



PART A

Bachelor of Applied Technology (Construction and Environment – Regulations and Compliance)

**Consent Renewal
Submission Date: September 17, 2007**

REPORT ON THE DELIVERY OF THE CURRENT CONSENT PROGRAM

Note on Status of Program

PEQAB approval for this Bachelor of Applied Technology (Construction and Environment – Regulations & Compliance) T301 program was received in March 2003 and our first intake occurred in September 2004.

Due to our inability to attract students in sufficient numbers to make the program viable for the long term, George Brown College discussed suspending the program with PEQAB and program suspension was formally announced in April 2007.

We are applying for consent renewal so that we may continue to run the program for the next three years (until June 2010) when all the current students have graduated.

Submission Checklist for Part A

Item Name and Binder Tab	Status
Submission Checklist for Part A	<input checked="" type="checkbox"/> Attached
**Appendix 1 College and Program Information	<input checked="" type="checkbox"/> Attached
*Appendix 2 Abstract of Proposed Program	<input checked="" type="checkbox"/> Attached
**Appendix 3 Delivery of Current Consent Program Checklist	<input checked="" type="checkbox"/> Attached
Degree Level Standard	
Appendix 4.1 Degree Level Standard Summary	<input checked="" type="checkbox"/> Attached
Program Content	
Appendix 5.1.1 Admission Requirements Direct Entry	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 5.1.2 Admission Policies and Procedures for Mature Students	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 5.2.1 Credit Transfer/Recognition Policies and Procedures	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 5.2.2 Advanced Placement Policies	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 5.2.3 Degree Completion Arrangements	<input type="checkbox"/> Not required <input checked="" type="checkbox"/> Attached
Appendix 5.2.4 Gap Analysis	<input type="checkbox"/> Not required <input checked="" type="checkbox"/> Attached
Appendix 5.2.5 Bridging Courses	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
**Attach as Appendix 5.2.6 Admissions Information	<input checked="" type="checkbox"/> Attached
Appendix 5.3, Promotion and Graduation Requirements	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
**Attach as Appendix 5.3.1, Student Retention Information	<input checked="" type="checkbox"/> Attached
Appendix 6.1.1 Program Advisory Committee	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 6.2.1 Professional/Accreditation or Other Requirements	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Attached
Appendix 6.2.2 Letters of Support: Professional/ Accreditation or Other Requirements	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Attached
Appendix 6.3.1 Program Level Learning Outcomes (Met)	<input type="checkbox"/> Not required <input checked="" type="checkbox"/> Attached
Appendix 6.3.1.1 Program Level Learning Outcomes (Not Met)	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 6.3.3.1 Program Hour/Credit Conversion Justification	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 6.3.3.2 Academic Course Schedule	<input checked="" type="checkbox"/> Not required

	<input type="checkbox"/> Attached
*Appendix 6.4.A. Explanation of Added or Dropped “P” Courses	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 6.4.A.1 Added “P” Course Outlines	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
*Appendix 6.4.B. Explanation of Added “O” Courses	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 6.4.B.1 Added “O” Course Outlines	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 6.5.1. Program Structure Requirement	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 6.5.2 Support for Work Experience	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 6.5.3 Work Experience Outcomes and Evaluation	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
*Appendix 6.6, Summary of Program Changes	<input type="checkbox"/> Not required <input checked="" type="checkbox"/> Attached
Program Delivery Standard	
Appendix 7.1.1 Quality Assurance Policies	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 7.1.2 Policy on Student Feedback	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 7.1.3 Student Feedback Instruments	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 7.2.1 On-line Learning Policies and Practices	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 7.2.2 Academic Community Policies	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
*Appendix 7.2.3 Expansion of On-Line Learning	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
*Appendix 7.2.4 Introduction of On-Line Learning Policies	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Capacity to Deliver Standard	
**Attach as Appendix 8.2.1 Library Resources	<input checked="" type="checkbox"/> Attached
**Attach as Appendix 8.2.2 Computer Access	<input checked="" type="checkbox"/> Attached
**Attach as Appendix 8.2.3 Improvements/Expansion of Classroom Space	<input checked="" type="checkbox"/> Attached
**Attach as Appendix 8.2.4 Laboratories/Equipment	<input checked="" type="checkbox"/> Attached
Attach as Appendix 8.3 Resource Renewal and Upgrading	<input checked="" type="checkbox"/> Attached
Appendix 8.4 Support Services	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 8.5 Policies on Faculty	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 8.6.2.A Exception Statements Approved by the President	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached

**Appendix 8.6.2 B, Faculty Qualifications: Discipline Related Courses	<input checked="" type="checkbox"/> Attached
**Appendix 8.6.2 C, Faculty Qualifications: Breadth Courses	<input checked="" type="checkbox"/> Attached
Appendix 8.7, Enrolment Projections and Staffing Implications	<input checked="" type="checkbox"/> Attached
Credential Recognition	
*Appendix 9.1.a. Credential Recognition	<input checked="" type="checkbox"/> Attached
*Appendix 9.1.b. Credit Transfer Recognition	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
*Appendix 9.1.c. Policy on Informing Students on Recognition	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 10.1.1 Current Regulatory or Licensing Requirements	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Attached
Appendix 10.1.2 Letters of Support From Regulatory/Licensing Bodies	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Attached
Program Evaluation	
Appendix 11.1 Periodic Review Policy and Schedule	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
*Appendix 11.2 Update on Program Evaluation Measures	<input checked="" type="checkbox"/> Attached
Appendix 12.1 to 12.n. Additional Information (Any additional information that the applicant wishes to add that is relevant to the delivery of the program.) 1. List the topic. 2. Use a separate appendix for each topic. 3. Add a separate row to this checklist for each of these appendices.	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached

Notes:

1. Unless otherwise indicated, the Appendix numbers in this checklist and in Appendix 3 directly correlate with appendices in the current version of the *Submission Guidelines for Ontario Colleges*, and the *Submission Guidelines'* appendices are to be used as the reporting template for your submission.
2. Appendices that are not found in the *Submission Guidelines* are indicated with a “*” in the checklist.
3. Appendices with templates that are included in this application document are indicated with a “**” in the checklist.

