

Alberta Tuition Framework



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Version 2.1

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1.0. Introduction

Post-secondary education is one of the most important and rewarding investments an individual can make. At a time of unprecedented economic transition and labour market adjustment, post-secondary education is a key factor in Alberta's economic recovery and long-term return to prosperity. The Alberta 2030: Building Skills for Jobs strategy (Alberta 2030) was introduced in 2021 with the goal of transforming the adult learning system to focus on providing the high quality education, skills and training needed for Alberta's future. Alberta 2030 will develop a highly skilled and competitive workforce, strengthen innovation and commercialization of research, and forge stronger relationships between employers and post-secondary institutions, while strengthening student aid so that adult learning is accessible to all Albertans. At this critical time in adult learning, there is increasing attention being paid to the cost of post-secondary education, for students, institutions and governments.

While post-secondary education has numerous benefits for Alberta from a number of perspectives, it comes at a considerable cost. This cost is, and always has been, shared between students, institutions and government. Government also has a vital role to play in regulating most student contributions to ensure that students pay a fair, but manageable and sustainable, proportion of the education from which they benefit. As the importance of post-secondary learning grows for all Albertans, so does the need to have clarity on the roles for each party, particularly when it comes to financing the learning.

This document outlines the broad framework through which government regulates most student tuition and fees at 20 institutions across the province.¹ The framework encompasses statutory and regulatory requirements for institutions, government and student associations. It provides a high-level understanding of what is required from each, allowing for students, institutions and the public to know the parameters of tuition policy in Alberta. This document does not provide detail on individual post-secondary programs, nor does it provide detailed operational requirements for institutions. This framework is intended to provide a transparent explanation of tuition policy, thereby helping Albertans make informed choices about their education.



¹ The institutions not subject to this framework are The Banff Centre, Ambrose University, Burman University, Concordia University of Edmonton, The King's University, and St. Mary's University.

2.0. Strategic Direction

With Alberta 2030, the province has a bold vision for the next ten years of adult learning. Ensuring that tuition policy allows students to participate and contribute fairly is an important element of this vision.

The Alberta 2030 vision for the system is:

Alberta's world-class post-secondary system will equip Albertans with the skills, knowledge and competencies they need to succeed in their lifelong pursuits. The system will be highly responsive to labour market needs and, through innovative programming and excellence in research, contribute to the betterment of an innovative and prosperous Alberta.

In addition, the Alberta 2030 highlights the following six goals:

1. **Improve Access and Student Experience:** Ensure all Albertans have access to high-quality post-secondary opportunities and that the student experience is coordinated and integrated.
2. **Develop Skills for Jobs:** Ensure every student has the skills, knowledge and competencies to enjoy fulfilling lives and careers and that they have greater transparency around labour market outcomes.
3. **Support Innovation and Commercialization:** Contribute to Alberta's innovation capacity by supporting post-secondary research and strengthening its commercialization potential to create new knowledge, develop future skills and diversify the economy.
4. **Strengthen Internationalization:** Become a leading destination for top talent to drive the growth of skills, ideas and innovations, locally and globally.
5. **Improve Sustainability and Affordability:** Provide institutions greater flexibility to generate own-source revenue and strengthen student aid.
6. **Strengthen System Governance:** Modernize governance of the system to increase collaboration and drive outcomes.

Under Goal 5, Improve Sustainability and Affordability, the strategy identifies a number of flagship initiatives, including:

- Ensure tuition remains affordable, competitive and predictable.

The Alberta Tuition Framework seeks to further the approach outlined above and ensure that tuition policy is aligned with this strategic direction, particularly given that it was developed through extensive stakeholder consultation. By ensuring that Albertans contributions to the cost of their post-secondary education is within this strategic framework, the government can help ensure that all Albertans further develop their skills and compete in the 21st century labour market.

3.0 Changes to the Alberta Tuition Framework

In Fall 2021, the government made changes to the [Post-secondary Learning Act](#) and [Tuition and Fees Regulation](#) to align with Alberta 2030, which have been reflected in this document. The changes made that are specific to tuition include:

- The transfer of the authority to increase apprenticeship education program tuition (often referred to in this document as apprenticeship tuition) from the Minister of Advanced Education to the 11 institutions offering apprenticeship classroom instruction (within the existing caps), and the amalgamation of apprenticeship material and service fees into apprenticeship tuition. This has the effect of harmonizing the rules related to apprenticeship tuition with those related to non-apprenticeship tuition, and eliminating the distinction between the two, except in a few areas that are noted.
- The establishment of a new stream of student-approved exceptional tuition increases.
- The elimination of the requirement for institutions that have proposed an exceptional tuition increase that was not approved by the Minister to wait five years before being able to propose for that same program (the five-year wait remains for programs where such an increase has been approved).

