time equivalent (full-year FTE) and full-year weighted full-time equivalent (full-year WFTE) in the calculation of unrestricted operating assistance to the New Brunswick Universities.

The Commission is responsible for preparing and administering the university education budget (which also includes the Maritime College of Forest Technology). This includes calculating operating (unrestricted and restricted) assistance, capital assistance, the special projects funding envelope, and the various transfers through interprovincial agreements (Regional Transfers, New Brunswick/Québec Agreement, Newfoundland Agreement, etc.) in which the Province participates. The MPHEC also administers the university education budget throughout the year, including the Province's committed funds. This includes providing audited financial statements for the Province's university education funding.

The Commission provides support to the NB/MPHEC Finance Working Group. The Commission also flows federal funding to institutions for the Canada/New Brunswick Official Languages in Education Agreement and sits on the Bi-partite committee that reviews projects submitted under the Province's University Deferred Maintenance Program.

Prince Edward Island

The Commission is responsible for preparing the post-secondary education (PSE) budget. This includes providing the budgeted amounts for the various transfers through interprovincial Agreements (Regional Transfers, New Brunswick/Québec Agreement, Newfoundland Agreement, etc.) in which the Province participates. The amounts for operating and capital assistance are provided to the Commission by the Province for incorporation into the budget. The Commission flows funding for the Department of Health relating to Prince Edward Island's contribution to the residency stipends at the Dalhousie Medical School. The Commission also administers the PSE budget throughout the year, including the Province's committed funds.

Nova Scotia

Assessments under the Nova Scotia Degree Granting Act

No assessments have been carried out by year-end.

Nova Scotia Funding Formula

During 2009-2010, staff continued work on the key measures from PSIS which support certain components of the Nova Scotia Funding Formula, specifically, the Weighted Enrolment Grant, the size grant, French language grant, part-time student grant and international student funding limits. The key measures are: full course equivalency, weighted full course equivalency, full-time equivalency, and enrolments. These measures can now be produced on an annual basis with each PSIS submission, thereby minimizing the institutions' reporting burden.

The MPHEC Value-Added Outputs - Province-Specific Services

The Commission's services to provinces produce the following selected value-added outputs:

- Provinces benefit from the expertise of the Commission without having to develop it in-house, which would translate into considerable investments;
- Provinces benefit from integrated services from data to financial expertise; and
- Students enrolling in private institutions are served by programs of assured quality and similar standards are applied.

PARTICIPATION IN NATIONAL AND INTERNATIONAL FORUMS

National Advisory Committee on Post-Secondary Education Statistics

The Chief Executive Officer (CEO) of the MPHEC is a member of the National Advisory Committee on Post-Secondary Education Statistics whose mandate is to advise Statistics Canada on all matters pertaining to the Post-Secondary Education Statistics Program. One important outcome of the Committee's work to date is the renewal of efforts by Statistics Canada to increase compliance with the PSIS format. The Committee meets approximately twice a year.

Strategic Management Committee

The MPHEC is a member of the Strategic Management Committee (SMC) which reports to the Canadian Education Statistics Council (CESC), a partnership between the Council of Ministers of Education of Canada (CMEC) and Statistics Canada. The Committee's mandate is to review and recommend policy options and priorities for Canadian education statistics, particularly in relation to the Pan-Canadian Education Indicators Program and the Pan-Canadian Education Research Agenda. The MPHEC also participates in the Data Strategy Subcommittee under SMC.

With the assistance of consultants from the Educational Policy Institute, the subcommittee has worked on preparing a draft Strategy and implementation plan for the collection, analysis and dissemination of Pan-Canadian education data for the Canadian Education Statistics Council (CESC) for the period 2010-2020. The Strategy covers the four pillars of lifelong learning set out by ministers of education in their declaration of April 15, 2008: early childhood learning and development, elementary to high school systems, post-secondary education, and adult learning and skills development.

Pan-Canadian Initiative in the Area of Quality Assurance

The Advisory Committee of Deputy Ministers of Education (ACDME) of the CMEC established in 2004-2005, is an interprovincial committee charged with drafting standards and procedures to assist provincial governments in assessing new degree programs and new degree providers. Membership includes a representative from each province and the three territories. In the Maritimes, the Deputy Ministers of Education have designated the CEO of the MPHEC as their representative given the expertise and interest of the Commission in this area.

Pan-Canadian Consortium on Admissions & Transfer

The MPHEC is a member of the Pan-Canadian Consortium on Admissions & Transfer (PCCAT). The purpose of the Consortium is to facilitate the implementation of policies and practices that support student mobility both within and among provinces and territories and granting of transfer credit in order to improve access to post-secondary education in Canada.

PCCAT held its fourth Annual General Meeting in June 2009, in Fredericton, New Brunswick. The meeting attracted representatives from various government bodies, post-secondary institutions, and stakeholders groups from across the country and provided an excellent forum to explore the challenges and opportunities with respect to inter-jurisdictional student mobility and transfer at the post-secondary level in Canada.

International Network for Quality Assurance Agencies in Higher Education

The Commission is a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). INQAAHE is a world-wide association of some 200 organisations active in the theory and practice of quality assurance in higher education.

APPENDICES

A.	Maritime Provinces Higher Education Commission Act (Office Consolidation).....	39
B.	Audited Financial Statements	47
C.	Membership of Commission Committees	61
D.	Publications and Release	63
E.	Program Proposals Considered for Approval 2009-2010	65

APPENDIX A

Maritime Provinces Higher Education Commission Act

Office Consolidation

The following is an office consolidation of the Maritime Provinces Higher Education Commission Act [(New Brunswick; Chapter M-2.5, 2003; assented to April 11, 2003); (Nova Scotia; Chapter 30, Royal assented to October 18, 2004); (Prince Edward Island; Chapter M-2.01, assented to May 10, 2002)]. Proclamation date: January 31, 2005.

NB: Her Majesty, by and with the advice and consent of the Legislative Assembly of New Brunswick, enacts as follows:

NS: Be it enacted by the Governor and Assembly as follows:

PEI: Be it enacted by the Lieutenant-Governor and Legislative Assembly of the Province of Prince Edward Island as follows:

Sections of Act

NB	NS	PEI	Titles References ⁽¹⁾	/
-	1	-		This Act may be cited as the <i>Maritime Provinces Higher Education Commission Act</i> .
1	2	1	<i>Definitions</i>	In this Act:
	(a)	(a)	Chair	“Chair” means the Chair of the Commission [appointed under subsection 9 (2) - NB; PEI]; [(« <i>président</i> ») - NB].
	(b)	(b)	Chief Executive Officer	“Chief Executive Officer” means the Chief Executive Officer of the Commission [appointed under subsection 10 (1) - NB; PEI]; [(« <i>directeur général</i> ») - NB].
	(c)	(c)	Commission	“Commission” means the Maritime Provinces Higher Education Commission [continued under section 2 - NB; PEI]; [(« <i>Commission</i> ») - NB].
	(d)	(d)	Council	“Council” means the Council of Maritime Premiers established pursuant to the <i>Council of Maritime Premiers Act</i> [R.S.P.E.I. 1988, Cap. C-27; - PEI]; [(« <i>Conseil</i> ») - NB].
	(e)	(e)	Institutions	“Institutions” means the post-secondary educational institutions prescribed by [the - NS] regulation [for the purposes of this definition - NB; PEI]; [(« <i>établissements</i> ») - NB].
-	(f)	-	Ministers	“Minister” of a province means the minister of the Crown responsible for post-secondary education in that province.

