



**Name Change Application  
for a Private Organization Seeking Ministerial  
Consent under the Post-Secondary Education  
Choice and Excellence Act, 2000**

**The Secretariat  
Postsecondary Education Quality Assessment Board  
900 Bay Street 23rd Floor, Mowat Block  
Toronto, ON M7A 1L2**

**Submitted: Friday, July 10, 2020**

**Contents:**

Executive Summary ..... 3

Section 1: Nomenclature and Changing Environment..... 3

Section 2: Criteria to use “University” .....5

Appendix 1.1: Facility & Classroom Capacity Report.....10

Appendix 1.2: Academic Council..... 14

Appendix 1.3: Academic Freedom and Integrity..... 14

# Application to Rename “Canada Christian College and School of Graduate Theological Studies” with “Canada University and School of Graduate Theological Studies.”

## Executive Summary

Canada Christian College and School of Graduate Theological Studies (CCCSGTS) was founded in 1967 and has been a comprehensive degree-granting institution in Ontario, since 1999. CCCSGTS operates under the authority of The Ontario Legislature, via Bill Pr4 1999 “The Canada Christian College and School of Graduate Theological Studies Act.” CCCSGTS currently offers 14 different degree programs under the authority of Bill Pr4. Over 6,800 graduates have successfully completed degree programs. CCCSGTS is seeking to change its name from “*Canada Christian College and School of Graduate Theological Studies*” to “*Canada University and School of Graduate Theological Studies*.”

Over the previous 20 years nomenclature has shifted toward a more binary understanding of college/university such that the term “college” for independent institutions presents challenges, especially around market and brand. Potential students and similar organizations are often left with the assumption, that because of the name “college”, CCCSGTS does not grant degrees or is possibly a private high school. CCCSGTS substantially meets the criteria set out in Section 10.1 University of the 2019 Manual for Private Organizations.

### 1. Nomenclature and the Changing Environment

Over the past decade, a shift has been underway regarding the use of the word “college” for institutions that are comprehensive degree-granting. As part of its constituting legislation, PEQAB is to ensure ongoing alignment with changes in nomenclature and practice in other jurisdictions and in the sector. The shift in usage of “college nomenclature” has occurred with institutions in the United States, in other Canadian provinces, and very much so in Ontario.

In Ontario and elsewhere today, there is a clear popularly understood binary between independent colleges and universities, whether publicly assisted or privately funded. Some universities have subsidiary bodies known as colleges, but those are affiliated institutions under the umbrella of the university, and those colleges grant their degrees under the university name. The fourteen degree programs at the undergraduate and graduate level of study that CCCSGTS offers are not offered in Ontario colleges but are typically university degrees.

The shift toward a more binary, popular understanding of terms is reflected in changes throughout higher education. In various Canadian jurisdictions, other institutions with narrow or specific missions, or without any or only very few graduate programs have moved from “college” or “university college” to “university” when granting undergraduate degrees typical of a university. Relevant cases from Ontario include Algoma University and the Ontario College of Art and Design University.

Ontario institutions similar to CCCSGTS, such as Tyndale University (formerly Ontario Bible College) and Redeemer University (formerly Redeemer College), have followed this natural progression of the binary understanding of “universities” as comprehensive degree-granting institutions.

Additional examples are as follows:

**Ontario:**

- Algoma College Association (est. 1965), now Algoma University (2008)
- Ontario Bible College (1984), now Tyndale University (2020)
- Redeemer College (est. 1982), now Redeemer University (2020)

**Alberta:**

- The King's College (est. 1979), now The King's University (2015)
- Canadian Bible College (est. 1941), now Ambrose University (2014)
- Concordia College (est. 1921), now Concordia University of Edmonton (2015)

**British Columbia:**

- Caribou College (est. 1970), now Thomson Rivers University (2005)
- Fraser Valley College (est. 1974), now University of the Fraser Valley (2008)
- Malispina College (est. 1969), now Vancouver Island University (2008)
- Trinity Junior College (est. 1962), now Trinity Western University (1985)