Appendix 1: College and Program Information

Prepare as **Appendix 1**, a submission title page with the following information.

Appendix 1 – George Brown College

Full Legal Name of Organization: George Brown College of Applied Arts and Technology
Operating Name of Organization: George Brown College
Common Acronym of Organization (if applicable): GBC
URL for Organization Homepage (if applicable): http://www.georgebrown.ca
Degree program for which consent renewal is being sought: Bachelor of Applied Technology (Construction and Environment – Regulations & Compliance)
Location (specific address) where program is delivered: George Brown College Centre for Advanced Building Technologies (CABT) 146 Kendal Avenue, Toronto, ON Toronto, ON M5R 1M3
Date on which the program commenced: <u>7th</u> day <u>September</u> month <u>2004</u> year Date when the initial class of students will complete the program: <u>18</u> day <u>April</u> month <u>2008</u> year
<p>Contact Information:</p> <p>Person Responsible for this Submission*</p> <p>Name/Title: Marjorie McColm, Acting Director, Academic Excellence</p> <p>Full Mailing Address: George Brown College P.O. Box 1015, Station B Toronto, ON M5T 2T9</p> <p>Telephone: (416) 415-5000 Ext. 2123</p> <p>Fax: (416) 415-4641</p> <p>E-mail: mmccolm@georgebrown.ca</p>
<p>Site Visit Coordinator (if site visit is required and if different from above):**</p> <p>Name/Title: John Wills, Acting Director, CABT</p> <p>Full Mailing Address: George Brown College P.O. Box 1015, Station B Toronto, ON M5T 2T9</p> <p>Telephone: (416) 415-5000 Ext. 4376</p> <p>Fax: (416) 415-4515</p> <p>E-mail: jwills@georgebrown.ca</p>
<p>* The person who is the primary contact for the submission on matters pertaining to proposal content and communications from the Postsecondary Education Quality Assessment Board.</p> <p>** This person will be the college's liaison for coordinating the site visit, if required.</p>

Appendix 2: Abstract of Proposed Program

Attach as **Appendix 2** an abstract of **no more than 300 words** of the program in the form that the institution is proposing for the renewal of consent. This should include a summary of the program learning outcomes, employment opportunities for graduates and opportunities for further study. This abstract may be used (i) to acquaint potential quality assessors and others with this program proposal, and (ii) in Ministry communications with the public about this program.

This four-year degree program, in the field of construction and environmental compliance, prepares students for success in a new and emerging profession developing, implementing and enforcing regulatory frameworks and laws related to construction and environmental issues.

Students learn how to interpret and apply the laws that protect our environment and make our buildings safe. They also learn to design and establish management systems to address public concern for safety and the environment, develop proactive procedures to implement the laws, regulations and new standards being imposed on both the public and the private sectors. Features of this program include:

- Applied professional focus
- Industry partners sharing their vision, providing relevant case studies
- Training that is industry-specific always current and totally relevant
- Recognition by professional associations
- Mandatory co-op term

Graduates can choose a career providing scientific and engineering solutions to environmental challenges. As a consultant, a graduate would be able to offer the expertise and a pro-active approach to project management, including a wide array of services across the environmental spectrum. Graduates may also find employment as a health and safety officer, construction inspector, environmental management consultant or compliance auditor in building, construction or environmental firms, or can also be employed in the compliance or legal departments of large multinational corporations and in policy development in all levels of government. A graduate of this program, with experience, can qualify for supervisory and management positions, with possible job titles including:

- Building Code Specialist
- Building Inspector
- Environmental Risk Assessor
- Health and Safety Manager
- Environmental Management Coordinator

APPENDIX 3

Delivery of Current Consent Program Checklist Achieving the Degree Level Standard: Appendix 4 Documents

Degree Level Standard

Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this qualification, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, enabling them to perform effectively in their chosen field. They will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision making.

Holders of this degree will have demonstrated:

- (a) knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;
- (b) ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;
- (c) knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;
- (d) an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Typically, holders of the qualification will be able to:

- (a) use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;
- (b) effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;
- (c) undertake further training, develop existing skills, and acquire new competencies that will enable them to assume significant responsibility within organizations; and will have:
- (d) qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making.

Benchmark for assessing degree level

The program meets or exceeds the learning outcome standards specified in this Degree Level Standard.

Given that your institution has not offered the program for a full four-year cycle, is the institution confident that it is on track to meeting the intended learning and performance outcomes of the full program?

Yes
 No

If 'yes', attach as Appendix 4.1. Degree Level Standard Summary, a concise statement that explains how the institution is able to make this positive determination (e.g., use of internal progress assessments by the program advisory board or committee; external assessments; periodic faculty or program committee meetings examining student performance and progress; employer reports of the level of student preparedness for work placement terms; et cetera)

Attached

If "no", attach as Appendix 4.1., (i) a detailed explanation of how this determination has been made; (ii) the reasons why this is the case; (iii) what measures the institution has/is/will be taking to correct this situation; (iv) why these measures are expected to correct the situation; and (v) what monitoring regime will be used to ensure that these are effective.

Attached

Program Content, Admissions Policies: Appendices 5 and 6 Documents

Program Content

- (a) The content of the program, in both subject matter and outcome standards, meets the Applied Degree Level Standard.
- (b) The program offers an education of sufficient breadth and rigour to be comparable to similar programs offered by institutions that meet recognized standards in Ontario and in other jurisdictions.
- (c) The curriculum is current, reflecting the state of knowledge in the field and the needs of the field of practice.
- (d) The program ensures an appropriate balance of theory and practice in the formal studies in the main field of concentration, in addition to a full-time, paid co-op work term (Round 2: educationally supervised, paid work placement) of no less than 14 consecutive weeks prior to graduation.
- (e) The instructional program ensures an appropriate balance of professional and liberal studies in accordance with the following guidelines:
 - at least 70% (Round 2: at least 70% and no more than 80%) of the time in courses in the professional or main field of study (all required elements in theory, practice, and corollary disciplines); and
 - at least 20% of the time in courses (Round 2: at least 20% and no more than 30% of the program hours¹ in degree level courses) outside the professional or main field of study, of which some are free-electives, to ensure that students are aware (a) of the distinctive assumptions and modes of analysis of at least one discipline outside their main field of study, and (b) of the society and culture in which they live and work, (Round 2: specifically:
 - no less than 15% of the program hours in degree level courses in the humanities, social sciences and sciences unrelated to the main field of study; and
 - at the Applicant=s option, the remaining 5 to 15% of the program hours may be in complementary, degree level courses which may be linked to the main field of study (e.g., the history/ economics/ ethics of the main field of study). If the applicant does not choose this option, then the remaining 5 to 15% must be in the humanities, social sciences and sciences unrelated to the main field of study.