Sections of Act

NB	NS	PEI	Titles References ⁽¹⁾	/
	(g)	(f)		"Ministers" means the ministers [of the Crown - NS] responsible for post-secondary education in the Provinces; [(« <i>ministres</i> ») - NB].
	(h)	(g)	Post-Secondary Education, Higher Education	"Post-Secondary Education" means the education and training provided in or by institutions; [and "higher education" has a corresponding meaning; - NB; PEI]; [(« <i>enseignement postsecondaire</i> ») - NB].
	(i)	(h)	Provinces	"Provinces" means the Province of New Brunswick, the Province of Nova Scotia and the Province of Prince Edward Island; [(« <i>Provinces</i> ») - NB].
	(j)	(i)	Region	"Region" means the area comprising the Province of New Brunswick, the Province of Nova Scotia and the Province of Prince Edward Island; [(« <i>région</i> ») - NB].
	(k)	(j)	Student	"Student" means an individual registered as a student in an institution; [(« <i>étudiant</i> ») - NB].
	(l)	(k)	Universities	"Universities" means the post-secondary educational institutions prescribed by [the - NS] regulation for the purposes of this definition [2002, c.34, s.1 - PEI]; [(« <i>universités</i> ») - NB].
2	3	2	Commission	(1) The body established by the Council and known as the Maritime Provinces Higher Education Commission is continued.
2	3	2	Composition	(2) The Commission [shall - NB; NS] consist of: (a) twenty members appointed by the Ministers as set out in section 3 [4 - NS], and (b) the Chief Executive Officer [2002, c.34, s.2 - PEI].
3	4	3	Membership	(1) The Ministers shall [for the purposes of paragraph 2 (2) (a) - NB; PEI], appoint members as follows: (a) at least six from among the nominees submitted under [pursuant to - NS] section 4 [5 - NS]; (b) at least six from among senior public officials and the executive heads of non-university institutions; and (c) at least six from the public-at-large, of whom [which - NS; PEI] at least two shall [must - NS] be students.
3	4	3	Provincial representation	(2) At least one of the members appointed [under - NB; PEI]; [pursuant to - NS]; [each of - NB; NS]; [paragraphs - NB]; [clauses - NS; PEI] (1) (a), (b) and (c) shall be selected from each of the Provinces.
3	4	3	Restriction appointment	on (3) No two persons appointed under [pursuant to - NS]; [paragraph - NB]; [clause - NS; PEI] (1) (a) may be selected from the same university.
3	4	3	Deemed appointment	(4) The members of the Commission [who held office - NB; PEI] immediately before the commencement [coming into force - NS] of this subsection, other than the Chief Executive Officer, shall be [are - NS] deemed to have been appointed under [pursuant to - NS] subsection (1) [2002, c.34, s.3 - PEI].
4	5	4	Nominating committee filling vacancies	and of (1) There shall be a nominating committee consisting of: (a) the executive heads of the universities, and (b) one representative appointed by the Senate or equivalent academic body of each university, [which - NB; PEI]; [and the - NS] committee shall nominate persons for appointment under [pursuant to -NS]; [paragraph - NB]; [clause - NS; PEI] 3 [4 - NS] (1) (a) and subsections (2) and (3).

Sections of Act

NB	NS	PEI	Titles References ⁽¹⁾	/
4	5	4		(2) Where a vacancy occurs among the members appointed under [pursuant to - NS]; [paragraph - NB] [clause - NS; PEI] 3 [4 - NS] (1) (a), the nominating committee shall submit to the Minister of the province from which the member to be replaced was appointed the names of two persons selected from that Minister's province, and that Minister shall, subject to section 3 [4 - NS], appoint one of such persons to fill the vacancy for the balance of the term of the member replaced.
4	5	4		(3) At least sixty days before the expiration of the term of a member appointed under [pursuant to - NS] paragraph [clause - NS; PEI] 3 [4 - NS] (1) (a), or under subsection (2), the nominating committee shall submit to the Minister of the province from which the member to be replaced was appointed the names of two persons from that Minister's province, and that Minister shall, subject to section 3 [4 - NS], appoint one of such persons to take office on the expiration of such term.
4	5	4		(4) The members of the nominating committee [who held office - NB; PEI] immediately before the commencement [coming into force - NS] of this subsection [and who were - NB; PEI] appointed by the Senate or equivalent academic body of each university shall be [are - NS] deemed to have been appointed under [pursuant to - NS] paragraph [clause - NS; PEI] (1) (b) [2002, c.34, s.4 - PEI].
5	6	5	Filling of other vacancies	Where a vacancy occurs among the members appointed under [pursuant to - NS] paragraph [clause - NS; PEI] 3 [4 - NS] (1) (b) or (c), the Minister of the province from which the member to be replaced was appointed may, subject to section 3 [4 - NS], appoint a person to fill the vacancy: (a) for the balance of the unexpired term of the member replaced, or (b) for a new term where the vacancy resulted from the expiration of a term [2002, c.34, s.5 - PEI].
6	7	6	Effect of vacancies	A vacancy in the membership of the Commission shall [does - NS] not impair the right of the remaining members to act so long as at least eleven members, excluding the Chief Executive Officer but including at least three members selected from each of the Provinces, hold office.
7	8	7	Term of office	(1) Subject to subsection 4 [5 - NS] (2) and paragraph [clause - NS; PEI] 5 [6 - NS] (a), a member of the Commission referred to in paragraph [clause - NS; PEI] 2 [3 - NS] (2) (a) shall hold office for three years from the date of appointment or such lesser period as may be specified in the appointment.
7	8	7	Continuation	(2) Notwithstanding subsection (1), a member of the Commission referred to in paragraph [clause - NS; PEI] 2 [3 - NS] (2) (a) remains in office until the member resigns or is reappointed or replaced.
7	8	7	Idem	(3) [On the expiration of the member's term of office, - NB; PEI] a member of the Commission referred to in paragraph [clause - NS; PEI] 2 [3 - NS] (2) (a), [on the expiration of the member's term of office - NS] is eligible for reappointment to the Commission [2002, c.34, s.7 - PEI].
8	9	8	Remuneration of members	Members of the Commission shall be paid such remuneration as may, with the approval of the Ministers, be determined by the Commission, and such actual and reasonable expenses as are incurred by them in the discharge of their duties [2002, c.34, s.8. - PEI].
9	10	9	Chair	(1) The position of Chair shall rotate, in turn, among the Provinces in the following order: [(a) - NS] Province of New Brunswick; [(b) - NS] Province of Prince Edward Island; [(c) - NS] Province of Nova Scotia.

Sections of Act

NB	NS	PEI	Titles References ⁽¹⁾	/	
9	10	9	Order succession	of	(2) In the order of the Provinces set out in subsection (1), each of the Ministers shall appoint, in turn, from among the members of the Commission selected from the Minister's province, a Chair of the Commission.
9	10	9	Term of office		(3) The Chair shall hold office as chair for a term of two years, or until the expiry of his or her office [the Chair's term - NS] as a member of the Commission, whichever occurs first.
9	10	9	Continuation		(4) Notwithstanding subsection (3), the Chair remains in office as Chair until the Chair resigns or is replaced.
9	10	9	Appointment		(5) The Chair of the Commission [who held office - NB; PEI] immediately before the commencement [coming into force - NS] of this subsection shall be [is - NS] deemed to have been appointed under [pursuant to - NS] subsection (2) [2002, c.34, s.9 - PEI].
10	11	10	Chief Executive Officer		(1) The Ministers, on [the - NB; NS] recommendation of the Commission, shall appoint a Chief Executive Officer of the Commission.
10	11	10	Powers		(2) The Chief Executive Officer is, subject to the direction of the Commission, charged with the general direction, supervision and control of the business of the Commission and may exercise such other powers as may be conferred on the Chief Executive Officer by the Commission.
10	11	10	Full-time position		(3) The Chief Executive Officer shall serve as a full-time employee of the Commission.
10	11	10	Non-voting member		(4) The Chief Executive Officer is a [an <i>ex officio</i> - NB; PEI] non-voting member of the Commission.
10	11	10	Appointment		(5) The Chief Executive Officer [of the Commission - NB; PEI]; [who held office - NB] immediately before the commencement [coming into force - NS] of this subsection shall be [is - NS] deemed to have been appointed under [pursuant to - NS] subsection (1) [2002, c.34, s.10 - PEI].
11	12	11	[Duties - NB]; [Services to student - PEI]		(1) The Commission shall, in carrying out its duties, give first consideration to improving and maintaining the best possible service to students as life-long learners by: <ul style="list-style-type: none"> (a) taking measures intended to ensure that programs of study are of optimum length and best quality, (b) stressing prior learning assessment and recognition, and credit transfer, to implement the principle that duplication of effort is not required in order to gain credit for learning which [that - NS] has been successfully accomplished, (c) promoting smooth transitions between learning and work, (d) promoting equitable and adequate access to learning opportunities, including making those opportunities available at times and places convenient to the student, and (e) taking measures intended to ensure teaching quality.

Sections of Act

NB	NS	PEI	Titles References ⁽¹⁾	/
11	12	11	Duties	(2) The Commission's principal duties are: <ul style="list-style-type: none"> (a) to undertake measures intended to ensure continuous improvement in the quality of academic programs and of teaching at institutions, which without limiting the generality of the foregoing may include the review of institutional programs and practices for assuring such improvement and making recommendations to institutions and the Provinces, (b) to ensure that data and information is collected, maintained and made available for assuring the public accountability of institutions, and to assist institutions and the Provinces in their work, which without limiting the generality of the foregoing may include: <ul style="list-style-type: none"> (i) establishing data and system standards, (ii) establishing public reporting requirements and producing public reports, and (iii) carrying out studies in regard to public policy, institutional concerns and issues related to post-secondary education, and providing advice to institutions and the Provinces on these matters. (c) to take initiatives to stimulate cooperative action among institutions and the Provinces where such action is likely to improve the efficiency and effectiveness of the post-secondary education system in the Provinces, which without limiting the generality of the foregoing may include: <ul style="list-style-type: none"> (i) encouraging initiatives for institutions to offer joint, complementary and regional programs, and (ii) encouraging administrative, financial and common service arrangements which reduce the overhead cost of programs and the overall cost to students and the Provinces. (d) to continue to develop and administer funding transfers among the Provinces for regional programs, which without limiting the generality of the foregoing may include developing and administering funding arrangements for programs outside the region, as required to provide additional educational opportunities for students from the region, and (e) to undertake such other duties as the Ministers may assign.
11	12	11	Services functions	and (3) The Commission may: <ul style="list-style-type: none"> (a) provide such services and functions, as may be agreed upon by the Ministers, to one or more institutions or to one or more of the Provinces, (b) provide such advice and services, as may be agreed upon by the Ministers, to one or more of the Provinces to determine their post-secondary education funding policy, and (c) recommend to the Ministers the names of post-secondary educational institutions that may be added to or deleted from those prescribed by [the - NS] regulation for the purposes of the definitions "institutions" and "universities" [in section 1 - NB]; [2002, c.34, s.11 -PEI].
12	13	12	Powers	(1) The Commission has [all - NB; NS] such powers as are necessary for, and ancillary to, the proper performance of its duties, including but not limited to the powers, <ul style="list-style-type: none"> (a) to engage staff, (b) to establish advisory committees, (c) to enter into contracts where and to the extent that funds have been made available for such purpose, and (d) to require the timely provision of data and information from institutions.