**New Brunswick:**

- United Baptist Bible Training School (est. 1949), Atlantic Baptist College (1970), now Crandall University (2010)

CCCSGTS materially meets the definition of a university as set out in the PEQAB Manual for Private Organizations, 2019, section 10.1 and is seeking a name change to “*Canada University and School of Graduate Theological Studies*” to better reflect both the scope and growth potential of the institution as a privately-funded, accountable, post- secondary degree granting institution in Ontario

The shift in popular nomenclature understanding is reflected in CCCSGTS encountering increasing confusion in the market about whether the school offers diplomas, which it does not; applied arts and technology diplomas or degrees, which it does not; high school or elementary learning, which it does not; or whether it does indeed offer 4-year Bachelor’s degrees and graduate degrees one would find in Ontario’s publicly assisted universities, which CCCSGTS in fact does do. There is confusion experienced by employers and student prospects, and a change in nomenclature would benefit graduates from CCCSGTS and the institution’s students.

## 2. Section 10.1: Criteria to use “University”

### *2.1 Legal Authorization in Ontario*

CCCSGTS is legally entitled to offer fourteen enumerated degrees at the undergraduate and graduate level. These rights are granted by The Ontario Legislature, via Bill Pr4 1999 “The Canada Christian College and School of Graduate Theological Studies Act.” The degrees offered vary greatly from theology and education, to the arts and music. Further degree programs are planned to be offered in the future. See current degrees listed below (Bill Pr4, section 6):

- Bachelor of Theology
- Bachelor of Religious Education
- Bachelor of Christian Counselling
- Bachelor of Divinity
- Bachelor of Sacred Music
- Master of Theological Studies
- Master of Religious Education
- Master of Christian Counselling
- Master of Divinity
- Master of Sacred Music
- Doctor of Ministry
- Doctor of Theology
- Doctor of Christian Counselling
- Doctor of Sacred Music

### *2.2 Institutional Charter including “University” Nomenclature*

The Acts, or charter, being amended by the Ontario Legislation include university nomenclature in the institutions amended name “*Canada University and School of Graduate Theological Studies.*”

### *2.3 Mission of University Teaching and Scholarship*

The mission of CCCSGTS, approved by the Board of Directors in 1999, is to train and equip effective leaders in a broad variety of degree programs who can then go change the world, motivated by a love for God and a compassion for people. Research and Scholarly Activity are held in the highest esteem and promoted through the academic faculty. To help execute this mission, CCCSGTS faculty are hired and promoted through a rigorous interview process and expected to maintain the highest standing in their respective fields. Tenure and promotion are dependent on research and creative endeavour and the dissemination of those endeavours in the form of teaching, publication, practice, and presentation. CCCSGTS takes pride in its extremely multicultural and diverse student body. The institution has included in its mission the service and support of new Canadian's seeking to bolster their academic experiences.

### *2.4 Degree and Program Range*

CCCSGTS currently offers fourteen different degrees that span across the spectrum of undergraduate and graduate programs (see section 2.1 for list). The range of programs include theology, counselling, education and music. Moving forward, once CCCSGTS has new legislation with expanded degree granting authority, undergraduate programs in the arts and sciences will be offered.

### *2.5 Degree Level and Curriculum Design*

CCCSGTS's present program breadth reflects undergraduate and graduate degrees which are currently permitted through its charter. It desires to expand its university offerings and plans to add Bachelor of Arts and Bachelor of Science programs in the near future. It is our vision to continue adding additional degrees in the coming years.

CCCSGTS's undergraduate program offers five different degrees and thirteen specializations. Program specializations touch on a wide area of study and include community outreach, social work, addiction counselling, performing arts, contemporary music, etc.