In addition, while not reflected in the legal framework, the government has made a formal policy decision to establish new policy direction to encourage greater transparency in consultations between institutions and students on tuition.

The document also reflects changes to apprenticeship education programming that have taken place as a result of the passage of the [Skilled Trades and Apprenticeship Education Act](#) (note that at the time this document was published, while the Act had been passed by the Legislative Assembly, it was not yet in force. Apprenticeship language in this document reflects terminology that will be used in the long-term, when the Act is in force). For example, when the Minister establishes a new apprenticeship education program, an institution offering the program will determine the tuition for the classroom instruction it delivers for that program, in the same way it would for any non-apprenticeship program.

These changes compliment the government's previous changes to the Alberta Tuition Framework, which were made in December 2019, and came into effect beginning with the 2020-21 academic year. These changes included:

- the replacement of the Consumer Price Index (CPI) cap with a seven per cent cap for the 2020-21, 2021-22, and 2022-23 academic years. This applies to both apprenticeship tuition and non-apprenticeship tuition (the CPI cap will be re-introduced in the 2023-24 academic year).

- The removal of the requirement that student associations approve quality-based exceptional tuition increase proposals. While student approval and signature is no longer required for a quality-based exceptional tuition increase proposal to be submitted, student consultation is still required.
- The removal of the Executive Graduate Programs designation. Existing executive programs will now be subject to the Tuition and Fees Regulation.
- The removal of the 10 per cent limit to increases to Mandatory Non-instructional Fees (MNIFs) that are currently charged below cost-recovery rates. Institutions are free to increase MNIFs to cost-recovery levels at whatever pace they choose. However, once an MNIF is charged at cost-recovery, increases are dictated by the cost to deliver the goods or services.

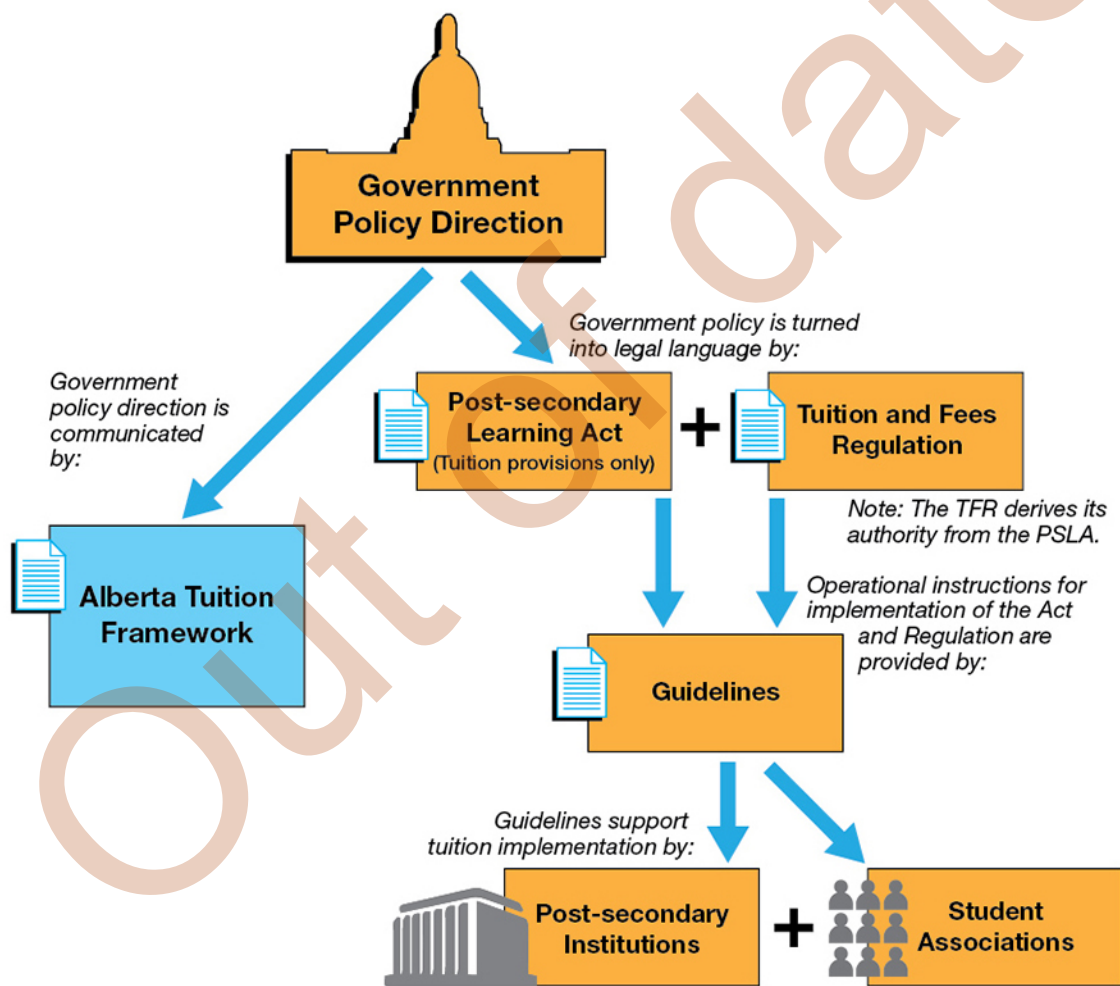
While changes outlined above have altered the framework governing tuition and fees in the province, a number of aspects of the framework remain consistent, including the following:

- Institutions establish the tuition rate for new programs.
- The requirement for institutions to consult students on a regular and ongoing basis (e.g. institutions are required to have at least two meetings with their student association(s) to discuss tuition and fee increases).
- The 10 per cent cap on tuition increases in all programs for domestic students.
- The requirement that students are consulted on exceptional tuition increase proposals, and that those in a program subject to an approved quality-based exceptional tuition increase be grandfathered.
- The tuition guarantee model for international students.
- The requirement that MNIFs must be cost-recovery, cannot be comprehensive and, in the case of new MNIFs, must be approved by the institution's student association(s).



4.0. Policy Connections

The *Post-secondary Learning Act* and the *Tuition and Fees Regulation* set out the legal requirements related to tuition and fees in Alberta. The *Alberta Tuition Framework* is a high-level policy document that reflects Alberta 2030 and formal government policy direction on tuition and fees at most institutions. A guidelines document helps institutions and student associations with implementation of the Act and Regulation by providing detailed operational instructions for implementing the framework. The framework and guidelines are not legal documents.



5.0. The Alberta Tuition Framework

The policy framework describing tuition and fees in Alberta largely falls into five categories, described below. Those categories are:

- How tuition is set
- How tuition increases
- Exceptional tuition increases
- International student tuition
- Mandatory non-instructional fees

For an at-a-glance view of the framework by these categories, see Appendix 1.

Student Involvement, Consultation and Publication

Before discussing the specific aspects of the framework, it is important to address the role of students in tuition policy in Alberta. Students are at the heart of the mandate and work of post-secondary institutions. Particularly on matters related to tuition, student voices are very important and must be considered from several perspectives. In a modern adult learning system such as Alberta's, students need to be treated as an important stakeholder in order to ensure they can reach their education objectives and acquire skills that lead to meaningful employment and fulfilling careers.

The importance of students is reflected in a number of ways in this framework. One of the most critical ways in which students are involved is through institutions' regular, ongoing consultations with them. Institutions are required to have at least two consultation meetings with the council of the student association (or student associations, if the institution also has a graduate student association) each year to discuss tuition and fee increases. Institutions are also required to provide the student association(s) with anticipated increases to tuition and fees for a four-year period. A new aspect that has been added to the guidelines is that institutions are encouraged to share with students a detailed rationale for any program where the institution is proposing to increase tuition higher than the rate of inflation. This will take effect beginning in the 2023-24 academic year, when institutions' overall rate of increase will be based on inflation rather than seven per cent.

Consultation between institutions and students is expected to be meaningful, inclusive and substantive, where student input is considered and addressed, rather than obligatory and superficial. Student associations, in turn, are expected to provide meaningful and helpful input to institutions that respects the institution's budgetary needs, and that reflects the fact that students must share in the cost of adult learning. Student associations should also represent a range of

perspectives from the diverse group of students they serve, including students who are most vulnerable to tuition changes. In addition, the confidentiality of the budgeting process is to be respected by all parties. Students are also expected to be active and constructive participants in tuition deliberations at board of governors meetings.

For transparency, institutions are required to publish all of their tuition and fees, so the rates of tuition and fees are made clear to students.