Sections of Act

NB	NS	PEI	Titles References ⁽¹⁾	/	
12	13	12	By-laws	(2)	Subject to this Act, the Commission may make By-laws respecting its internal organization and the conduct of its business, and may include in such by-laws provision for the election or designation of a vice-chair of the Commission to act in the absence or disability of the Chair or when the office of Chair is vacant.
12	13	12	By-law regulation	not (3)	The <i>Regulations Act</i> does not apply to by-laws under [made pursuant to - NS] subsection (2). [A bylaw made under subsection (2) is not a regulation as defined in subclause 1(e) of the <i>Interpretation Act</i> R.S.P.E.I. 1988, Cap. I-8 2002, c.34, s.12 - PEI].
13	14	13	Confidentiality	(1)	All data received by the Commission from institutions or any other source is confidential and shall not be disclosed except as provided in this section.
13	14	13	Disclosure	(2)	Subject to subsection (3), the Commission may disclose, in aggregate form, data received by the Commission from institutions or any other source.
13	14	13	Edit of information	(3)	For the purposes of ensuring the protection of personal information, the Commission shall, before disclosing data received by the Commission from institutions or any other source, remove any portion that would reveal personal information concerning any person [2002, c.34, s.13 - PEI].
14	15	14	Meetings		The Commission shall meet at least four times each year at the call of the Chair [2002, c.34, s.14 - PEI].
15	16	15	Quorum		Subject to section 6 [7 - NS], a majority of the members holding office, excluding the Chief Executive Officer, shall constitute a quorum for the purpose of conducting a meeting provided that at least two members appointed from each of the Provinces are present at the [such - NS; PEI] meeting [2002, c.34, s.15 - PEI].
16	17	16	Accountability		The Commission is accountable to the Ministers [2002, c.34, s.16 - PEI].
17	18	17	Funding policies	(1)	The determination of public funding levels for institutions is the sole responsibility of the Provinces.
17	18	17	Advice Ministers	to (2)	The Commission shall when requested to do so by the Ministers provide advice or services to the Ministers for determining post-secondary education funding policies and allocations [2002, c.34, s.17 - PEI].
18	19	18	Fiscal year and annual report	(1)	The fiscal year of the Commission shall commence [commences - NS] on the first day of April [1 st - NS; PEI]; [in - NB; NS] each year and end on the thirty-first day of March [March 31 st - NS; PEI] in the year next following [immediately following year - NS].
18	19	18	Auditing procedure	(2)	The accounts of the Commission shall be audited in accordance with the procedure adopted for auditing the accounts of the Council.
18	19	18	Annual Report	(3)	The Commission shall, within six months after the end of each fiscal year, submit to the Ministers and the Council a report containing: <ul style="list-style-type: none"> (a) a review of the Commission's activities during such fiscal year, (b) statements and recommendations regarding such matters in the field of post-secondary education in the region as the Commission considers advisable, and (c) the audited financial statements of the Commission for such fiscal year.

Sections of Act

NB	NS	PEI	Titles References ⁽¹⁾	/
18	19	18	Report tabled in Legislature	(4) The annual report of the Commission shall be tabled in the Legislature as soon as is practicable after [its - PEI] receipt by the Ministers [2002, c.34, s.18 - PEI].
19	20	19	Immunity	No action or other proceeding lies against the Province, the Commission or any member or employee of the Commission, for any act done in good faith in the execution or intended execution of any duty or power under this Act or for any alleged neglect or default in the execution in good faith of any such duty or power [2002, c.34, s.19 - PEI].
20	21	20	Regulations	[(1) - NS] The [Lieutenant - NB; PEI] Governor in Council may make regulations <ul style="list-style-type: none"> (a) prescribing post-secondary educational institutions for the purposes of the definition "institutions" [in section 1 - NB; PEI]; [and - PEI] (b) prescribing post-secondary educational institutions for the purposes of the definition "universities" [in section 1 - NB; PEI]; [2002, c.34, s.20 -PEI].
-	21	-		(2) The exercise by the Governor in Council of the authority contained in subsection (1) is regulations within the meaning of the Regulations Act.
21	22	21	Repeal	<p>[(1) <i>New Brunswick Regulation 88-118 under the Maritime Provinces Higher Education Commission Act is repealed.</i> - NB].</p> <p>[Chapter 270 of the Revised Statutes, 1989, the Maritime Provinces Higher Education (Nova Scotia) Act, is repealed. - NS].</p> <p>[<i>The Maritime Provinces Higher Education Commission Act</i> R.S.P.E.I. 1988, Cap. M-2 is repealed. 2002, c.34, s.21 - PEI].</p>
21	-	-		(2) <i>The Maritime Provinces Higher Education Commission Act, chapter M-2 of the Revised Statutes, 1973, is repealed.</i>
22	23	22	Commencement [CONSEQUENTIAL AMENDMENTS - PEI]	<p>[<i>This Act or any provision of it comes into force on a day or days to be fixed by proclamation.</i> - NB]</p> <p>[N.B. This Act was proclaimed and came into force January 31, 2005. - NB]. [N.B. This Act is consolidated to January 31, 2005. - NB].</p> <p>[This Act comes into force on such day as the Governor in Council orders and declares by proclamation. - NS].</p> <p>[(1) Section 11 of the Holland College Act R.S.P.E.I. 1988, Cap. H-6 is amended</p> <ul style="list-style-type: none"> (a) in subsection (1), by the deletion of the words "on the recommendation of the Maritime Provinces Higher Education Commission"; (b) by the repeal of subsection (2); and (c) in subsection (3), by the deletion of the words "on the recommendation of the Maritime Provinces Higher Education Commission"; - PEI].

Sections of Act

NB	NS	PEI	Titles References ⁽¹⁾	/
-	-	22	(2) Section 17 of the University Act R.S.P.E.I. 1988, Cap. U-4 is amended	
			(a) in clause (1) (b), by the deletion of the words "on the recommendation of the Maritime Provinces Higher Education Commission";	
			(b) by the repeal of subsection (2); and	
			(c) in subsection (3), by the deletion of the words "on the recommendation of the Maritime Provinces Higher Education Commission". 2002, c.34, s.22.	

⁽¹⁾ New Brunswick and Prince Edward Island include descriptive titles in their respective legislations; Nova Scotia does not. **Bold** font refers to references used in New Brunswick and Prince Edward Island; *italic* font refers to references used in New Brunswick only, and regular font refers to references used in Prince Edward Island only.

APPENDIX B

Audited Financial Statements

Maritime Provinces Higher Education Commission

Financial Statements

March 31, 2010

June 21, 2010

Auditors' Report

To the Members of Maritime Provinces Higher Education Commission

We have audited the balance sheet of **Maritime Provinces Higher Education Commission** (the "Commission") as at March 31, 2010 and the statements of committed funds, revenue and expenditures – grants and revenue and expenditures – administration for the year then ended. These financial statements are the responsibility of the Commission's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Commission as at March 31, 2010 and the results of its operations for the year then ended in accordance with Canadian generally accepted accounting principles.

PricewaterhouseCoopers LLP

Chartered Accountants

"PricewaterhouseCoopers" refers to PricewaterhouseCoopers LLP, an Ontario limited liability partnership, or, as the context requires, the PricewaterhouseCoopers global network or other member firms of the network, each of which is a separate and independent legal entity.