Benchmark for assessing program consent

1. Learning outcomes and standards for the program demonstrate how graduates will be prepared with a sound basis in theory, as well as the intellectual, communications, and other skills necessary to be effective in the workplace upon graduation, and know how to remain current in their field, specifically including but not limited to evidence of the following outcomes:
 - (a) the learning outcomes and standards in the subjects/courses in the program meet the requirements of relevant regulatory bodies, and meet or exceed any related requirements or standards set by any relevant regulatory or licensing body, or where appropriate, a professional or accrediting body;
 - (b) the learning outcomes and standards in the subjects/courses in the program (Round 2: including the breadth courses are at the degree level and) meet or exceed those required in the same subjects for similar applied degree programs in Ontario and in other jurisdictions;
 - (c) the learning outcomes and standards for the program meet or exceed the requirements of the field of practice.
2. Courses in the program provide an increasingly complex exposure to theory at the degree level and the application of that theory to practice and the demands of practice in the field. Including (a) in-class laboratory or simulated work experiences, where appropriate; and (b) at least one required work experience component in a block of not less than 14 weeks, with clearly defined learning outcome standards and a method for joint employer/instructor assessment leading to the assignment of a grade.

¹Program hours@ refers to all contact hours between instructor and student, or equivalent hours for distributed learning programs excluding work term components.

<p>3. The time allotments to components in the program are appropriate to the stated learning outcomes.</p> <p>4. The design of the breadth requirement component of the instructional program is at least 20% and meets the standard for program content. (Round 2: 4. The breadth requirement component meets the standard in time and content.)</p> <p>5. The type and frequency of assessments of student learning are commensurate with the stated learning outcomes and provide appropriate information to students about their achievement levels.</p> <p>6. Admission requirements and levels of student achievement for promotion and graduation are appropriate to the learning outcome goals and Degree Level Standard.</p> <p>7. Existence of an appropriately qualified and representative Program Advisory Committee (or Program Development Advisory Committee if more appropriate) to ensure that the curriculum is current, reflecting the state of knowledge in the field and the needs of the field of practice.</p>	
<p>The direct entry admission requirements approved under the current consent have been lowered.</p> <p>If “yes”, attach the changed requirements as Appendix 5.1.1 Admission Requirements Direct Entry, and an explanation of (i) why there was a change, (ii) when the change occurred and (iii) why the change was made without seeking a change of consent from the Minister.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p>
<p>The admissions policy or procedures for mature students approved under the current consent or under the consent for a subsequent program has been followed without material change.</p> <p>If “no”, attach the changed policy as Appendix 5.1.2 Admission Policies and Procedures for Mature Students, and an explanation of (i) what the change was, including the introduction of policies where none were previously approved (ii) why there was a change, (iii) when the change occurred and (iv) why the change was made without seeking a change of consent from the Minister.</p>	<p><input type="checkbox"/> Not app. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p>
<p>The advanced standing admissions policy for “Credit Transfer/Recognition Policies and Procedures” relating to an individual student approved under the current consent or under the consent for a subsequent program has been followed without material change.</p> <p>If “no”, attach the changed policy as Appendix 5.2.1 Credit Transfer/Recognition Policies and Procedures, and an explanation of: (i) what the change was, including the introduction of policies where none were previously approved, (ii) why there was a change, (iii) when the change occurred, and (iv) why the change was made without seeking a change of consent from the Minister.</p>	<p><input type="checkbox"/> Not app. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p>
<p>The advanced standing admissions policy for “Prior Learning Assessment” relating to an individual student approved under the current consent or under the consent for a subsequent program has been followed without material change.</p> <p>If “no”, attach the changed policy as Appendix 5.2.2, Advanced Placement Policies, Prior Learning Assessment, and an explanation of: (i) what the change was, including the introduction of policies where none were previously approved (ii) why there was a change, (iii) when the change occurred and (iv) why the change was made without seeking a change of consent from the Minister.</p>	<p><input checked="" type="checkbox"/> Not app. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p>

<p>The advanced standing admissions policy for “Degree Completion Arrangements” on a “block” basis approved under the current consent has been followed without material change.²</p> <p>If “no”, attach the changed policy as Appendix 5.2.3 Degree Completion Arrangements, and an explanation of: (i) what the change was, including the introduction of policies where none were previously approved (ii) why there was a change, (iii) when the change occurred and (iv) why the change was made without seeking a change of consent from the Minister.</p>	<p><input type="checkbox"/> Not app. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Attached</p>
<p>The advanced standing admissions policy for “Bridging Courses” approved under the current consent has been followed without material change.</p> <p>If “no”, attach the changed policy as Appendix 5.2.5 Bridging Courses, and an explanation of: (i) what the change was, including the introduction of policies where none were previously approved (ii) why there was a change, (iii) when the change occurred and (iv) why the change was made without seeking a change of consent from the Minister.</p>	<p><input checked="" type="checkbox"/> Not app. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p>
<p>Attach as Appendix 5.2.6, Admissions Information (See Page 29)</p>	<p><input checked="" type="checkbox"/> Attached</p>
<p>The promotion and/or graduation requirements approved under the current consent have been lowered.</p> <p>If “yes”, attach the changed policy as Appendix 5.3, Promotion and Graduation Requirements, and an explanation of (i) why there was a change, (ii) when the change occurred and (iii) why the change was made without seeking a change of consent from the Minister.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p>
<p>Attach as Appendix 5.3.1, Student Retention Information (See Page 30)</p>	<p><input checked="" type="checkbox"/> Attached</p>
<p>There is an appropriately qualified and representative Program Advisory Committee (or Program Development Advisory Committee if more appropriate) and it is ensuring that the curriculum is current, reflecting the state of knowledge in the field and the needs of the field of practice.</p> <p>If “no”, attach as Appendix 6.1.1 Program Advisory Committee, a statement explaining why this has occurred, and what measures the institution took or is taking to remediate this situation.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p>
<p>The program has adhered to the requirements set by professional or accrediting bodies.</p> <p>If “no”, attach as Appendix 6.2.1, Professional/Accreditation or Other Requirements, an explanation of where there has been a shortfall, why this has occurred, and what measures the institution is taking to remediate this situation.</p> <p>If “yes”, attach as Appendix 6.2.2, Letters of Support: Professional/ Accreditation or Other Requirements, documentation to the effect that the program has received such</p>	<p><input checked="" type="checkbox"/> Not app. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p> <p><input type="checkbox"/> Attached</p>