5.1 How Tuition Is Set

- When an institution begins offering a new program, the tuition is determined by its board of governors. For domestic learners, when an institution wants to offer a new program, the board of governors sets the tuition and program fees, which are submitted to the Minister as a part of the program approval process. If the program is approved, the tuition and program fees in the application become the tuition costs for students in the first year. These rules apply equally for non-apprenticeship programs, and for apprenticeship education programs (once the *Skilled Trades and Apprenticeship Education Act* is brought into force), where the institution would have the tuition approved as a part of the Minister's approval of the classroom instruction component of a new program.
- In the 2022-23 academic year, when authority to increase apprenticeship tuition is transferred to the institutions, these fees will be continued from the previous year's rate (set by the Minister), but subject to the increase limits outlined in section 5.2 below, determined by the institution board.

How Tuition Is Set:

New Programs

- Institutional boards of governors

Existing Apprenticeship Education Programs

- In 2022-23, continued from previous rate (subject to capped increases, determined by institution board of governors)

Tuition is set in this way to ensure institution boards, which are best positioned to understand the revenue needs and market demand for a given program, have significant authority to determine tuition rates. These boards are accountable to the Minister of Advanced Education, which allows the Minister to continue to play a consumer protection role for students.

5.2 How Tuition Increases

For domestic learners, tuition increases are generally capped, unless an exceptional increase has been applied (see section 5.3). For the 2022-23 academic year, this cap is set by the Tuition and Fees Regulation at no more than seven per cent. This can be applied on an institution-wide basis (i.e. given the cap is seven per cent, individual programs may vary by more or less than seven per cent, provided that the overall average per learner across the institution is no more than seven per cent).

Beginning in the 2023-24 academic year, the tuition cap will be based on annual changes to an inflationary measure (CPI), which will be determined using data provided by Statistics Canada. Institutions will be given a CPI figure, which is the maximum average tuition increase that can be applied across the institution, though individual programs can vary by more or less than that amount.

There is also a 10 per cent cap on tuition increases for all domestic students in all programs, except in cases where an exceptional tuition increase applies (see section 5.3). This means that domestic student tuition cannot be higher than 10 per cent of what it was the previous year. While institutions have flexibility to apply the seven per cent/CPI cap across their institution, their flexibility is limited by a requirement that tuition and fees do not increase in any program by more than 10 per cent. Once the CPI cap is in place in 2023-24, if CPI was higher than 10 per cent, the 10 per cent cap would ensure that domestic student tuition would not increase by more than 10 per cent over the previous year.

The Minister also has the authority in legislation to freeze all regulated tuition. Therefore, the increase mechanisms outlined above only apply in years where tuition is not frozen. Such a freeze of tuition would not apply to international students.

Unless it is frozen, tuition generally increases annually to reflect the fact that institutions face higher costs to deliver programming each year. It increases by no more than the seven per cent/CPI cap, in addition to the 10 per cent limit, in order to provide a high degree of predictability to students, in alignment with the flagship initiative from Alberta 2030.

How Tuition Increases:

- Institution-wide increases →
 - For 2022-23, up to seven per cent average for increases across the institution
 - For 2023-24 and beyond, up to CPI average for increases across the institution
- Individual programs → No greater than 10%

5.3 Exceptional Tuition Increases

There are two mechanisms by which tuition for a domestic student can increase, outside of the caps outlined in section 4.2. The first is a quality-based exceptional tuition increase; the second is a student-approved exceptional tuition increase. The two mechanisms have some important differences.

Quality-based Exceptional Increases

Institutions can apply to the Minister for an increase to program tuition that does not count against the seven per cent/CPI cap, and which can be more than 10 per cent, only if the increased tuition would result in improvements in program quality. Institutions must consult the council of the affected student association before submitting a proposal (i.e. if the proposal is for a graduate program, the graduate student association must be consulted, whereas for undergraduate or apprenticeship education programs, the undergraduate association is appropriate), and students in the affected program are also expected to be consulted.

If the Minister is convinced that the proposal will improve the quality of the program in a way that justifies the increase, the Minister may approve it. Examples of improvements could include program instructional improvements, new program resources, program delivery improvements, additional learner services and supports, meeting new regulatory requirements (in some cases), etc. It is important to note that a requirement of this tool is to improve the quality of the program, not simply to maintain the existing level of quality or address program revenue challenges.

In addition to the requirement that the institution must consult the appropriate student association, proposals for exceptional increases are subject to the following additional requirements:

- Institutions cannot re-submit a program for an exceptional increase within five years of having a previous exceptional tuition increase proposal approved for that program by the Minister. Institutions are free to re-submit a proposal for a rejected program at any time.