Maritime Provinces Higher Education Commission

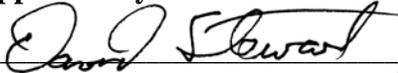
Balance Sheet

As at March 31, 2010

	2010 \$	2009 \$
Assets		
Cash	1,991,148	1,063,634
Prepaid expenses	76,319	79,306
Amounts due from		
Government of Canada	8,573,864	14,235,768
New Brunswick	25,787,513	24,415,271
Newfoundland and Labrador	222,865	204,000
Nova Scotia	382,585	153,878
Prince Edward Island	4,841,446	494,714
Amount due from the Council of Atlantic Premiers	-	11,130
Other receivables	48,399	77,234
	<u>41,924,139</u>	<u>40,734,935</u>
Liabilities		
Accounts payable and accrued liabilities	56,644	40,306
Amount due to the Council of Atlantic Premiers	3,518	-
Amounts payable to institutions		
Operating grants	8,397,329	3,615,633
Capital grants	2,923,250	3,289,888
Other	9,170,212	13,657,298
	20,490,791	20,562,819
Deferred revenue	18,319	88,478
	<u>20,569,272</u>	<u>20,691,603</u>
Committed Funds		
Operating grants	17,012,740	14,540,180
Capital grants	4,342,127	5,503,152
	<u>21,354,867</u>	<u>20,043,332</u>
	<u>41,924,139</u>	<u>40,734,935</u>

Commitments (note 5)

Approved by the Board of Directors

 Director

 Director

Maritime Provinces Higher Education Commission

Statement of Committed Funds

For the year ended March 31, 2010

					2010	2009
	New Brunswick \$	Nova Scotia \$	Prince Edward Island \$	Other \$	Total \$	Total \$
Operating grants						
Balance – Beginning of year	13,065,484	143,460	1,328,736	2,500	14,540,180	12,332,330
Excess of revenue over expenditures (expenditures over revenue) for the year	(1,438,837)	(67,283)	1,736,044	41	229,965	2,247,850
Transfer from capital	2,282,595	–	–	–	2,282,595	–
Transfer to administration	(40,000)	–	–	–	(40,000)	(40,000)
Balance – End of year	13,869,242	76,177	3,064,780	2,541	17,012,740	14,540,180
Capital grants						
Balance – Beginning of year	5,502,060	–	1,092	–	5,503,152	4,072,060
Excess of revenue over expenditures for the year	1,108,276	–	13,294	–	1,121,570	1,431,092
Transfer to operating	(2,282,595)	–	–	–	(2,282,595)	–
Balance – End of year	4,327,741	–	14,386	–	4,342,127	5,503,152
Commitments outstanding – End of year	18,196,983	76,177	3,079,166	2,541	21,354,867	20,043,332

Maritime Provinces Higher Education Commission

Statement of Revenue and Expenditures – Grants

For the year ended March 31, 2010

	New Brunswick		Nova Scotia (note 1)		Prince Edward Island		Other		Total	
	2010 \$	2009 \$	2010 \$	2009 \$	2010 \$	2009 \$	2010 \$	2009 \$	2010 \$	2009 \$
Operating grants										
Revenue										
Grants										
Unrestricted	230,138,175	111,242,305	382,585	173,750	53,823,593	47,179,825	–	–	284,344,353	158,595,880
Restricted	9,113,146	9,118,071	–	–	1,134,700	1,134,700	–	–	10,247,846	10,252,771
Other	–	–	–	–	–	–	6,480,715	6,669,035	6,480,715	6,669,035
	<u>239,251,321</u>	<u>120,360,376</u>	<u>382,585</u>	<u>173,750</u>	<u>54,958,293</u>	<u>48,314,525</u>	<u>6,480,715</u>	<u>6,669,035</u>	<u>301,072,914</u>	<u>175,517,686</u>
Expenditures										
Grants										
Unrestricted (Schedule A)	232,737,396	109,207,558	449,868	173,750	51,954,372	47,184,001	–	–	285,141,636	156,565,309
Restricted (Schedule B)	7,952,762	8,899,029	–	–	1,267,877	1,136,463	–	–	9,220,639	10,035,492
Other (note 2)	–	–	–	–	–	–	6,480,674	6,669,035	6,480,674	6,669,035
	<u>240,690,158</u>	<u>118,106,587</u>	<u>449,868</u>	<u>173,750</u>	<u>53,222,249</u>	<u>48,320,464</u>	<u>6,480,674</u>	<u>6,669,035</u>	<u>300,842,949</u>	<u>173,269,836</u>
Excess of revenue over expenditures (expenditures over revenue) for the year	<u>(1,438,837)</u>	<u>2,253,789</u>	<u>(67,283)</u>	<u>–</u>	<u>1,736,044</u>	<u>(5,939)</u>	<u>41</u>	<u>–</u>	<u>229,965</u>	<u>2,247,850</u>
Capital grants										
Revenue	50,000,000	2,500,000	–	–	2,764,900	760,900	–	–	52,764,900	3,260,900
Expenditures (Schedule C)	48,891,724	1,070,000	–	–	2,751,606	759,808	–	–	51,643,330	1,829,808
Excess of revenue over expenditures for the year	<u>1,108,276</u>	<u>1,430,000</u>	<u>–</u>	<u>–</u>	<u>13,294</u>	<u>1,092</u>	<u>–</u>	<u>–</u>	<u>1,121,570</u>	<u>1,431,092</u>

Maritime Provinces Higher Education Commission

Statement of Revenue and Expenditures – Administration

For the year ended March 31, 2010

	2010	2009
	\$	\$
Revenue		
Contributions		
New Brunswick	521,274	522,994
Nova Scotia	653,497	655,656
Prince Edward Island	96,628	96,945
Transfers from operating reserves		
New Brunswick	40,000	40,000
Project revenue	362,727	154,932
	<hr/>	<hr/>
	1,674,126	1,470,527
Expenditures		
Salaries and benefits	941,319	984,575
Office rent	100,348	97,457
Professional services	181,812	43,849
Travel		
Board members	12,443	19,871
Other	20,002	29,450
Per diem allowance	2,975	3,825
Special projects (note 3)	270,778	196,690
Office supplies, telephone and postage	30,714	31,833
Office furniture and equipment	29,550	24,870
Publications	26,970	5,070
Other	53,697	44,167
	<hr/>	<hr/>
	1,670,608	1,481,657
Excess of revenue over expenditures (expenditures over revenue)		
for the year (note 4)	<hr/>	<hr/>
	3,518	(11,130)

Maritime Provinces Higher Education Commission

Notes to Financial Statements

For the year ended March 31, 2010

1 Significant accounting policies

Content of these financial statements

In accordance with the Maritime Provinces Higher Education Commission Acts (Section 18, New Brunswick and Prince Edward Island; Section 19, Nova Scotia), the provinces have the option of paying grants to the institutions, either directly or through the Commission. Since the Province of Nova Scotia makes direct payments to Nova Scotia institutions, these financial statements include only the operating and capital grant payments to New Brunswick and Prince Edward Island institutions.

Management estimate

The presentation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reported period. Actual results could differ from those reported.

Property, plant and equipment

The Commission expenses capital assets in the year of acquisition. Had the Commission capitalized and amortized its capital assets, its balance sheet would reflect office equipment and furniture, computer hardware and software and leasehold improvements with a net book value of approximately \$86,375 (2009 - \$80,951).

Pension Plan

The Commission participates in the Pension Plan for Employees of the Council of Atlantic Premiers and Participating Employers. Pension expense is recognized when plan contributions are made or become due. During the year, the Commission recognized pension expenses of \$139,747 (2009 - \$159,202).

Financial instruments

The Commission has evaluated the fair value of its financial instruments based on the current interest rate environment, market values and the actual prices of financial instruments with similar terms. Financial instruments consist of amounts receivable, which will result in future cash receipts, as well as amounts payable, which will result in future cash outlays.

Fair value estimates are made at a specific point in time, based on relevant market information and information about the financial instruments. These estimates are subjective in nature and involve uncertainties and matters of judgment and, therefore, cannot be determined with precision. Changes in assumptions could affect the estimates.

Maritime Provinces Higher Education Commission

Notes to Financial Statements

For the year ended March 31, 2010

The fair values of amounts receivable and amounts payable approximate the carrying values due to their short-terms to maturity.

1 Significant accounting policies (continued)

Financial instruments (continued)

The Commission is exposed to normal credit risk with respect to its amounts receivable. Provisions are maintained for potential credit losses and no such losses have been recognized to date. Management believes the Commission is not exposed to any significant credit risk and no provision for doubtful accounts has been recorded in the accounts.

2 Other activities

During the year, the Commission disbursed funds on behalf of the following:

	2010 \$	2009 \$
Government of Canada – contribution to institutions under the Canada/New Brunswick Official Languages in Education Agreement	5,337,632	5,317,028
Government of Canada – contribution program to improve access to health services for official languages minority communities	577,677	949,650
Province of Prince Edward Island – rehabilitation program seats	342,500	166,250
Province of Prince Edward Island – Victoria General Hospital	–	32,107
Province of Newfoundland and Labrador – Medicine	12,865	–
Province of Newfoundland and Labrador – rehabilitation program seats	210,000	204,000
	<u>6,480,674</u>	<u>6,669,035</u>

Maritime Provinces Higher Education Commission

Notes to Financial Statements

For the year ended March 31, 2010

3 Special projects

	2010	2009
	\$	\$
Graduate Follow-up Surveys	224,169	98,064
MPHEC Conference/Workshop/Collaboration	2,671	–
Other	43,938	98,626
	<u>270,778</u>	<u>196,690</u>

4 Revenue and expenditures – Administration

The unallocated excess of revenue over expenditures for the year for Administration is considered to be part of the Consolidated Fund and accordingly is included in the amount due to the Council of Atlantic Premiers.