²“Advanced standing or credit recognition” policies relating to Degree Completion and Bridging Course are program specific, and they cannot be introduced into one consent program because they were accepted as part of a later consent.

accreditation, and, in the case where it has not, a description of its status in the accreditation process.	
<p>The intended learning outcomes of the individual courses in the program have been met (up to the current point of delivery).</p> <p>If ‘yes’, attach as Appendix 6.3.1, Program Level Learning Outcomes (Met), a concise statement that explains how the institution is able to make this positive determination (e.g., use of internal progress assessments by the program advisory board or committee; external assessments of particular courses; periodic faculty or program committee meetings examining student performance in specific courses, student performance on examinations; et cetera).</p> <p>If “no”, attach as Appendix 6.3.1.1, Program Level Learning Outcomes (Not Met): (i) a detailed explanation of how this determination has been made; (ii) the reasons why this is the case; (iii) what measures the institution has/is/will be taking to correct this situation; (iv) why these measures are expected to correct the situation; and (v) what monitoring regime will be used to ensure that these are effective.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Not req. <input checked="" type="checkbox"/> Attached</p> <p><input checked="" type="checkbox"/> Not req. <input type="checkbox"/> Attached</p>
<p>The Program Hour/Credit Conversion has remained the same.</p> <p>If “no”, attach as Appendix 6.3.3.1, the new Program/Hour Conversion, and an explanation of the changes and their reasons</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p>
<p>The Academic Course Schedule has remained essentially the same.</p> <p>If “no”, attach as Appendix 6.3.3.2, the new Academic Course Schedule, and an explanation of the changes and their reasons.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p>
<p>Have any “P” (“professional field of study”) courses been added or dropped from the program?</p> <p>If “yes”, attach as Appendix 6.4.A, Explanation of Added or Dropped “P” Courses, an explanation of why the course(s) was added <u>or</u> dropped, and a description of the process used to make the change, with particular reference to how the change(s) related to maintenance of program currency or to improvements as the result of formal program evaluation; and</p> <p>If there were additions, attach as Appendix 6.4.A.1, Added “P” Course Outlines, the outlines of all courses that were added.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p> <p><input type="checkbox"/> Attached</p>
<p>Have any “O” (outside field of study”) courses been added to the program that are not a part of the current program consent or that are not courses that were approved in consents for other programs?</p> <p>If “yes”, attach as Appendix 6.4.B., Explanation of Added “O” Courses, an explanation of why the course(s) was added <u>or</u> dropped, and a description of the process used to make the change, with particular reference to how the change(s) related to maintenance of program currency or to improvements as the result of formal program evaluation; and</p> <p>If there were additions, attach as Appendix 6.4.B.1, Added “O” Course Outlines, the outlines of the courses that were added.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p> <p><input type="checkbox"/> Attached <input checked="" type="checkbox"/> NR</p>

<p>The Program Structure has remained essentially the same.</p> <p>If “no”, attach as Appendix 6.5.1, the new Program Structure Requirement <u>with a description of the changes and reasons</u>.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Attached
<p>Have there been instances when students were unable to secure a required work experience?</p> <p>If “yes”, attach Appendix 6.5.2 Support for Work Experience, an explanation of how many students were affected, and how you were able to meet the requirement.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attached
<p>Have there been any revisions, deletions, or additions to the work experience outcomes and /or the method of evaluating students during their placements?</p> <p>If “yes”, attach Appendix 6.5.3 Work Experience Outcomes and Evaluation, and a brief explanation of the change(s).</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attached
<p>Have there been changes to the program since the original consent?</p> <p>Attach as Appendix 6.6, Summary of Program Changes, a brief summary of the changes in the program content from the time of the original consent to the present. Since specific details about any content changes that were made have been reported in various appendices under 6.3, 6.4 and 6.5.1, this summary should focus on the most salient of these and on the broader picture of how the program has changed to enhance its appropriateness, currency and quality.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Attached

Program Delivery: Appendix 7 Documents

<p>Program Delivery Standard</p> <p>The method of delivery will achieve the desired learning outcomes at an acceptable level of quality.</p> <p><i>Benchmarks for assessing program delivery</i></p> <ol style="list-style-type: none"> 1. Evidence demonstrating how achievement of the learning outcomes will be facilitated and/or enhanced by the selected method(s) of delivery. 2. Evidence demonstrating that the Applicant will regularly invite feedback from students of the quality of delivery methods. 	
<p>Have there been any revisions, deletions, or additions to the policies pertaining to program delivery quality assurance?</p> <p>If “yes”, attach Appendix 7.1.1, Quality Assurance Policies, and a brief explanation of the change(s).</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attached
<p>Have there been any revisions, deletions, or additions to the policies pertaining to student feedback?</p> <p>If “yes”, attach Appendix 7.1.2, Policy on Student Feedback, and a brief explanation of the change(s).</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attached
<p>Have there been any revisions, deletions, or additions to the student feedback instruments?</p> <p>If “yes”, attach Appendix 7.1.3, Student Feedback Instruments, and a brief explanation of the change(s).</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attached
<p>1. Does your consent include the authority to offer parts of the program through</p>	<input type="checkbox"/> Yes