Exceptional Tuition Increases:

Quality-based

- Institution submits proposal to Minister
 - No more frequently than once every five years for a program with a previously approved exceptional tuition increase
 - Council of student association consulted
- Affected students grandfathered
- Subject to terms and conditions stipulated by Minister (if applicable)

Student-approved

- Institution and student association council jointly submit proposal to Minister
 - No more frequently than once every five years for a program with a previously approved exceptional tuition increase
- No grandfathering
- Subject to terms and conditions stipulated by Minister (if applicable)

- If the proposal is approved, students in the impacted program must be grandfathered, meaning the new higher tuition rate will not apply to currently enrolled students. It will only apply to new cohorts for non-apprenticeship programs, and it will only apply the following academic year for apprenticeship education programs. Currently enrolled students' tuition will continue to be set according to the seven per cent/CPI cap and 10 per cent limit rules outlined above, although they are entitled to the benefits of the quality improvements in their program.
- The Minister has the authority to apply any terms and conditions to the approval of the proposal that they deem appropriate.

Once an approved quality-based exceptional tuition increase has been implemented, the increased rate becomes the new tuition rate (for non-grandfathered domestic students), subject to regular seven per cent/CPI cap and 10 per cent limit in subsequent years.

Student-approved Exceptional Increases

A new stream of exceptional tuition increases was added in 2021 to allow institutions and students to work together to submit exceptional tuition increase proposals when both parties identify such increases as necessary. For this stream, institutions and the council of the appropriate students association (e.g. the graduate student association for a proposal related to a graduate program; the undergraduate student association for an undergraduate or apprenticeship education program) would jointly submit a proposal that would not count against the institution's tuition caps, can be greater than 10 per cent and would not entail grandfathering currently enrolled students or apprentices.

If the Minister deems the proposal to be worthwhile, they can approve it. The higher tuition rate can be put in place for all enrolled learners at the next intake. However, these increases, like the quality-based increases, are subject to additional requirements:

- Institutions cannot re-submit a program for an exceptional increase within five years of having a previous exceptional tuition increase proposal approved for that program by the Minister. Institutions are free to re-submit a proposal for a rejected program at any time.
- The Minister has the authority to apply any terms and conditions to the approval of the proposal that they deem appropriate.

Once a student-approved exceptional tuition increase has been implemented, the increased rate becomes the new tuition rate (for domestic students), subject to regular seven per cent/CPI cap and 10 per cent limit in subsequent years.

Two mechanisms for exceptional tuition increases are in place to allow institutions flexibility to either improve the quality of programming or address other needs. These mechanisms ensure that an institution is able to improve the quality of programming in a way that benefits students, or

increase the tuition in a way that students have approved. This mechanism ensures that programs do not necessarily get stuck in a revenue model that prevents students from accessing top quality programs, while also putting in place safeguards to protect current students.

5.4 International Student Tuition

Institutions' boards of governors have the authority to set tuition for international students at their own discretion. Similarly, the rates at which international student tuition increase are entirely at the discretion of institutional boards. This provides institutions with flexibility to set tuition rates at a level that reflects both the cost to deliver the program and the requirements of attracting international students.

While institutions maintain considerable flexibility, they are required to inform international students of the tuition the student will pay for each year of their studies in approved programs. These tuition rates are guaranteed as long as the student remains in that program for the regular duration of the program. Institutions are not able to increase those tuition rates higher than what has been guaranteed (even if an exceptional tuition increase is approved for domestic students). These guaranteed tuition rates must be communicated to the international student in their offer of admission. This ensures that an international student is fully aware of the tuition they will pay each year of their program, and will not be subject to unpredictable and unaffordable surprise tuition increases, which can jeopardize their continuation in the program.

International Student Tuition:

- Institutions can set and increase tuition as they choose
- Students must be guaranteed their tuition rates in their offer of admission

This approach to international student tuition ensures that institutions have the flexibility to set international student tuition at a rate that reflects the market and the cost of delivery, and that international students have full knowledge of what they will pay in their program in Alberta in advance, and can make an informed decision before committing to studying here. It provides a balance between financial flexibility for institutions and predictability for international students.

5.5 Mandatory Non-instructional Fees

Mandatory Non-instructional Fees (MNIFs) are fees charged by institutions that students (including apprentices and international students) must pay for specific goods or services that typically enhance the student experience. They are not related to instruction in a specific program and are not optional. Examples include fees for student athletics and recreation, health services, sexual assault centres, and wifi access. Student association membership fees are not considered MNIFs because students have the independent authority in the *Post-secondary Learning Act* to set these fees, meaning government does not regulate them.