5 Commitments

Office facilities

Future minimum annual lease commitments under a long-term lease for office facilities and office equipment are as follows:

	\$
Year ending March 31, 2011	85,173
2012	85,173
2013	85,173
2014	85,173
2015	85,173
2016	21,293

Maritime Provinces Higher Education

Schedule of Unrestricted Grants Expenditures

For the year ended March 31, 2010

Schedule A

	2010 \$	2009 \$
New Brunswick		
Institutions		
Maritime College of Forest Technology	1,931,424	1,931,424
Mount Allison University	17,282,701	6,434,312
St. Thomas University	10,385,597	3,820,540
Université de Moncton	63,009,369	24,838,581
University of New Brunswick	104,993,613	41,020,433
University of Prince Edward Island – Atlantic Veterinary College	5,111,148	5,493,662
	<u>202,713,852</u>	<u>83,538,952</u>
Interprovincial transfers		
Université de Sherbrooke	1,205,080	1,084,199
Province of Newfoundland and Labrador	1,212,500	950,000
Province of Nova Scotia	7,373,700	4,652,700
Province of Ontario	33,369	19,932
Dalhousie University	804,580	522,145
Province of Québec	7,665,291	7,193,298
	<u>18,294,520</u>	<u>14,422,274</u>
Grants in lieu of Municipal Real Property Taxes	<u>11,241,321</u>	<u>11,031,376</u>
Other	<u>487,703</u>	<u>214,956</u>
	<u>232,737,396</u>	<u>109,207,558</u>
Nova Scotia		
Interprovincial transfers		
Province of Québec	371,845	173,750
MPHEC Graduate Follow-up (GFU) Survey Program	78,023	–
	<u>449,868</u>	<u>173,750</u>
Prince Edward Island		
Institutions		
Holland College	15,189,903	14,007,903
University of Prince Edward Island	30,108,871	27,907,872
	<u>45,298,774</u>	<u>41,915,775</u>
Interprovincial transfers		
Province of Nova Scotia	6,541,600	5,199,100
Province of Ontario	5,874	5,816
Province of Québec	96,587	63,310
	<u>6,644,061</u>	<u>5,268,226</u>
Other	<u>11,537</u>	<u>–</u>
	<u>51,954,372</u>	<u>47,184,001</u>
	<u>285,141,636</u>	<u>156,565,309</u>

Maritime Provinces Higher Education Commission

Schedule of Restricted Grants Expenditures

For the year ended March 31, 2010

Schedule B

	2010 \$	2009 \$
New Brunswick		
Maritime College of Forest Technology	46,887	159,808
Mount Allison University	928,210	928,210
St. Thomas University	232,550	435,578
Université de Moncton	2,623,864	2,612,512
University of New Brunswick	3,391,953	3,978,508
Joint Project – Computer Network	729,298	784,413
	<hr/> 7,952,762	<hr/> 8,899,029
Prince Edward Island		
Holland College	835,360	660,658
University of Prince Edward Island	384,600	384,600
Joint Project – Computer Network	47,917	91,205
	<hr/> 1,267,877	<hr/> 1,136,463
	<hr/> 9,220,639	<hr/> 10,035,492

Maritime Provinces Higher Education Commission

Schedule of Capital Grants Expenditures

For the year ended March 31, 2010

Schedule C

	2010 \$	2009 \$
New Brunswick		
Mount Allison University	5,441,020	6,699
St. Thomas University	3,308,076	504,102
Université de Moncton	14,767,586	21,917
University of New Brunswick	25,375,042	537,282
	<hr/>	<hr/>
	48,891,724	1,070,000
Prince Edward Island		
University of Prince Edward Island	2,751,606	759,808
	<hr/>	<hr/>
	51,643,330	1,829,808
	<hr/>	<hr/>

APPENDIX C

Membership of Commission Committees (as of March 31, 2010)

STANDING COMMITTEES

AAU-MPHEC Academic Advisory Committee

Appointed by the AAU:

Stephen McClatchie, Mount Allison University
Alan Shaver, Dalhousie University
Kevin Vessey, Saint Mary's University

Appointed by the MPHEC:

Rosemary Herbert, University of Prince Edward Island (Chair)

AAU-MPHEC Advisory Committee on Information and Analysis

Appointed by the AAU:

Paul Dixon, Saint Mary's University
Yuqin Gong, University of Prince Edward Island
Jean-Guy Ouellette, Université de Moncton

Appointed by the MPHEC:

Peter Butler, Dalhousie University
Greg Ells, Department of Education
David Stewart, Mount Allison University (Chair)

AAU-MPHEC Quality Assurance Monitoring Committee

Appointed by the AAU:

Henry Cowan, New Brunswick
Ivan Dowling, Prince Edward Island
Bernard Nadeau, New Brunswick
Don Wells, Nova Scotia

Appointed by the MPHEC:

Colette Landry Martin, New Brunswick

MPHEC Finance Committee

Wayne Doggett, Nova Scotia
Gordon MacInnis, Nova Scotia (Chair)
Susan MacKenzie, Prince Edward Island
Bill MacLeod, Nova Scotia
Michael O'Grady, Prince Edward Island
Liane Roy, New Brunswick
David Stewart, New Brunswick

NB/MPHEC Finance Working Group

Mireille Duguay, MPHEC Staff (Chair)
Lyne Paquet, Department of Post-Secondary Education, Training and Labour, New Brunswick
Lisa Robichaud, MPHEC Staff
Pascal Robichaud, Department of Post-Secondary Education, Training and Labour, New Brunswick
Liane Roy, Department of Post-Secondary Education, Training and Labour, New Brunswick

NB/PEI Educational Computer Network Board of Directors

H E A Campbell, University of New Brunswick
Robert Campbell, Mount Allison University
Dennis Cochrane, St. Thomas University
Mireille Duguay, CESPM
Yvon Fontaine, Université de Moncton
Wade MacLauchlan, University of Prince Edward Island (Chair)
Brian McMillan, Holland College
Robert Whitney, Maritime College of Forest Technology

NB/PEI Educational Computer Network Technical Committee

Rachael Anderson, MPHEC Staff
Helmut Becker, Mount Allison University
Jim Bowen, Maritime College of Forest Technology
Dan Hurley, St. Thomas University
André Lee, Université de Moncton, Campus de Moncton
Richard MacDonald, Holland College
Terry Nikkel, University of New Brunswick
Blair Vessey, University of Prince Edward Island

AD HOC COMMITTEES

Working Group to Assist the MPHEC Develop Statistical Measures of Student and Graduate Outcomes

Averlyn Pedro, University of New Brunswick
Elizabeth Lane, Dalhousie University
Dawn Gordon, MPHEC Staff (Chair)
Garry Hansen, St. Thomas University
Tara Buksaitis, University of Kings College
Wayne Paquet, Nova Scotia Agricultural College
Yuqin Gong, University of Prince Edward Island

APPENDIX D

Publications and Release

List of MPHEC Releases and Publications during the 2009-2010 Fiscal Year

1. *MPHEC Multi-Year Business Plan 2009-2010 to 2011-2012*. Fredericton, NB; February 2010.
2. *Quality Assurance Policies and Procedures in Maritime Universities*. Fredericton, NB; January 2010.
3. *Trends in Maritime Higher Education. Student Progression within University of First Entry: Persistence and Graduation*. Fredericton, NB; January 2010.
4. *Assessment of the Atlantic School of Theology's Quality Assurance Policies and Procedures*. Fredericton, NB; December 2009. (This document is available in the working language of the institution only.)
5. *Assessment of Nova Scotia Agricultural College's Quality Assurance Policies and Procedures*. Fredericton, NB; September 2009. (This document is available in the working language of the institution only.)
6. *Assessment of St. Francis Xavier University's Quality Assurance Policies and Procedures*. Fredericton, NB; September 2009. (This document is available in the working language of the institution only.)
7. *Assessment of The University of King's College's Quality Assurance Policies and Procedures*. Fredericton, NB; September 2009. (This document is available in the working language of the institution only.)
8. *Assessment of Cape Breton University's Quality Assurance Policies and Procedures*. Fredericton, NB; June 2009. (This document is available in the working language of the institution only.)
9. *Trends in Maritime Higher Education. University Participation: A Maritime Perspective*. Volume 7, Number 1, Fredericton, NB; June 2009.
10. *Assessment of the University of Prince Edward Island's Quality Assurance Policies and Procedures*. Fredericton, NB; April 2009. (This document is available in the working language of the institution only.)
11. *The MPHEC Quick Facts*; contains a summary of the percent change in key Maritime University statistics at the provincial level at 1, 5 and 10-year intervals.
12. *Statistics on Enrolments and Credentials Granted*; in October 2009, 13 tables were produced on enrolment statistics, along with databases available for download.
 - Total Enrolments by Province, Institution, and Registration Status (2004-2005 to 2008-2009)
 - Total Undergraduate Enrolments by Province, Institution, and Registration Status (2004-2005 to 2008-2009)
 - Total Graduate Enrolments by Province, Institution, and Registration Status (2004-2005 to 2008-2009)
 - Total Full-Time Equivalent (FTE) as of December 1st, by Province, Institution, and Registration Status (2004-2005 to 2008-2009)
 - Enrolment of International Students by Province, Institution, Registration Status, and as a Percentage of Total Enrolment (2004-2005 to 2008-2009)
 - Total Enrolments by Province, Major Field of Study, and Level of Study (2004-2005 to 2008-2009)