internet, asynchronous, distance or distributed delivery?	<input checked="" type="checkbox"/> No
2. If “yes” to 1, have there been any revisions, deletions, or additions to the On-line Learning Policies and Procedures?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. If “yes” to 2, attach Appendix 7.2.1 , On-line Learning Policies and Practices, an explanation of (i) why there was a change, (ii) when the change occurred and (iii) why the change was made without seeking a change of consent from the Minister.	<input type="checkbox"/> Attached
4. If “yes” to 1, have there been any revisions, deletions, or additions to the Academic Community Policies?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. If “yes” to 4, attach as Appendix 7.2.2 , Academic Community Policies, an explanation of (i) why there was a change, (ii) when the change occurred and (iii) why the change was made without seeking a change of consent from the Minister.	<input type="checkbox"/> Attached
6. If “yes” to 1, has there been an increase that either (i) has more than doubled the number of courses using the alternate delivery methods, or (ii) has increased the number of alternate delivery courses that more than 50% of the program requirements can be taken in this manner?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. If “yes” to 6, attach as Appendix 7.2.3 , Expansion of On-line Learning, an explanation of (i) why there was a change, (ii) when the change occurred and (iii) why the change was made without seeking a change of consent from the Minister.	<input type="checkbox"/> Attached
8. If “no” to 1, have internet, asynchronous, distance or distributed delivery courses been introduced into the program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
9. If “yes” to 8, attach as Appendix 7.2.4 , Introduction of On-line Learning Policies: (i) a list of the course/s to which the alternate form of delivery has been added; (ii) an explanation of (a.) why there was a change, (b.) when the change occurred and (c.) why the change was made without seeking a change of consent from the Minister.	<input type="checkbox"/> Attached

Capacity to Deliver: Appendix 8 Documents

Capacity to Deliver Standard

The college has the capacity to deliver the quality of education necessary for students to attain the stated and necessary learning outcomes.

Benchmarks for assessing capacity to deliver

1. An Applicant record demonstrating capacity to deliver high-quality education as seen in Key Performance Indicators (KPI) and other appropriate measures.
2. Academic and other staff in sufficient numbers to develop and deliver the program and to meet the needs of the projected student enrolment.
3. The Applicant submits curriculum vitae of its faculty members demonstrating that faculty possess an appropriate mix of:
 - a) advanced academic credentials (normally the terminal academic credential in the field);
 - b) any required or desired professional credentials; and/or
 - c) related work experience of substantial depth and range.

<p>4. Evidence of satisfactory policies relating to faculty <u>(Round 2: to faculty teaching in a degree program)</u>, including:</p> <p>a) a policy defining the academic/professional credentials required of faculty teaching all courses in the program;</p> <p>b) a policy requiring the college to have on file possession of evidence supplied direct to the college from the granting agency of the highest academic credential and any required professional credential claimed by faculty members;</p> <p>c) a policy requiring the regular review of faculty performance, including student evaluation of teaching;</p> <p>d) a policy identifying the means of ensuring the currency of faculty knowledge in the field;</p> <p>e) a policy promoting curricular and instructional innovation.</p> <p>5. Evidence of reasonable student access to a comprehensive range of support services including but not limited to tutoring, academic advising, career and personal counselling, placement, and services for students with disabilities.</p> <p>6. Evidence of reasonable student and faculty access to information (Round 2: access to learning) resources (such as library, databases, computing, classroom equipment and laboratory facilities) sufficient in scope, quality, currency, and kind to support students and faculty in the program.</p> <p>7. Evidence of commitment to build necessary information (Round 2: information and learning) resources, to maintain their currency, and to supplement them as necessary.</p> <p>8. Evidence that the program is appropriate to the college's mission and goals, the college's capacity to fulfill its mission, and that the program is offered in areas where the college has demonstrated uncommon strength.</p>	
Attach as Appendix 8.2.1 Library Resources (See Page 31)	<input checked="" type="checkbox"/> Attached
Attach as Appendix 8.2.2 Computer Access (See Page 32)	<input checked="" type="checkbox"/> Attached
Attach as Appendix 8.2.3 Improvements/Expansion of Classroom Space (See Page 32)	<input checked="" type="checkbox"/> Attached
Attach as Appendix 8.2.4 Laboratories/Equipment (See Page 32)	<input checked="" type="checkbox"/> Attached
Attach as Appendix 8.3 Resource Renewal and Upgrading, a description of how the information in Appendices 8.2.1-4 relates to the Resource Renewal and Upgrading Plans that were submitted in your initial consent proposal.	<input checked="" type="checkbox"/> Attached
Have there been any revisions, deletions, or additions to the support services available to students?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If "yes", attach Appendix 8.4 Support Services, and a brief explanation of the change(s).	<input type="checkbox"/> Attached
Has there been a revision in the policy that was part of your original consent that resulted in a reduction in the qualifications of faculty? ³	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If "yes", attach Appendix 8.5 Policies on Faculty, (i) the new policy and (ii) an explanation of (a.) why there was a change, (b.) when the change occurred and (c.) why the change was made without seeking a change of consent from the Minister.	<input type="checkbox"/> Attached
Have faculty been hired for the program who do not have at least one degree higher in a related field than the degree level of the program for which the college is seeking renewal?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If "yes" attach as Appendix 8.6.2 A , all Exception Statements Approved by the	<input checked="" type="checkbox"/> Attached

³ See Section 7, 4 above for context.

President of the organization	
Attach as Appendix 8.6.2 B Faculty Qualifications: Discipline Related Courses (See Page 33)	<input checked="" type="checkbox"/> Attached
Attach as Appendix 8.6.2 C Faculty Qualifications: Breadth Courses (See Page 34)	<input checked="" type="checkbox"/> Attached
Attach as Appendix 8.7 Enrolment Projections and Staffing Implications, a description of how the information in Appendices 5.2.6, 5.3.1, 8.6.2 B, and 8.6.2.C relates to the Enrolment Projections and Staffing Implications that were submitted in your initial consent proposal.	<input checked="" type="checkbox"/> Attached