MNIFs provide important goods and services to students, and students have expressed a willingness to pay for them, provided they are presented in a transparent fashion. MNIFs must be for specific goods or services, or for a group of related goods and services (e.g. an MNIF for athletic services such as access to a track, weight room and locker room, etc.). Comprehensive MNIFs are not permitted, meaning an MNIF cannot charge for a basket of unrelated goods and services. It is important for students to be able to understand the exact goods and services for which they are paying.

Mandatory Non-instructional Fees:

- Comprehensive MNIFs prohibited
- MNIFs must be no more than cost-recovery
- Student association(s) sign-off is required prior to introducing a new MNIF

MNIFs are required by the *Post-secondary Learning Act* to be no more than cost-recovery, meaning institutions cannot charge students more than is needed to offer the goods and services, thereby generating excess revenue. Once the cost-recovery threshold is reached, the rate of increase for the MNIF depends on the cost to deliver the good or service.

For new MNIFs, the council of the student association (or both student associations, if the institution also has a graduate student association and the MNIF is to be charged to members of both student associations) must formally approve any new fee prior to its introduction. Similarly, if an institution wishes to make substantive changes to an existing fee, the consent of the student association(s) is also required. A substantive change would include a change to the scope of what goods and services are supported, or the students to whom the fee is charged. Student consent is not required for minor or administrative changes to existing fees.

For a fee classification tool that assists institutions in determining which fees should be regulated as MNIFs, and which fees should be classified otherwise, see Appendix 2.

Although policies vary by institution, apprentices are generally required by institutions to pay MNIFs on a pro-rated basis, recognizing that their attendance is typically of a shorter duration, and the fact that they typically do not access as many services.

The Minister also has the authority in legislation to freeze all MNIFs, including those charged to international students. Therefore, the cost-recovery increase requirement outlined above would only take effect in years in which MNIFs are not frozen, even if student approval is provided.

MNIFs pay for goods and services that many students want and need, and students have indicated a willingness to pay for them. This approach ensures students have full knowledge of what they are paying for and do not pay for more than what they are receiving. It also ensures that new MNIFs are supported by students and pay for goods and services students genuinely want or need.

6.0. Exclusions

This framework covers most of the tuition and fees paid by the majority of students, including apprentices, at publicly funded post-secondary institutions in Alberta, other than the excepted institutions, noted previously. This includes tuition, program fees, international student tuition, and MNIFs.

However, there are a handful of tuition and fee categories that are not regulated and fall outside of the framework. These fees are not controlled by the Government of Alberta in any way, and institutions can charge the amount they deem necessary for these fees. These categories are:

- Tuition for courses taken by distance delivery by individuals living outside Alberta
- Tuition for courses offered outside Alberta on a cost-recovery basis
- Tuition for courses provided under a third-party contract
- Tuition for non-approved programming, such as continuing education
- Fees for equipment or materials that are retained or leased by students
- Fees for some work-integrated learning experiences (those where the organization providing the placement or practicum is not financially supported by government)
- User fees (non-mandatory fees for goods and services such as lockers, parking, etc.)

For a more detailed description of the various types of fees (both regulated and not), see Appendix 3. For additional detail on the tuition and fees included and not included in this framework, see Appendix 4.



7.0. Conclusion

As Alberta 2030 articulated, adult learning is a key foundation to Alberta's economic recovery, which helps Albertans gain the skills and competencies they need to compete and succeed in the modern workforce.

Tuition and fees are the primary mechanism through which students share in the investment required in their education in a fair and reasonable way. This framework seeks to strike a balance between ensuring that post-secondary institutions have the revenues needed to provide a quality education, and ensuring students pay a reasonable amount. As described in Alberta 2030, this framework seeks to ensure tuition is affordable, competitive and predictable. This will help students get the education they need, leading to good jobs.

By making certain that tuition and fees are controlled in a way that is fair, transparent and flexible, Alberta can continue to have a post-secondary system that provides learners with the tools to reach their personal, academic and career goals. This will help ensure that Albertans get the skills they need to compete in the labour market now and in the future, and help the province transition to an innovative, competitive and diverse economy.