- Total Enrolments by Province, Province of Origin, and Level of Study (2004-2005 to 2008-2009)
- Total Enrolments by Province, Institution, and Gender (2004-2005 to 2008-2009)
- Total Enrolments by Province, Field of Study, and Gender (2004-2005 to 2008-2009)
- Total Enrolments by Province, Institution, and Age Group (2004-2005 to 2008-2009)
- Credentials Granted by Province, Type of Credential, and Program Orientation (2004 to 2008)
- Bachelor's / First Professional Credentials Granted by Province, Institution, and Field of Study (2008)
- Credentials Granted by Province, Institution, and Type of Credential

APPENDIX E

Program Proposals Considered for Approval

April 1, 2009 – March 31, 2010

Program	Date of receipt	Proposal Type	Program Description	Regional Designation (if approved)	Assessment Type	Decision
Acadia University						
Bachelor of Arts, Honours in Music	Aug. 4, 2009	New Program	The proposed program will provide a research-oriented music studies program for students who plan to pursue graduate work in either musicology or composition. Students must complete 72 credits in music and write and defend a thesis to obtain the Honours in Music designation.	Not regional	Cursory Review	Approved (Nov. 4, 2009)
Bachelor of Arts, Major in Environmental and Sustainability Studies	Mar. 16, 2009	Program Modification	The proposed Bachelor of Arts in Environmental and Sustainability Studies (ESST) program aims to develop environmental leaders, managers, and professionals who are critical and insightful thinkers as well as creative problem solvers skilled in leading transformational change toward a more sustainable and just society. The ESST offers perspectives on environment and sustainability from a variety of Arts and Professional Studies disciplines (among others, political science, economics, recreation management, business, education, philosophy, and history). Students complete a total of 42 credits in ESST including 18 credits of core courses, 15 credit hours related to one of four possible concentration areas and nine credits of electives chosen from a list of possible courses.	Not regional	In-depth	Approved with conditions (June 22, 2009)
Bachelor of Recreation Management with Environmental and Sustainability Studies	Mar. 16, 2009	New Program	The Bachelor of Recreation Management with ESST allows students to specialize in Environmental and Sustainability Studies by completing 27 of the 42 credits required in the BA Major, including core courses and a chosen area of concentration	Regional to NB and PE (offered in NS)	Cursory Review	Approved (June 22, 2009)
Master of Arts in Social and Political Thought	June 3, 2009	New Program	The proposed interdisciplinary MA in Social and Political Thought will develop in students a flexible set of skills in thinking critically and broadly about social and political issues. The program would normally be completed over two years and includes 18 credits of course work (normally completed September – April of the first year) plus a thesis (to be completed by April of the second year).	Not regional	Cursory Review	Approved (Aug. 14, 2009)

Program	Date of receipt	Proposal Type	Program Description	Regional Designation (if approved)	Assessment Type	Decision
Atlantic School of Theology						
Master of Divinity, Honours	Aug. 4, 2009	Program Modification	The proposed program is designed to allow students the opportunity to complete five credits, in addition to the 30 required for the existing Master of Divinity program, in order to obtain a related concentration. The five courses can include a thesis component but completion of a thesis is not required to obtain the Honours designation.	Regional to NB and PE (offered in NS)	Cursory Review	Approved (Feb. 12, 2010)
Cape Breton University						
Bachelor of Arts (3-year), Concentration in Celtic Studies Renamed: Concentration in Celtic Culture	July 3, 2009	New Program	At CBU, Celtic Studies will be the interdisciplinary study of the peoples and cultures commonly identified as Celtic. Students must complete a minimum of 30 credits in Celtic Studies to obtain the Concentration. To ensure that Celtic Studies students engage in a truly interdisciplinary program, they must take a minimum of three Celtic Studies credits (i.e., courses specifically listed or cross-listed as Celtic Studies courses) from each of three of the four following disciplines: History, Literature, Folklore or Ethnomusicology, and Religion. Students will also be required to take six credits of language courses.	Regional to NB and PE (offered in NS)	In-depth	Approved with conditions (Nov. 30, 2009)
Bachelor of Arts (3-year degree), Concentration in Ethnomusicology	Apr. 2, 2009	New Program	To obtain the Concentration, students must complete a minimum of 30 credits in ethnomusicology courses (nine compulsory and 21 electives) of which six must be at the 300-level or higher.	To be determined	To be determined	Pending
Bachelor of Arts (3-year Concentration & 4-year Major and Honours) in Mathematics	July 2, 2009	New Program	CBU is proposing to introduce a Bachelor of Arts in Mathematics (Major, Double Major, Area Major and Minor) program to allow students the opportunity to complete a Mathematics specialization outside the Bachelor of Science degree. Students will complete the specialization through a combination of required and elective courses.	Not regional	In-depth	Approved with conditions (Feb. 22, 2010)
Bachelor of Science of Nursing	Nov. 26, 2009	New Program	The objective of the proposed program is to prepare professional nurses who can respond to the changing health needs of society and maintain an ethical, evidence-based practice in a variety of settings with a variety of clients. It is a four-year full-time program with an Advance Major opportunity. Students are required to complete both classroom and clinical courses. The proposed program has previously been offered as a joint program with St. Francis Xavier University.	To be determined	To be determined	Pending

Program	Date of receipt	Proposal Type	Program Description	Regional Designation (if approved)	Assessment Type	Decision
Cape Breton University (continued)						
Certificate in Liquefied Natural Gas Operations	Nov. 7, 2009	New Program	The proposed program includes course modules covering all of the operational factors that are important for the processing of liquefied natural gas and will include specific information on the equipment, safety, processes, logistics and control of a liquefied natural gas facility. The program includes over 300 hours of contact time, delivered in modular format over a 12-month term.	N/A	In-depth	Returned (Aug. 27, 2009)
Certificate in Science Education	Apr. 22, 2009	New Program	The proposed Certificate is designed to provide teachers (kindergarten-grade 9) with a background in the sciences, specifically reflected in the Nova Scotia public school program. The program requires two and a half years of part-time study on a year-round basis for a total of 30 credits (11 courses). It is primarily a professional program, and has been approved by the Nova Scotia Department of Education for teacher certificate upgrading.	To be determined	In-depth	Pending
Dalhousie University						
Master of Arts in Musicology	Jan. 23, 2009	New Program	The proposed Master of Arts in Musicology program at Dalhousie University will investigate intersections between culture and various strands of music. Students will examine music in seminars and a thesis in broader cultural contexts taking into account other disciplines both within and outside of music studies. Students will normally complete the program in two years, taking 5 half-classes (15ch) during the first year, and completing their thesis in the second year.	Regional to NB and PE (offered in NS)	In-Depth	Approved (April 20, 2009)
Master of Science in Pharmaceutical Sciences	Nov. 3, 2009	New Program	The objective of the proposed program is to educate students to become high quality research-based scientists who can contribute to drug discovery and development in academia and the pharmaceutical industry. This is a 2-year, full-time study program designed for students who have a GPA over 3.70, with a BSc (Pharm), PharmD, BSc (honours) in a related field, MD, DVSc, DDS or equivalent with recommendation from a faculty member. Students will be required to complete three 3-ch courses and the Integrated Health Research Training Program in the first year. Students will research and write their thesis in the second year.	Regional to NB and PE (offered in NS)	Cursory Review	Approved (Dec. 16, 2009)

