



CODE (Center for On-Demand Education) Quality Framework

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The educational model intended by the Centre for On-Demand Education (CODE) represents a paradigm shift in academic delivery. Learning facilitated by the Centre will focus on “proficiency model learning” facilitated by mentors. As the focus will be on the context instead of the classroom, care must be taken to assure quality standards throughout the process. This document, then, offers a framework for quality assurance in the development and delivery of curriculum within CODE.

Educational Values

The following Educational Values will guide programs and curriculum developed and delivered through CODE:

1. Contextual Learning

CODE curriculum will be offered in context in appreciation of the fact that the most profound and resilient learning develops out of relevant praxis. Framing learning within relevant and diverse contexts ensures that curricular design will be suited to the outcomes expected by employers and mission-holding agencies. These organizations must be included in curriculum development so they can recognize the product as sufficient for their needs. Such contexts offer a means of learning that classrooms can only describe. By learning in context, students can prove their proficiency is more than conceptual and can be trusted to handle their subjects in non-theoretical environments without ongoing close supervision.

2. Mentored Proficiency

CODE curriculum is focused on student proficiency of contextually conceived outcomes and customized to the unique requirements of the student and situation so that students can spend more of their time exploring the pieces that require the greatest investment (which will be different than the needs of other students). This requires Providence to work outside of some of the structures normally applied by the institution, such as semesters and credit hours connected to seat time. The key is mentoring. Through a robust team of mentors, Providence will provide a sense of community to students outside of the conventional university structure. CODE curriculum depends upon teams



of academic and contextual mentors committed to academic excellence for each student in their context who can observe and assess the student's development and display of proficiency over time.

3. On-Demand Integration

The CODE will fit Providence's Christ-centred education to the student in the time and manner that they need it, customized to their life situation, integrating the knowledge, skill, and character features essential to a fully formed graduate. Instead of demanding that the student conforms to the school's structures, the school will adapt to the needs of its students on the ground. This means that the curriculum must be mapped to a ladder of requirements and products so that the student always has a way forward without loss of value and without dead ends. It will also mean that the student can never avoid those elements crucial to their success.

Educational Framework

The primary building blocks of CODE curriculum will be described as "outcomes" (sometimes referred to as "courses," "badges," or "competencies"). These discrete learning blocks can be accumulated and gathered according to prescribed patterns for the student to achieve larger designations and degrees:

1. Outcomes

The primary irreducible academic building block integrating the knowledge, skill, and character necessary for the student to display proficiency of a carefully described expectation. Outcomes will typically comprise three academic credits (but as few as one and as many as six), usually available at both the undergraduate and the graduate levels.

2. Certificates

Certificates are awarded to students who complete a prescribed bundle of outcomes (usually 4 or 12 academic credits), focused on a particular missional objective.



3. Diplomas

Diplomas are awarded to undergraduate students who complete a prescribed bundle of outcomes and certificates (usually 10 outcomes or 30 academic credits), focused on a particular missional objective.

4. Degrees

Degrees are awarded to students who complete a prescribed bundle of outcomes and certificates at the undergraduate (usually 40 outcomes, or 120 academic credits) or graduate (usually 12 outcomes, or 36 academic credits) levels, focused on a particular missional objective.

Outcome Construction

Outcomes are focused on a discrete learning expectation, describing a full integration of the knowledge, skill, and character necessary for the student's full formation. These outcomes are constructed to allow the student opportunity to both develop and display their proficiency of the expectation in a live context to the satisfaction of their mentors. Outcomes comprise the following four elements:

1. Articulation

The outcome must be expressed in clear, comprehensive, and measurable language so all stakeholders have an effective grasp of the description of proficiency. Outcomes should be expressed in the future tense ("the learner will"), appreciating that outcome proficiency is an aspirational objective.

2. Indicators

The outcome must be stated as a set of tangible indications of student proficiency, written in terms that the mentors can readily observe and assess. These indicators (usually 3-5 discrete and measurable statements) will combine to articulate the student's proficiency in the expressed outcome fully. Outcome indicators will be written in the past tense, suggesting that the mentors have observed the student's proficiency in the stated outcome.