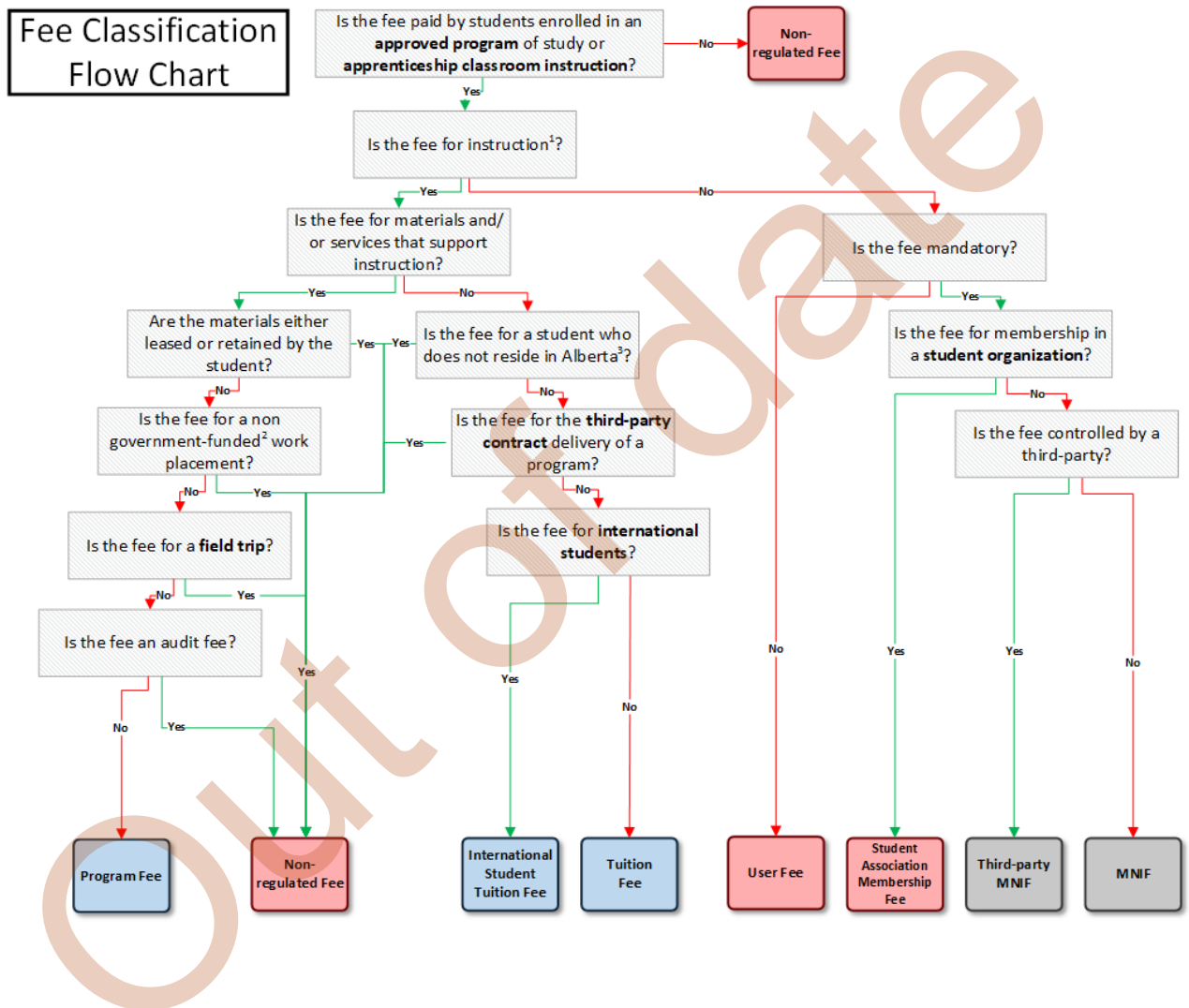


Appendix 1: Alberta Tuition Framework at-a-Glance

Component	Type of Tuition or Fee	Policy
5.1 How Tuition Is Set	Non-apprenticeship Program Tuition	<ul style="list-style-type: none"> By board of governors (through program approval process)
	Apprenticeship Education Program Tuition in 2022-23	<ul style="list-style-type: none"> Continued from previous rate (set by Minister), subject to increases determined by board of governors
	Apprenticeship Education Program Tuition for New Programs	<ul style="list-style-type: none"> By board of governors
5.2 How Tuition Increases	Non-apprenticeship Program Tuition, Apprenticeship Education Program Tuition	<ul style="list-style-type: none"> For 2022-23, increases capped at seven per cent average applied across the institution For 2023-24 and beyond, increases capped at CPI average applied across the institution No program can increase by more than 10%
5.3 Exceptional Tuition Increases	Quality-based Increases to Non-apprenticeship Program Tuition or Apprenticeship Education Program Tuition	<ul style="list-style-type: none"> Institution submits proposal to the Minister after consulting with relevant student association Affected students must be grandfathered Cannot propose the same program which has been approved for an exceptional increase within five years of its approval
	Student-approved Increases to Non-apprenticeship Program Tuition or Apprenticeship Education Program Tuition	<ul style="list-style-type: none"> Institution and relevant student association submit proposal No grandfathering of current students necessary for approved exceptional increases Cannot propose the same program which has been approved for an exceptional increase within five years of its approval
5.4 International Student Tuition	International Student Tuition	<ul style="list-style-type: none"> Boards of governors can set and increase tuition International students are guaranteed their tuition rates for the duration of their program in their offer of admission
5.5 Mandatory Non-instructional Fees	Mandatory Non-instructional Fees	<ul style="list-style-type: none"> Comprehensive MNIFs are prohibited Institutions can charge no more than cost-recovery for MNIFs Student association(s) must approve any new MNIFs