Program	Date of receipt	Proposal Type	Program Description	Regional Designation (if approved)	Assessment Type	Decision
Dalhousie University (continued)						
Environment, Sustainability and Society programs in Computer Science (multiple programs within the: Bachelor of Computer Science, Bachelor of Informatics, Bachelor of Science, Major in Computer Science)	Jan. 20, 2009	New Program	The program is to be offered by Dalhousie University's College of Sustainability in partnership with a number of participating Dalhousie Faculties. The Major in Sustainability is taken in combination with another specialization (for example, B.A. Combined Honours in Sustainability and History or B.Sc. Double Major in Sustainability and Chemistry). The degree designation is contingent on the student's home Faculty, determined by the other subject of the joint program. The program is generally four years, consisting of 20 credits. First and second year components of the program are integrated, multidisciplinary and team-taught by faculty members from the involved Faculties. There is an honours option in which students will be required to take the Honours Thesis class, and a co-op option in which students must take the approved Faculty co-op courses (SUST 3002: Environment and Sustainability Internship, is a new elective).	Not regional	Cursory Review	Approved (March 19, 2009)
Mount Allison University						
Bachelor of Arts, Honours in Computer Science	Oct. 20, 2009	New Program	The University is proposing to offer an Honours in Computer Science under either the BA or BSc degree to complement its existing Major programs. To obtain the Honours, students are required to complete 15 credits more than those completing the Major, including a thesis.	Not regional	Cursory Review	Approved (Dec. 16, 2009)
Bachelor of Science, Honours in Computer Science	Oct. 20, 2009	New Program	The University is proposing to offer an Honours in Computer Science under either the BA or BSc degree to complement its existing Major programs. To obtain the Honours, students are required to complete 15 credits more than those completing the Major, including a thesis.	Not regional	Cursory Review	Approved (Dec. 16, 2009)
Mount Saint Vincent University						
Bachelor of Arts (Combined Major) Bachelor of Science (Combined Major)	Mar. 16, 2010	Program Modification	Modifying the existing Bachelor of Arts with Major and Bachelor of Science with Major to allow for the possibility of a BA and BSc (Combined Major). The changes would also allow for students to acquire one major in a science discipline and another in an arts discipline. The combined major fields may be chosen from subject areas in which each major is already an approved major.	To be determined	To be determined	Pending

Program	Date of receipt	Proposal Type	Program Description	Regional Designation (if approved)	Assessment Type	Decision
Mount Saint Vincent University (continued)						
Bachelor of Science (Science Communication)	Dec. 23, 2009	New Program	The objective of this four-year, 20-unit program is to provide students with the communication skills to translate scientific jargon to the general public. Each student will choose a scientific concentration as well as receive a base of scientific knowledge so that they become 'scientifically literate'. Students will take communications courses to help them tailor scientific information to their target audience. In their fourth year, students will have the option of an internship or a major research project.	Regional to NB and PE (offered in NS)	Cursory Review	Approved (Feb. 25, 2010)
Nova Scotia College of Art and Design						
Master of Film	May 7, 2008	New Program	The Master of Film (MFIL) at NSCAD University is a professional graduate degree program that over a 22-month period (42 credits) offers students the opportunity to develop their own voices as creative filmmakers. The curriculum combines directing, writing, and producing with technical training and studies in film history and theory to provide students with a deep understanding of the diversity of contemporary cinema: fiction, non-fiction and alternative film. In preparing themselves for their thesis production, students have the opportunity to choose a concentration in a creative discipline such as cinematography, directing, editing, producing, production design, or screenwriting that they pursue through master classes and production.	N/A	In-Depth	Withdrawn (Apr. 7, 2009)
Post Baccalaureate Certificate in Design	Mar. 12, 2010	New Program	The objective of the one year, 30-credit proposed program is to prepare students to enroll in the Master of Design program at NSCAD. The proposed program is composed of both Studio (21 credits) and Liberal Arts (9 credits) courses and provides a "design language" ESL component for those who need it. The majority of students entering this program will be international students.	To be determined	To be determined	Pending
Saint Mary's University						
Bachelor of Arts Minor/Concentration in Latin American Studies	Feb. 10, 2010	New Program	SMU is proposing a 24ch Concentration in Latin American Studies within its three-year BA program. The proposed Concentration includes 6ch Spanish language courses, 6ch of Latin American history, and 12ch selected humanities and social science electives focusing on Latin America. There is also an opportunity for study abroad through institutional partnerships with Mexican and Brazilian universities. SMU is also proposing a Minor in Latin American Studies within the four-year degree; the Minor does not require MPHEC approval.	To be determined	In-depth	Pending

Program	Date of receipt	Proposal Type	Program Description	Regional Designation (if approved)	Assessment Type	Decision
Saint Mary's University (continued)						
Bachelor of Commerce, Major in Entrepreneurship (name change: Major in Small Business and Entrepreneurship)	Aug. 24, 2009	Program Modification	The proposal is submitted as a name change only.	Not regional	Cursory Review	Approved (Oct. 9, 2009)
Certificate in Child Learning and Development	Feb. 18, 2009	New Program	The proposed 30ch Certificate in Child Learning and Development is designed to enable future and existing teachers and other professionals working with school-aged children and teenagers to form a foundation for, or upgrade, knowledge and skills in the field of child studies, education or related areas. Individuals who have graduated from a teacher education program can pursue the certificate on a stand-alone basis as part of their continuing education, and all other individuals may either pursue the certificate as a stand-alone program prior to or following completion of a bachelor's degree, or in parallel to a B.A. or B.Sc. at SMU.	N/A	To be determined	Withdrawn (Apr. 29, 2009)
Université de Moncton						
Baccalauréat appliqué en design intérieur (articulated with NBCC)	June 26, 2008	New Program	This four-year program seeks to combine university instruction with professional college training in interior design to meet the standards of the Conseil d'accréditation en design d'intérieur (CADI). The first and fourth years will be taught at UdeM while the second and third years will take place at CCNB in Dieppe. After completion of the third year, students will receive a college certificate in interior design, followed by a Baccalauréat appliqué en design d'intérieur after the fourth year.	Regional to NS and PE (offered in NB)	In-depth	Pending
University of New Brunswick						
Bachelor of Applied Health (UNBSJ)	Aug. 6, 2009	New Program	UNBSJ is proposing a new degree program in which students who have already completed a minimum two-year diploma in a health discipline can obtain a degree through two additional years of study.	N/A	In-depth	Returned (Nov. 16, 2009)
Bachelor of Geomatics (UNBF)	June 26, 2009	New Program	UNBF is proposing to offer an alternative to the Geomatics Engineering degree for those wishing to academically prepare to become professional land surveyors and not professional engineers. The proposed program consists of 120ch to be completed over three years and includes a Cadastral Surveying option.	N/A	In-depth	Returned (Nov. 16, 2009)

Program	Date of receipt	Proposal Type	Program Description	Regional Designation (if approved)	Assessment Type	Decision
University of New Brunswick (continued)						
Bachelor of Health Science, Radiography (UNBSJ)	Oct. 1, 2009	Program Modification	UNBSJ is proposing a change of program rotation arrangement - moving this program from integrated to articulated. It is also proposing a change of program delivery mode - moving from partial distance education to all physical instruction.	Not regional	Cursory Review	Approved (Feb. 19, 2009)
Bachelor of Information Sciences, Software Development Specialization (UNBSJ)	June 11, 2009	New Program	The University is proposing to add a specialization in Software Development to its existing Bachelor of Information Sciences degree. One of the main goals with this new specialization is to provide an opportunity for students completing the Computer Programming Technology program at NBCC Saint John to further their education; student would also have the option of completing the program in its entirety at UNBSJ.	N/A	To be determined	Returned (Nov. 16, 2009)
Bachelor of Science in Engineering, Chemical Engineering (UNBF)	Apr. 17, 2009	Program Modification	Within each of the BScE degrees referenced above, students can choose to complete a set of courses to obtain an 'Option' in a specific area along with the degree. UNBF is terminating a few Options due to low enrolments, introducing a new Option and extending an existing one. All Options are less than 30 credits in length and only students completing the respective Bachelor of Science in Engineering degree can choose to complete these programs; therefore, Commission approval is not required.	Regional to PE (offered in NB and NS)	Received for information and record	
Bachelor of Science in Engineering, Mechanical Engineering (UNBF)	Apr. 17, 2009	Program Modification	Within each of the BScE degrees referenced above, students can choose to complete a set of courses to obtain an 'Option' in a specific area along with the degree. UNBF is terminating a few Options due to low enrolments, introducing a new Option and extending an existing one. All Options are less than 30 credits in length and only students completing the respective Bachelor of Science in Engineering degree can choose to complete these programs; therefore, Commission approval is not required.	Regional to PE (offered in NB and NS)	Received for information and record	
Bachelor of Science in Forestry, addition of an honours program (UNBF)	June 11, 2009	Program Modification	The University is proposing to add an Honours option to its existing Bachelor of Science in Forestry. Students will be required to complete an Honours research project and must maintain a minimum CGPA of 3.0.	Regional to NS and PE (offered in NB)	Cursory Review	Approved (July 15, 2009)