As one of the largest graduate schools of theology in Canada, CCCSGTS offers nine graduate degrees in twelve areas of study including Christian counselling, sacred music, divinity, etc.

The Academic Council (see appendix 1.2), on an ongoing annual basis, rigorously evaluates the learning outcomes and degree program goals for each degree as presented to them by the *Quality Review Committee (QRC)*. Key Performance Indicators are evaluated, and anonymous student evaluations are presented to the council each academic year to ensure that each program is designed in the most beneficial method possible to the student. Further information on Quality Assurance and Systematic Review is in section 2.7.

## 2.6 Admission, Promotion, and Graduation of Students

CCCSGTS's policies on Admission, Promotion, and Graduation of students mirror the structure and intent of those at Ontario's publicly assisted universities.

As demonstrated in the CCCSGTS Academic Calendar, admissions requirements are very similar to other undergraduate programs in the province. The general requirement for admission is the completion of an Ontario Secondary School Diploma with an overall average of at least 65% in ENG4U "English," plus five other Grade 12U or M courses. If a student has more than five Grade 12U or M courses other than ENG4U, the top five marks are combined with ENG4U to calculate the admission average. Equivalents for high school that have been completed in other jurisdictions are closely assessed and researched.

An applicant who does not meet the regular academic admission requirements may be eligible for consideration as a mature student once equivalency and competency tests are completed. The process and policy related to mature student admission can be found in the Academic Calendar. Transfer students are accepted based upon the same entrance requirements of a new student, and academic credit is applied if required and if relevant study has been completed at an acknowledged degree granting institution in good standing.

Admission to graduate degree programs require a baccalaureate degree from an accredited institution and evidence of academic ability to engage in graduate education. This requires an appropriate GPA for the degree sought (varies depending on the degree), demonstrated English language proficiency, transcripts and an academic reference.

Undergraduate graduation requirements include: completion of required credits and internship/practicum hours, a passing grade in all courses as prescribed in the particular program of which they are enrolled (substitutions in a course are allowed only by special permission from the Registrar or the Academic Dean) cumulative GPA must be at least 2.0 (C) in order to qualify for graduation.

Similar requirements exist for the graduate programs including completion of required credits and internship/practicum hours, thesis or dissertation approval, a passing grade in all courses as prescribed in the particular program in which they are enrolled (substitutions in a course are allowed only by special permission from the Registrar or the Academic Dean) cumulative GPA must be at least 2.0 (C) in order to qualify for graduation.

## 2.7 Quality Assurance and Systematic Review

CCCSGTS is a self-critical, cohesive academic community with a long-time commitment to the quality assurance a university requires. Each academic semester, rigorous and comprehensive internal systematic reviews of administrative, management and operational processes, are conducted by *The Academic Council* and *Quality Review Committee (QRC)*.

Under the direction of the QRC each department conducts a department-specific faculty/dean led review of the quality of curriculum, instruction, facility, and student experience. The QRC oversees all quality assurance reviews and ensures that all review practices are consistent with university policies. The committee collects, processes and recommends based upon significant empirical data, included but not limited to over 5,000 individual course and faculty evaluation forms, third party conducted Key Performance Indicators (KPI) with regards to current students' academic performance and graduates success entering the workforce. An exhaustive and comprehensive review is conducted on all testing methods, curricula, instruction methods, teaching material, equipment and student academic freedom and integrity policies. The QRC, comprised of deans, faculty and student representatives makes recommendations to *The Academic Council* which are then reviewed and implemented accordingly.

Student Council representatives, elected by the student population, also make recommendations to the Academic Dean, Registrar and President each semester; great consideration and deference is given to their input.

External Audits of financial, facility, student policy and student care are completed every year by the International Student Program to approve CCCSGTS as an approved Designated Learning Institute (DLI). As an approved Ontario Student Assistance Program (OSAP), CCCSGTS is by standard practice audited annually with regards to student record management, attendance policies, tuition fees, etc. External Financial Audits are conducted by impartial audit professionals and subject to strict charity board review annually.