Appendix 2: Fee Classification

Fee Classification Flow Chart



Appendix 3: Regulation of Fee Types

<p>Tuition Fees</p>	<p>Tuition Fees: Fees identified in an institution's calendar or in a supplement to its calendar as tuition fee or fees for instruction for courses that are part of apprenticeship education programs or part of programs approved by the Minister under the Programs of Study Regulation (except exclusions).</p> <p>Tuition includes Program Fees, which are fees paid by a student to the institution in courses that are part of apprenticeship education programs or part of programs approved by the Minister under the Programs of Study Regulation (except exclusions).</p>
<p>International Student Tuition Fees</p>	<p>International Student Tuition Fees: Tuition fees charged to an international student.</p>
<p>Mandatory Non-Instructional Fees (MNIFs)</p>	<p>MNIFs: Fees charged to students that support specific goods and services that enhance the student experience, and that are:</p> <ul style="list-style-type: none"> • not tuition fees as defined in the TFR, • required in order to complete programs approved under the Programs of Study Regulation, established under the <i>Apprenticeship and Industry Training Act</i> or <i>Skilled Trades and Apprenticeship Education Act</i>, or approved under the <i>Student Financial Assistance Act</i>, and • not membership fees for a student organization. <p>Third Party MNIFs: MNIFs whose levels are entirely determined by a third party and whose revenues are entirely flowed through the institution to the third-party.</p>
<p>Fees Not Regulated by the TFR</p>	<p>User Fees: Fees for goods, services or activities that students may access on an as-needed basis. Students are not required to pay these fees in order to enroll in or complete their program of study.</p> <p>Student Association Fees: Fees levied on the membership of a student association for the maintenance of the association.</p> <p>Exclusions to Tuition Fees: Tuition fees for:</p> <ul style="list-style-type: none"> • Non-approved programming (e.g. continuing education) • courses taken as part of a distance delivery program by individuals who do not reside in Alberta, • off-campus cost-recovery programs, and • courses provided under a third-party contract. <p>Exclusions to Program Fees: Mandatory fees for the following materials and services that facilitate instruction:</p> <ul style="list-style-type: none"> • equipment and material retained or leased by the student, • work placements for which provincial funding has not been provided, and • travel for field trips and/or practicums.

Appendix 4: Tuition and Fees Included and Not Included

Included in this Framework	Not Included in this Framework
<ul style="list-style-type: none"> • Tuition <ul style="list-style-type: none"> ○ e.g. fees for instruction in an Administrative Professional certificate program, ○ e.g. program fees/lab fees for a course in biology • Apprenticeship tuition <ul style="list-style-type: none"> ○ e.g. fees for instruction in the Electrician apprenticeship education program • International student tuition guarantees <ul style="list-style-type: none"> ○ e.g. a guarantee to an international student for both years of an Advanced Care Paramedic diploma program • Mandatory non-instructional fees <ul style="list-style-type: none"> ○ e.g. fees to access institutional recreation facilities 	<ul style="list-style-type: none"> • Distance delivery course tuition (for non-Albertans) <ul style="list-style-type: none"> ○ e.g. fees for instruction in an English degree program taken online by a resident of Manitoba • Cost-recovery course tuition (offered outside Alberta) <ul style="list-style-type: none"> ○ e.g. fees for instruction in a Psychology program offered in another province or country (not through distance delivery) • Non-approved programming tuition <ul style="list-style-type: none"> ○ e.g. fees for instruction in continuing education courses not approved by the Minister • Third-party contract-delivered course tuition <ul style="list-style-type: none"> ○ e.g. fees charged by contract to a corporate entity for instruction to its employees • User fees <ul style="list-style-type: none"> ○ e.g. fees to rent a locker • Some work-integrated learning fees <ul style="list-style-type: none"> ○ e.g. fees for a co-operative education placement • Equipment or materials fees (if retained or leased by students) <ul style="list-style-type: none"> ○ e.g. fees to lease medical equipment