Credential Recognition and Credit Transfer: Appendices 9 and 10 Documents

<p>Credential Recognition</p> <p>While meeting particular needs, programs are designed to maximize the graduates' potential for promotion in their field as well as their life-long learning potential. Accordingly:</p> <p>a) the program's learning outcomes and standards are sufficiently clear and at a level that will facilitate appropriate recognition of the credential by other postsecondary institutions; and</p> <p>b) where appropriate, and without distorting the main purposes of the program, courses or curricular elements in it are designed to facilitate credit transfer recognition by other postsecondary institutions.</p> <p><i>Benchmarks for assessing credential recognition</i></p> <ol style="list-style-type: none"> 1. The applicant submits an explanation of how the design of the program meets this standard. 2. Evidence of consultation with employers, relevant occupational groups and professional colleges with respect to their recognition of the credential and their assessment of whether the credential will contribute to the professional advancement of the graduate. 3. Evidence of consultation with relevant regulatory bodies regarding those requirements for entry into practice that may be subject to government regulations and policies, e.g., the Regulated Health Professions Act, 1991 or the Ontario College of Teachers Act, 1996. 4. Evidence that the Applicant will inform students of any provisions for credential recognition and credential transfer; that students have confirmed their understanding of these provisions in writing; and that the Applicant will advise students of changes to credential recognition or transfer in a timely manner. 	
<p>Have any additional provisions (formal or informal) been made for the credentials of the graduates of your program to be recognized by other postsecondary institutions?</p> <p>If "yes", attach as Appendix 9.1.a, Credential Recognition, a description of the formal and informal arrangements.</p> <p>If "no", attach as Appendix 9.1.a, an explanation of the steps (and results) that you have taken to meet this benchmark.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Attached</p> <p><input type="checkbox"/> Attached</p>
<p>Have any additional provisions (formal or informal) been made for the courses or curricular elements in the program to be recognized for credit transfer by other postsecondary institutions?</p> <p>If "yes", attach as Appendix 9.1.b, Credit Transfer Recognition, a description of the formal and informal arrangements.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p>

Have there been any revisions in your policy of informing students of any provisions for credential recognition and credential transfer; that students confirm their understanding of these provisions in writing; and that the Applicant will advise students of changes to credential recognition or transfer in a timely manner?	[] Yes [X] No
If “yes”, attach Appendix 9.1.c Policy on Informing Students of any Provisions for Credential Recognition and Credential Transfer, and a brief explanation of the change(s).	[] Attached
Have there been any revisions or additions to the requirements set by regulatory bodies associated with this program?	[X] Not app. [] Yes [] No
If “yes”, attach:	
• Appendix 10.1.1 Current Regulatory or Licensing Requirements, and a brief explanation of the change; and	[] Attached
• Appendix 10.1.2 Letters of Support from Regulatory/Licensing Bodies to the effect that either your program has been adapted to meet these requirements, or, if applicable, the program continues to be accredited.	[] Attached

Program Evaluation: Appendix 11 Documents

Program Evaluation

Evidence of a formal, institutionally-approved policy and procedure for the periodic review of programs in reasonable conformity with the program review elements identified in Appendix III of this Handbook.

Benchmarks for assessing program evaluation

1. Frequency

Degree-granting institutions formally commit themselves to undertake program reviews at regular intervals, normally not exceeding five to seven years. The results of such reviews and the conclusions to be drawn from them are shared with the Senate or an equivalent body and/or the governing board. The first such evaluation should occur before a request for renewal of ministerial consent.

2. Criteria

The criteria for program reviews include the following:

- (a) continuing consistency of the program with the goals of the institution’s mission and long-range plan;
- (b) assessment of the learning outcome achievements of students/graduates by comparison with:
 - i. the program’s stated learning outcomes and standards;
 - ii. the Degree Level Standard;
 - iii. the opinions of employers, students/graduates; and
 - iv. the standards of any related regulatory, accrediting or professional association;
- (c) assessment of graduate employment rates, (ii) graduate satisfaction level, (iii) employer satisfaction level, (iv) student satisfaction level, (v) graduation rate, and (vi) OSAP default rate;
- (d) continuing relevance of the program to the field of practice it serves, including evidence of revisions made to adapt to changes in the field of practice;
- (e) continuing appropriateness of the method of delivery and curriculum for the program’s educational goals and standards;
- (f) continuing appropriateness of admission requirements (i.e. achievement level, subject preparation) for the program’s educational goals and standards;
- (g) continuing appropriateness of the program’s structure, method of delivery and curriculum for its educational goals and standards;

- (h) continuing adequacy of the methods used for evaluating student progress and achievement;
- (i) adequacy of, and efficient and effective utilization of existing human, physical, and financial resources;
- (j) indicators of faculty performance, including the quality of teaching and demonstrable currency in the field of specialization.

3. *Procedure* The procedure includes:

- (a) **Self Study:** a study undertaken by faculty members and administrators of the program based on evidence relating to program performance against the criteria stated above, including strengths and weaknesses, desired improvements, and future directions.
- (b) **Program Evaluation Committee:** a committee struck by the senior administration to evaluate the program based on (a) the Self-Study and (b) a Site Visit during which members of the committee normally meet with faculty members, students, graduates, employers, and administrators to gather information. A majority of the members should be peers from outside the organization and free of any conflict of interest.
- (c) **Report of the Committee:** the overarching purpose of the report is to assess program quality and recommend any changes needed to strengthen that quality. As external audits of such processes include actions taken as a result of reviews, the report should be addressed to the senior administration and shared with the governing board, together with any consequent plan of action.
- (d) **Other Evaluations:** program reviews required for licensing and regulatory bodies, or for accreditation by accrediting agencies recognized by the Board, may overlap to a greater or lesser degree with the standards of the program review process described above. Colleges may use such accreditation reviews to satisfy the program evaluation process to the extent that the accreditation reviews can be demonstrated to be consistent with the objective, structure and elements of the program review process outlined above. Where accreditation reviews are more focused than required by the program evaluation process, a college should supplement the accreditation review so that the broader requirements are met.

Have there been any revisions, deletions, or additions to the policies and/or procedures pertaining to program evaluation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If “yes”, attach Appendix 11.1 , Periodic Review Policy and Schedule, and a brief explanation of the change(s).	<input type="checkbox"/> Attached
Attach as Appendix 11.2 , Update on Program Evaluation Measures, a description of the measures that have already been taken to monitor the quality and appropriateness of the consent program.	<input checked="" type="checkbox"/> Attached

The applicant hereby confirms and warrants that all information and representations provided by the applicant as part of Appendix 3 Checklist and the accompanying appendices are true.