### *2.8 Faculty Qualifications*

CCCSGTS has systematic policies and procedures with respect to ensuring rigorous faculty hiring, reappointment, tenure, promotion and tenure renewal process appropriate to the disciplinary areas of research and teaching. Policies meet or exceed that of the expectations of Ontario's Higher Learning sector. The process involves both administrative oversight and faculty peer-evaluation and recommendation. A comprehensive list of faculty can be found at <https://canadachristiancollege.com/academics/faculty/>.

### *2.9 Facilities*

CCCSGTS has over 200,000 sq. ft. of modern facilities on 12+ acres located on Lake Ontario that is well suited to the needs of university learning and scholarship. This includes the appropriate classroom, research library, technology lab, recording studio, athletic centre, event space and faculty facilities required to deliver an excellent university experience. A comprehensive list of these spaces and their respective capacities can be found in Appendix 1.1 below. CCCSGTS also maintains sizable physical and online libraries, with resources allocated systematically across all disciplines in which programs are offered. Resource procurement and adjustment is made in consultation between the librarian, the library staff, and faculty. As of July 2020, holdings were as follow:

<i>Physical Resources</i>
<i>Print books &amp; music scores: 97,890</i>
<i>Videos: 1,478</i>
<i>Print Journals: 36</i>
<i>Total print &amp; AV holdings: 99,404</i>

<i>Online Resources</i>
<i>E-books in databases : 300,000+</i>
<i>Peer Reviewed Academic Journals: 4,746</i>
<i>Online Video Resources:21,459</i>
<i>Total e-resources: 306,891+</i>

## *2.10 Academic Standards Governance and Academic Freedom and Integrity*

CCCSGTS has a governance system in which Academic Standards are overseen and applied with both faculty and student participation. The Academic Council, Quality Review Council, and the Student Council all work cohesively with faculty to ensure the highest standard of learning and institutional management. Academic Freedom and Integrity are held in the highest esteem; full policies with regards to Academic Freedom and Academic Integrity can be seen in Appendix 1.3. In terms of Academic Standards, the Academic Council is comprised of faculty from across the academic areas of CCCSGTS and includes the Registrar, Academic Dean and Executive participation. The mandate of the Academic Council is to review and propose revisions to existing student-focused academic policies, including those relating to student admissions, transfer credits, scholarship-development in addition to awarding, grading standards, academic integrity, and academic dismissals. The council is also mandated to apply standards, including in the assessment of new scholarships, bursaries, and other academic and needs-based awards, as well as, in the assessment of graduate approval. For more information on the Academic Council Committee please see Appendix 1.4.

Students must abide by the Policy on Academic Integrity, which outlines the expectations relating to academic honesty and lays out the procedures that are followed when a student is suspected of violating those expectations. The Policy is printed in the Academic Calendar and included in all syllabi at the institution.

Appendix 1.1  
Summary of Student Facilities



Room	Description	Capacity	Photo
201	Large Lecture Hall	130	 A photograph of a large lecture hall. The room features a curved white desk at the front, tiered seating, and a large screen. The floor is covered in a patterned carpet.
202	Classroom	40	 A photograph of a classroom. The room has a desk at the front, several rows of chairs, and large windows. The floor is covered in a patterned carpet.
203	Classroom	40	 A photograph of a classroom. The room has a desk at the front, several rows of chairs, and a whiteboard. The floor is covered in a patterned carpet.
204	Lecture Hall	60	

210	Lecture Hall	75	
MUSLAB	Music Studio Labs	25	
208	Classroom	10	-
209	Music Practice Room	5	-
KEYLAB	Music Practice Room II	15	-
207	Classroom	15	
206	Classroom	15	
205	Classroom	15	
220	Student Lounge	40	