Program	Date of receipt	Proposal Type	Program Description	Regional Designation (if approved)	Assessment Type	Decision
University of New Brunswick (continued)						
Certificate in Applied Human Resource Management	July 16, 2009	New Program	The proposed program is designed to combine academic credentials with preparatory training for professional designation in the HR profession. To obtain the Certificate, students are required to complete 30ch of courses (24 required and six electives chosen from a designated list) through full-time or part-time study. Courses will be offered throughout the year so that students who choose to study full-time can complete the program in one calendar year. All courses completed through the proposed program are existent and are fully transferable to the University's BBA degree, though admission to the BBA is by separate application.	Regional to PE (offered in NB and NS)	Cursory Review	Approved (Oct. 16, 2009)
Certificate in Leadership Studies (UNBF)	June 11, 2009	New Program	The program is designed to nurture the capacity of students to exercise leadership in their professional, personal and civic lives. Students must complete 15ch of core courses as well as 3ch of electives.	N/A	Received for information and record	
Master of Business Administration in Sport and Recreation Management (name change: Joint Master of Business Administration and Master of Arts in Sports and Recreation Administration)	Sept. 10, 2009	Program Modification	Not available at this time.	To be determined	To be determined	Pending
Master of Computer Science, addition of coop option	June 11, 2009	Program Modification	The University is proposing to add a co-op option to its existing Master of Computer Science program.	Regional to PE (offered in NB and NS)	Cursory Review	Approved (Nov. 4, 2009)
Master of Nursing, Nurse Educator (both UNBF/SJ)	July 21, 2008	Program Modification	Currently, the Master of Nursing program at UNB is approved with a Thesis/Report Stream (MN) and a Nurse Practitioner Stream (MN, NP). The proposed modification is to add a course-based Nurse Educator Stream (MN, NE).	To be determined	In-Depth	Pending
Minor in Computer Science (UNBSJ)	June 11, 2009	New Program	These proposed Minor program is to be taken within any bachelor's degree at UNB Saint John, with the exception of the BScCS and the BSc programs. Students will be required to complete eight courses (ranging from 29 to 32 credit-hours) to obtain the Minor.	N/A	Cursory Review	Approved (July 15, 2009)

Program	Date of receipt	Proposal Type	Program Description	Regional Designation (if approved)	Assessment Type	Decision
University of New Brunswick (continued)						
Minor in Forest Environment (UNBF)	June 11, 2009	New Program	The proposed Minor is designed to provide a concentrated, introductory study of forestry issues, measurements, ecology, social values, policy and management. To obtain the Minor students must complete 24/25ch of study, including 16ch of core courses. For students in the BScENR only an additional 14ch of courses would be required to obtain the Minor as components of the Minor are already included in their program. The Minor is also open to other degree students.	N/A	Received for information and record	
Minor in Information Technology (UNBSJ)	June 11, 2009	New Program	These proposed Minor program is to be taken within any bachelor's degree at UNB Saint John, with the exception of the BScCS and the BSc programs. Students will be required to complete eight courses (ranging from 29 to 32 credit-hours) to obtain the Minor.	N/A	Cursory Review	Approved (July. 15, 2009)
Minor in Leadership Studies (UNBF)	June 11, 2009	New Program	The program is designed to nurture the capacity of students to exercise leadership in their professional, personal and civic lives. Students must complete 15ch of core courses.	N/A	Received for information and record	
University of Prince Edward Island						
Bachelor of Arts, Major in Mathematics Bachelor of Arts, Honours in Mathematics	Nov. 6, 2009	New Program	The proposed programs in Mathematics will offer an opportunity for students to gain an extensive background in the humanities and social sciences, while pursuing their interests in Mathematics. The Major in Mathematics will require a total of 120 credits in Mathematics, English, Computer Science, Arts, and unassigned electives. The Honours in Mathematics, which has been designed to provide research experience at the undergraduate level, will require a total of 126 credits in Mathematics, English, Computer Science, Arts, and unassigned electives.	N/A	To be determined	Withdrawn (Sept. 21, 2009)
Bachelor of Education Specialization in Teaching French Immersion to Bachelor of Education éducation en Français	Mar. 1, 2010	Program Modification	UPEI proposes to change the name of its existing Bachelor of Education, Specialization in Teaching French Immersion to Bachelor of Education, Éducation en français. UPEI is further proposing to offer the courses entirely at UPEI. Currently, 10 of the 20 required courses for the program are delivered at the Université de Moncton. The program retains the same three streams: Early Years, Middle Years and Senior Years. The intent of the new program is to prepare future teachers of French Immersion, Core French, Intensive French and French First Language.	To be determined	To be determined	Pending

Program	Date of receipt	Proposal Type	Program Description	Regional Designation (if approved)	Assessment Type	Decision
University of Prince Edward Island (continued)						
Bachelor of Education (Kindergarten)	Mar. 9, 2010	New Program	The program is designed as a part-time Bachelor of Education (Kindergarten) degree offered on a limited term basis to a specific and pre-identified set of adult learners. These learners are those educators currently employed in Early Childhood Education Centres across Prince Edward Island who will be transitioning to the public school system when the province moves to a K-12 system in September 2010. Participants will take 20 Education courses. Normally, the program will be completed in four calendar years.	To be determined	To be determined	Pending
Bachelor of Wildlife Management (Articulated with Holland) College Renamed: Bachelor of Wildlife Conservation	Jan. 7, 2009	New Program	The proposed program combines practical and theoretical strengths of existing courses provided by Holland College and the University of Prince Edward Island for students interested in obtaining more rigorous training in wildlife management. The occupational content is introduced at Holland College during the first two years. Once accepted by UPEI, students will undertake a rigorous and relatively structured program of 20 courses, 15 of which will be required, over a two-year period (3rd and 4th years of the program).	To be determined	In-Depth	Pending
Certificate in Educational Leadership in Nunavut	Feb. 22, 2010	New Program	This is a five-course, post-degree Certificate program designed for Inuit and non-Inuit B.Ed. graduates wishing to hold leadership positions in the Nunavut public school system. The purpose of the program is to provide educational leadership and management strategies that respect cultural traditions and engage the community in the education system.	To be determined	To be determined	Pending
Master of Nursing (thesis stream)	Mar. 1, 2010	New Program	The proposed two year Master of Nursing program has two streams: The Thesis Stream and the Nurse Practitioner Stream. The Thesis Stream may be taken on either a full-time or a part-time basis (duration of 5 years). The Thesis Stream has a total of 36ch, including 9ch for the thesis. There are 4 core courses and 4 required courses.	To be determined	To be determined	Pending
Master of Nursing (nurse practitioner stream)	Mar. 1, 2010	New Program	The proposed two year Master of Nursing program has two streams: The Thesis Stream and the Nurse Practitioner Stream. The Nurse Practitioner Stream may only be taken on a full-time basis. This Stream will consist of 55ch and includes 700 hours of supervised clinical practice plus a synthesis paper. There are 4 core courses and 8 required courses, including two offered at UNB.	To be determined	To be determined	Pending

Program	Date of receipt	Proposal Type	Program Description	Regional Designation (if approved)	Assessment Type	Decision
University of Prince Edward Island (continued)						
Ph.D. in Educational Studies	Mar. 4, 2008	New Program	The proposed PhD program is intended to provide the elements of a high-quality thesis-oriented degree that will extend and develop the Leadership in Learning focus of the existing master's degree. The degree will consist of one mandatory and one "as required" course, a comprehensive portfolio in the student's field of interest, a dissertation and an oral defence. In addition, the program includes two full time terms of residency requirements in the Fall and Winter sessions, but not necessarily consecutive.	Regional to NS (offered in NB and PE)	In-depth	Approved (Apr. 20, 2009)
Ph.D. in Molecular and Materials Science Integrating the Business of Science	May 8, 2009	New Program	UPEI is proposing a PhD in Molecular and Materials Science in which students also complete a significant business component. Students can choose to complete their PhD program either in combination with a Graduate Certificate in the Business of Science or a Master of Business Administration degree. For both programs, students must complete 12ch of Molecular & Materials Science courses, 9ch of Business courses, a six-credit capstone course as well as a candidacy exam and PhD thesis. To obtain the MBA, students would be required to complete 10 additional business courses.	N/A	In-depth	Withdrawn (Mar. 2, 2010)
Université Sainte-Anne						
Baccalauréat en gestion-Option Services communautaires (Services aux adultes et services aux enfants et aux adolescents)	May 25, 2009	New Program	Following completion of the NBCC's two-year "Techniques d'intervention en services communautaires - Services aux enfants et adolescents" or "Techniques d'intervention en services communautaires - Services aux adultes" diploma, which includes 840 work placement hours, students complete two years of study at USA to obtain the proposed degree. The USA courses primarily consist of management courses and also require the completion of a classification test in both French and English.	To be determined	To be determined	Pending
Maîtrise en éducation	Dec. 11, 2007	New Program	USA is proposing to add a second stream to its existing MEd program so that students could choose to specialize in teaching French as either a first or second language. The MEd would have a common core of eight courses with two additional courses to be completed and which differ depending on the specialization chosen. The program will only be offered on a part-time basis and consists of 30 credits to be taken over three and a half years.	To be determined	In-Depth	Pending

Program	Date of receipt	Proposal Type	Program Description	Regional Designation (if approved)	Assessment Type	Decision
Joint Programs						
Ph.D. in Educational Studies (offered by Acadia, MSVU and StFX)	Mar. 31, 2009	New Program	Acadia, MSVU and StFX are proposing a full-time, 42ch joint Ph.D. in Educational Studies. Normally, students should be able to complete the program within four years (after a Masters degree), but will have up to six years. Students can focus on one or more of six interrelated themes: curriculum studies, literacies, inclusive education, lifelong learning, educational foundations and leadership, and psychological aspects of education and can anchor their studies in their 'teachable subjects' if so desired.	Regional to NS (Offered in NB and NS)	In-Depth	Approved with conditions (June 22, 2009)