 President’s Signature:
 Anne Sado, President
 George Brown College

 Date

Appendix 4.1 – Degree Level Standard Summary

Provide a concise statement that explains how the institution is able to make this positive determination (e.g., use of internal progress assessments by the program advisory board or committee; external assessments; periodic faculty or program committee meetings examining student performance and progress; employer reports of the level of student preparedness for work placement terms; et cetera)

This program will produced its first graduates in April 2008. Although this timing does not allow George Brown College to do a full and detailed analysis of the program, the College is confident that it is on track to meeting the intended learning and performance outcomes of the full program. This positive determination is based on the following work that the College has undertaken with respect to the project design, delivery and evaluation activities:

1. Internal progress assessments are conducted on an ongoing basis by faculty and CABT management with the outcomes of these assessments discussed at Program Advisory Committee (PAC) meetings.
2. The PAC receives regular updates and provides feedback on current needs in the industry.
3. Regular faculty meetings are conducted that include examining student performance and progress, with course and program outcomes reviewed as required.
4. Employers report on the level of student preparedness for work placement terms. Feedback from employers of students on co-op work terms has been very positive and some students have earned part-time employment with their co-op employer and others have potential full-time employment when they graduate.
5. Students complete course evaluations each semester. This feedback is supported with informal discussions with students.
6. Program metrics are reviewed annually.

Appendix 5.2.3 Degree Completion Arrangements

An explanation of: (i) what the change was, including the introduction of policies where none were previously approved (ii) why there was a change, (iii) when the change occurred and (iv) why the change was made without seeking a change of consent from the Minister.

(i) What the change is including the introduction of policies where none were previously approved:

A degree completion agreement has been established so that graduates from a three-year Architectural Technology Diploma program can build on their diploma and receive the BAT (Construction and Environmental Compliance and Regulations) degree.

(ii) why there was a change:

There is an affinity and connection between the three-year Architectural Technology Diploma program and the T301 Construction and Environmental Compliance and Regulations. Graduates of all Architectural Technology programs must write the new Ministry of Housing (MOH) exams for Code compliance before being able to apply for a building permit. This is as a result of new legislation that requires designers to be qualified in building code.

Our BAT degree was originally designed in response to this new MOH legislation for licensing of designers and inspectors of buildings in Ontario. This degree completion arrangement allows graduates of an advanced diploma program to continue to a degree level in the related fields of building science, code compliance, public administration and environmental sustainable design offered by the degree.

(iii) when the change occurred:

The gap and program mapping analysis and proposed articulation agreement was presented to George Brown College's internal Program Planning and Review Committee (PPRC) in April 2007 and subsequently approved by the PPRC.

(iv) why the change was made without seeking a change of consent from the Minister:

The timing of the PPRC approval allowed several students who graduated from an Architectural Technology diploma program in April 2007 the opportunity to take advantage of this articulation agreement and start working toward degree completion. Since this PEQAB renewal approval application was being prepared during the same time period, it was determined that the consent request would be integrated into this application.

Appendix 5.2.4 Gap Analysis

George Brown College completed a thorough gap analysis which included a detailed comparison of the program and course learning outcomes of the Bachelor of Applied Technology (Construction and Environment-Regulations & Compliance) with the program and course learning outcomes for the Architectural Technology Diploma.

Our comparison identified gaps in curriculum which could be filled by the following degree completion structure. Please note that no bridging courses are needed; the gaps can all be filled through the use of “reach back courses”. Reach back courses are courses that already exist and are currently offered at George Brown College.

Pathway For T109 (Architectural Technology Advanced Diploma Program) To T301 (Construction Environmental Regulations & Compliance Degree Program)			
Course Code	T301 Degree Completion	Reach Back	Semesters in which courses offered in Regular T301 Degree
Summer 2007, special Semester			
BSCI1001	Construction Science – Components and Separators	*	Year Two, Semester 3
GNED 1200	Sustainable Development and the Environment	*	Year Two, Semester 3
BLDG 2102	Health and Safety	*	Year Two, Semester 3
BLDG2201	Construction Technology 2 - Geophysical Science (Soils)	*	Year One, Semester 2
Year Three, Fall 2007 Bridging Semester 5B1			
MATH2201	Probabilities & Statistics	*	Year Two, Semester 3
ENVR 1151	Environmental Chemistry		Year Three, Semester 5
ENVR 2201	Waste & Waste Water Management		Year Three, Semester 5
ENVR 3101	Sampling, Monitoring, & Testing		Year Three, Semester 5
LAW 3201	Environmental Protection Legislation		Year Three, Semester 5
TCOP 1000	COOP Preparation		Year Three, Semester 5
	Elective		Year Three, Semester 5
Year Three, Winter 2008 Bridging Semester			
ADMN 3101	Building and Site Assessment		Year Three, Semester 6
ADMN 4101	Public Administration		Year Three, Semester 6
BLDG 3151	Construction Law - Case Studies	**	Year Three, Semester 6
COMM 3201	Professional Technical Writing		Year Three, Semester 6
ENVR 3201	Environmental assessment & Planning		Year Three, Semester 6
HRM 4101	Labour Relations and Human Resource Management	**	Year Three, Semester 6
BBUS1007	Macroeconomics: Canada in the Global Environment	*	Year One, Semester 2
MGMT 3101	Project Management & Scheduling	*	Year Two, Semester 4

Pathway For T109 (Architectural Technology Advanced Diploma Program) To T301 (Construction Environmental Regulations & Compliance Degree Program)			
Course Code	T301 Degree Completion	Reach Back	Semesters in which courses offered in Regular T301 Degree
	Summer Co-Op		Year Three, Semester 6 summer
	Year Four, Fall 2008 Bridging Semester		
BLDG3201	Development Economics	**	Year Four, Semester 7
LAW4101	Enforcement and Compliance		Year Four, Semester 7
MGMT4051	Leadership Development 1		Year Four, Semester 7
ADMN4201	Risk Management		Year Four, Semester 7
ENVR 3202	Integrated Data Management		Year Four, Semester 7
ENVR2100	Environmental Issues	*	Year Two, Semester 3
	Elective		Year Four, Semester 7
	Year Four, Winter 2010, Semester 8AO regular		
ADMN 4102	Property Assessment		Year Four, Semester 8
ADMN 4202	Quality Management Systems		Year Four, Semester 8
BLDG 4150	Capstone Industry Project		Year Four, Semester 8
COMM 4201	Professional Ethics		Year Four, Semester 8
MGMT 4151	Leadership Development 2 - ISO & LEED		Year Four, Semester 8
	Elective		Year Four, Semester 8
Note * indicates reach back course			
Note ** course will be exempted for first intake 2007 since these T109 students have taken a slightly different course schedule than the ones who will subsequently be taking advantage of this degree completion.			