3. Inputs

Each outcome articulates the compulsory and suggested inputs leading to the student's proficiency. Such inputs could include conventional forms like lectures and prescribed reading, or they might be more creative, including podcasts, seminars, structured conversations, or anything the instructional designer might helpfully conceive. These inputs must be accessible to the student during the period of study and should be built with the engagement of those contextual organizations wherein the work might be applied. Students could have accessed these inputs prior to the prescribed learning period. Mentors and students should feel free to suggest further inputs or alternative pieces that might be of greater use to a particular student in their context. For that reason, inputs should only be listed as compulsory when strictly necessary to an organizational partner or employment objective. Students will be expected to report on their progress in accessing these inputs during their contextual mentor meeting at least once per week, their monthly meeting with both mentors and their CODE Progress review.

4. Interactions

Each outcome will clearly state the interactions, compulsory or suggested, which are helpful to the student's development and display of outcome proficiency, and which will ideally be constructed in conversation with those employers and agencies where the work will be completed. While these interactions might include traditional means such as academic papers and examinations, curriculum designers will take advantage of the contextual situation to conceive more creative learning opportunities such as projects, experiences, and other human engagements. Care should be taken to avoid rigid or required interactions to preserve the opportunity for customization in the interest of the student and their situation. Students will be expected to report on their progress in engaging with these interactions during their contextual mentor meeting, which occurs a minimum of once per week, their monthly meeting with both mentors and their CODE Progress review.



Operational Systems

The CODE Quality Framework depends on effectively and efficiently using the following structures and systems.

1. Context

The system requires the commitment and involvement of an applied contextual situation where the student can develop and display proficiency in the articulated outcome. Suitable contextual situations could include businesses, communities, churches, or agencies. The key is that the organization is focused on some productive, missional good in the world and can provide the space necessary for the student's action and formation.

2. Mentors

The system requires each student to have a mentor team focused on their development of outcome proficiency. Such teams will comprise an academic mentor, a contextual mentor, and a proctor or learning assistant (and sometimes an organizational mentor that represents a partner organization). The student or the contextual organization can recruit this team but must be approved by Providence. While the contextual mentor does not have to be employed or directly connected to the contextual agency, it is important to have the input and approval of that organization, affirming that this mentor can represent their interests. The contextual mentor must be able to regularly observe the student in their context to assess their display of proficiency. The academic mentor must be an employee of Providence. The fundamental goal of the mentors will be to encourage, guide, and assess the student in their journey toward proficiency.

3. Platform

The student and mentors will be given access to a private, online learning platform where their outcomes are articulated, and student and mentor engagement can be collected and archived. This will serve as the digital record of the student's learning sufficient to justify the mentor's assessment of the student's proficiency.



4. Pathway

Whether a student is taking the Transforming Leadership degree, a contextually designed certificate, or a micro-credential through CODE, they will begin by creating their unique pathway to learning. They will work alongside their mentor team to grasp all that is required to demonstrate proficiency in each outcome and build a path to achieve that. This will be done as a part of the first required outcome, Cornerstone. Following Cornerstone, students can complete CODE outcomes in any order they select. *Cornerstone* is designed to lead the learner through the curriculum to create a plan to work through it within their framework. Mentors & students work together to flavour the curriculum to context. Through *Cornerstone*, students reflect on the interactions suggested in their selected CODE program to analyze if there are better-suggested interactions they could complete to relate to their specific context. These reflections should be presented to the contextual mentor as they best help the student display proficiency in CODE content and to the academic mentor to ensure the assignment's weight meets accreditation standards.

5. Timeframe

It is the role of the proctor, while not a formal mentor or assessor, to monitor the student's progress and the mentor's engagement, encouraging timely progress on the academic subject according to the student's set timeline. Timelines will be approved by the mentor team, monitored by the proctor, and should reflect a dedication to the student's CODE study. Each outcome is weighted to the equivalent of a 3-credit course, meaning the amount of time invested in an outcome equals 108 hours of work. In a traditional school setting, this would consist of 12 school weeks with 3 hours of class time per week & 6 hours of reading per week, totalling 108 hours. Students and mentors will meet to discuss the student's progress on their outcomes within their meetings which take place once a week with the contextual mentor and once a month with both academic and contextual mentors.