-	Basketball/Volleyball Facility (to be completed Sept. 2020)	60	
-	Training Facility (to be completed Sept. 2020)	100	
-	Indoor Soccer Facility (to be completed Sept. 2020)	40	
-	Grand Lobby (to be completed Sept. 2020)	200	
-	Event Centre (to be completed Sept. 2020)	3,500	

RESHLIB	Research Library	90	
RESHLIB	Study Lab I	5	
RESHLIB	Study Lab II	5	-
RESHLIB	Study Lab III	5	-
RESHLIB	Study Lab IV	5	-
RESHLIB	Faculty Research Facility	20	-
211	Student Affairs	5	-
212	Ministry Lab	10	-
213	Modern Israel Research Lab	5	-
101	Cafeteria	200	-

## Appendix 1.2

### Academic Council

CCCSGTS Academic Council operates under the enumerated structure and authority of The Ontario Legislature, via Bill Pr4 1999 “The Canada Christian College and School of Graduate Theological Studies Act – Section 10”

10.

(1) The academic council of the College is established and is composed of,

- (a) the president and vice-president of the College;
- (b) such number of members of the faculty, not to exceed three, as is determined by the president and vice-president; and
- (c) three members of the board, other than the president and vice-president, appointed by the board.

(2) The academic council shall manage the academic affairs of the College and may,

- (a) recommend to the board the establishment and termination of programs and courses of study;
- (b) determine the curricula of programs and courses of study;
- (c) determine the standards of admission to and continued registration in the College;
- (d) determine the qualifications for graduation and for conferring diplomas, certificates and degrees;
- (e) determine all matters related to examinations and the appointment of examiners;
- (f) award fellowships, scholarships, bursaries, medals, prizes and other marks of academic achievement;
- (g) appoint committees and delegate to them the power and authority to act for it on any matter set out in clauses (a) to (f), as long as a majority of the members of the committee are members of the academic council or faculty.

## Appendix 1.3

### Academic Freedom and Integrity

Academic integrity at Canada Christian College is based on a respect for individual achievement that lies at the heart of academic culture. Every faculty member and student, both graduate and undergraduate, belongs to a community of scholars where academic integrity is a fundamental commitment. The College as an institution makes collaboration and the pursuit of knowledge possible, but always promotes and evaluates individual effort and learning. This statement broadly describes the principles of student academic conduct supported by all academic programs at the College, at every level – both undergraduate and graduate, and regardless of venue, including on-line courses and study abroad programs. It is the responsibility of every member of the academic community to be familiar with the specific policies of his or her own school, and to bear in mind relevant policies governing activities not directly addressed herein, such as internships, specific graduate programs and University research.

1. **Cheating:** using unauthorized notes, study aids, or information on an examination; altering a graded work after it has been returned, then submitting the work for regarding; allowing another person to do one’s work and submitting that work under one’s own name; submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.
2. **Plagiarism:** submitting material that in part or whole is not entirely one’s own work without attributing those same portions to their correct source.

3. **Fabrication:** falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data and failing to include an accurate account of the method by which the data were gathered or collected.
4. **Obtaining an Unfair Advantage:** (a) stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor; (b) stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use; (c) unauthorized collaborating on an academic assignment (d) retaining, possessing, using or circulating previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination; (e) intentionally obstructing or interfering with another student's academic work or (f) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.
5. **Aiding and Abetting Academic Dishonesty:** (a) providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above, or (b) providing false information in connection with any inquiry regarding academic integrity.
6. **Falsification of Records and Official Documents:** altering documents affecting academic records; forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, or any other official University document.
7. **Unauthorized Access to computerized academic or administrative records or systems:** viewing or altering computer records, modifying computer programs or systems, releasing or dispensing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

In all cases involving academic dishonesty, the student charged or suspected shall, at a minimum, be accorded the following rights:

1. Prompt investigation of all charges of academic dishonesty, to be conducted, insofar as possible, in a manner that prevents public disclosure of the student's identity. Such investigation may include informal review and discussion with an official of the school prior to bringing a charge, provided that such review does not compromise the rights of the student in the formal process.
2. Reasonable written notice of the facts and evidence underlying the charge of academic dishonesty and of the principle(s) of academic integrity said to have been violated.
3. Reasonable written notice of the procedure by which the accuracy of the charge will be determined.
4. Reasonable time, if requested, within which to prepare a response to the charge.
5. A hearing or meeting at which the student involved may be heard and the accuracy of the charge determined by a neutral decision-maker.
6. Review of any adverse initial determination, if requested, by an appeals committee to whom the student has access in person. Generally, implementation of sanctions will be suspended until all appeals made by the student have been exhausted.
7. Final review of an unsuccessful appeal, if requested, by the Registrar or an advisory committee designated by the Registrar.

### **Procedures**

Suspected cases of academic dishonesty should be reported to the course instructor, the administration of the school under whose jurisdiction the suspected offense took place, or to any student authorized by that school to receive such complaints. Students charged with academic dishonesty may not change their registration in a course in which the charge is pending, or in which a finding of academic dishonesty has been made. Procedures of investigation, adjudication, and appeal may vary from school to school. [Current practice does not involve reporting to a student, but instead to the course instructor or to a member of the dean's office in the appropriate school.

## **Sanctions**

All proven cases of academic dishonesty should be penalized as appropriate under the circumstances. Sanctions other than a reduced or failing grade should be imposed by the school in which the student is enrolled. The imposition of any sanction other than a private reprimand should include a statement of reasons supporting its severity. A student may appeal any finding or sanction as specified by the school holding jurisdiction. Sanctions may include but are not limited to:

1. Reduced or failing grade.
2. A letter of reprimand.
3. A defined period of probation, with or without the attachment of conditions.
4. Withdrawal of University funding.
5. A defined period of suspension, with or without the attachment of conditions.
6. Exclusion from the University.
7. Notation on the official record.
8. Revocation of an awarded degree.
9. Any appropriate combination of 1-8 above.

## **Intellectual Property**

A student's intellectual property is considered to be any work or idea that has been presented by the student. Intellectual property could take the form of written essays, poems, and other literature as well as ideas or concepts presented in oral presentations, songs, and other multimedia presentations. The intellectual property of each student is held in confidence and a copy can be made available to be returned to the student at the end of their program. A bound copy of all thesis submissions is kept at the college at all times. Any abuse of intellectual property by any other student will result in the offending student meeting with the academic council with possible repercussions such as being removed from our program.

## **Good Standing Policies**

A student must maintain attend at 75% of classes, maintain a GPA of at least 2.00 and adhere to the College Standards to maintain "good standing."

## **Academic Warning**

Students receive an academic warning when the term GPA is lower than 2.00.

## **Academic Probation**

Academic probation is earned and the notation "Academic Probation" is recorded on the student's academic transcript whenever the following conditions exist: When the cumulative GPA is lower than 2.00. Students who have earned 44 or fewer credits are allowed two terms of probation before they are subject to disqualification. Students with more than 44 credits are only allowed one term of probation before they are subject to disqualification. Students on academic probation whose cumulative GPA is lower than 2.00 and whose term GPA is 2.00 or higher are remain on academic probation until the GPA is higher than 2.00 Students on academic probation are limited to a study load of no more than 15 credits.

## **Academic Probation**

Academic disqualification may be assessed whenever the following conditions exist:

1. Students on academic probation for having a cumulative GPA lower than 2.00 who earn a term GPA lower than 2.00 in their next term.
2. Students on academic probation for having their three most recent terms of GPAs lower than 2.00 and who earn less than a 2.00 term GPA for the fourth consecutive term.

These students are not eligible to enroll for future terms unless the Academic Council continues the student on probationary status for a further term or reinstates the student.