6. Financials

The student will pay based on a subscription tuition rate of \$350/month charged on the first of each month of their enrollment. Built-in pauses to CODE study can be accommodated at the acceptance of the mentor and the CODE personnel. Fifty percent of the tuition rate will be allocated between the mentors and the proctor as a stipend. The following describes the base financial structure for the operation of programs under the Centre for On-Demand Education at Providence. All dollar amounts are in Canadian Funds unless expressed otherwise. The rate is based on a monthly subscription. This is an average equivalent of \$200/credit hour.

7. Approvals

All CODE outcomes will be presented by the CODE Director to the appropriate Providence dean's office (university college or seminary) for approval before the student's work begins. All new CODE degree programs will go through the approval of the Senate Program and Policy Committee, the Senate, and the appropriate accrediting body.

8. Assessment

Students are assessed on their display of proficiency, meaning they will display the knowledge and character outlined in CODE outcome indicators based on the demonstration of their knowledge and skill in context. Proficiency is evident in the student's reflections on their learning and application of their knowledge through their hands-on interactions. Consistent student-mentor meetings enable contextual and academic mentors to regularly observe and evaluate a student's proficiency through ongoing feedback throughout the student-centred, mentored model of CODE.

Following the student's completion of each outcome, mentors will agree on the student's level of proficiency, and the faculty mentor will present a letter grade to the registrar's office. The student is only given the green light on completion of an outcome when they display proficiency, meaning the student essentially requires an A to be



regarded as complete in any outcome. It is expected that mentors will meet with the student on the 3rd, 6th, and 12th month of enrolment to conduct the CODE Progress Review. When the student's studies extend beyond one year, they will continue to meet on each anniversary of enrolment.

The CODE Progress Review will evaluate the student's display of proficiency and dedication to their CODE study in keeping with their timeline. A yellow light indicates the student's gradual progression but a continued effort to meet their timeline goals, while a red light indicates little to no progress in CODE timeline goals. This will require a further conversation with CODE personnel to determine the next best steps to continue the program. Two red lights indicate a necessary discussion with the CODE Director regarding their continuation in the program if the student develops a thorough framework with their Proctor regarding how they will progress for their success.

Mentors will also undergo a similar assessment process in the 3rd, 6th, and 12th months. This will be to ensure that they are maintaining the standards required. At the start of their mentorship with CODE, they take CODE's Mentoring 101 course.

All CODE micro-credentials, certificates, diplomas, and degrees will follow the assessment policies at Providence. Each student will have an exit interview to continue to hone CODE programming.

9. Candidacy

Students are accepted into CODE when they can articulate a context through which their learning can be applied and once their contextual mentor is approved by Providence. All CODE students will participate in a progress review on the 3rd, 6th, and 12th month of enrolment.

For degree students continuing their CODE study past one year, the review will continue to take place on their anniversary of enrolment. Mentors will assign the student either a red, yellow, or green light



evaluating their progress regarding their CODE timeline, display of proficiency and dedication to their CODE program. The review serves as a collaborative and evaluative document to provide constructive feedback to the student by providing a way forward and reflecting on opportunities for student growth to further foster their display of proficiency. (Such conversations can focus on as many outcomes as the student is currently engaged in).

In addition to the CODE Progress Review, students will meet with their contextual mentor at least once per week for a 30-minute period to check in and receive feedback regarding their frequent observations of the student in their workplace context. The student will meet with both academic and contextual mentors once a month to discuss the student's current display of proficiency and provide a space for student questions.

Mentors will meet with CODE Personnel on the 3rd, 6th, and 12th month of student enrolment for an evaluative review to reflect on their proficiency in their mentor role and quality of service to the student. If the student's enrolment continues past 12 months, this review continues on the anniversary of student enrolment.

10. Cohorts

In some cases, cohorts could be established whereby several students are assigned to the same contextual mentor, providing an opportunity for peer engagement and edification.

11. Accreditation

Academic accreditation will be sought by Providence for all CODE programs at the graduate level for seminary programs by the Association of Theological Schools (ATS) and at the undergraduate and graduate level for university college programs by the Association for Biblical Higher Education (ABHE), and in accordance with Providence' legislative charter to grant degrees.