Appendix 5.2.6: Admissions Information

Number of students entering program by academic year (Please insert the relevant years in the columns headings)

**As an attachment to this table, please provide relevant information on (7) above: e.g., categories they came from (1, 2, 3, or 4); amount of advanced standing awarded; how advanced standing was determined.

Number of New Students Highest Certification	New Intakes into Program in Fall 2004	New Intakes into Program in Winter 2005	New Intakes into Program in Fall 2005	New Intakes into Program in Winter 2006	New Intakes into Program in Fall 2006	New Intakes into Program in Winter 2007
1. Secondary School Graduates	15	-	14	-	9	-
2. College Graduates	-	-	-	-	-	-
3. University Graduates	-	-	-	-	-	-
4. Mature Students	2	-	6	-	3	-
5. Other	1	-	-	-	1	-
6. Total Students Commencing Program	18	-	20	-	13	-
7. Average Secondary School G.P.A. of students listed in (1) above	-	-	-	-	-	-
8. Number of Total Students (6) granted Advanced Standing into the Program** 2		-		-		-
9. Number of Total Students (6) who are International Students (i.e., on a Student Visa)	1	-	3	-	1	-

¹ The original table was modified to reflect fall and winter intakes. *New Intake* refers to Semester 1 intake.

² For *advanced standing* status, please see the table below.

Detailed Information on #8 above

Students entering the program with Advanced Standing status:

Term	# Students	Semester Awarded	Information on (7) above: e.g., categories they came from (1, 2, 3, or 4); and how advanced standing was determined.
Fall 2004	-		
Winter 2005	-		
Fall 2005	1	3	Courses matched against curriculum by program/subject expert as per college approved practice
Winter 2006	1	2	Courses matched against curriculum by program/subject expert as per college approved practice
Fall 2006	1	3	Courses matched against curriculum by program/subject expert as per college approved practice
Winter 2007			

Appendix 5.3.1 Student Retention Information

Retention Rates by Academic Year

Row	Academic Year ¹	Fall intake		Winter intake		Total Year
		Fulltime	Part-time	Fulltime	Part-time	
1	Total who commenced program in initial year Fall '04	18	-	-	-	18
2	Total from row 1 who re-enrolled in next year Fall '05	14	-	-	-	14
3	Total from row 2 who re-enrolled in next year Fall '06	14	-	-	-	14
4	Total from row 3 who re-enrolled in next year Fall '07	N/A	N/A	N/A	N/A	N/A
5	Total from row 3 who graduated	N/A	N/A	N/A	N/A	N/A
6	Total from row 3 who are still in program	-	-	-	-	-
7	Total who commenced program in second year Fall '05	20	-	-	-	20
8	Total from row 7 who re-enrolled in next year Fall '06	14	-	-	-	14
9	Total from row 8 who re-enrolled in next year Fall '07	N/A	N/A	N/A	N/A	N/A
10	Total from row 8 who graduated	N/A	N/A	N/A	N/A	N/A
11	Total from row 8 who are still in program	-	-	-	-	-
12	Total who commenced program in third year Fall '06	13	-	-	-	13
13	Total from row 12 who re-enrolled in next year Fall 2007	N/A	N/A	N/A	N/A	N/A
14	Total from row 12 who graduated	N/A	N/A	N/A	N/A	N/A
15	Total from row 12 who are still in program	N/A	-	-	-	-

¹The original table was modified to reflect fall and winter intakes. *New Intake* refers to Semester 1 intake.

²For *advanced standing* status, please see the table in Appendix 5.2.6.

Comment on Retention Pattern:

George Brown College is proud of its Student Retention program. We ensure the students are fully aware of their progress throughout a course. Students know exactly what to expect and how they are progressing in meeting the expectations.

At midterm, all students are assessed and notified whether their progress is satisfactory. If identified as unsatisfactory at midterm, students are encouraged to get counselling or tutoring through the proper channels.

Not all students fail for academic reasons. Their academic problems are usually a direct result of poor time management, financial, family or emotional issues. The intimate size and nature of the program assists in early identification and assistance for any students in need.

Appendix 6.3.1 Program Level Learning Outcomes (Met)

The intended learning outcomes of the individual courses in the program have been met (up to the current point of delivery).

If 'yes', attach as Appendix **6.3.1**, Program Level Learning Outcomes (Met), a concise statement that explains how the institution is able to make this positive determination (e.g., use of internal progress assessments by the program advisory board or committee; external assessments of particular courses; periodic faculty or program committee meetings examining student performance in specific courses, student performance on examinations; et cetera).

Faculty regularly review students' work to ensure that the course level outcomes are met. The coop experiences are also evaluated against program outcomes.

The program is continually being reviewed against industry requirements and the courses are updated on an ongoing basis to meet the changing requirements of industry employers.

The changing requirements of industry are discussed with the Program Advisory Committee and incorporated as required.

Appendix 6.6 Summary of Program Changes

Have there been changes to the program since the original consent? **Yes**

Attach as **Appendix 6.6**, Summary of Program Changes, a brief summary of the changes in the program content from the time of the original consent to the present. Since specific details about any content changes that were made have been reported in various appendices under 6.3, 6.4 and 6.5.1, this summary should focus on the most salient of these and on the broader picture of how the program has changed to enhance its appropriateness, currency and quality.

The changes to the program which are documented in this consent renewal application are as follows:

Program Changes Since Original Consent	Salient Details about the Program Changes
Degree completion arrangements formalized for students articulating into the program from an Architectural Technology Diploma program.	This degree completion arrangement is available to graduates of a three-year Architectural program and was approved by George Brown's internal Program Planning and Review Committee in April 2007.
Suspension of intake into this program. The program will continue to run for the next three years (until June 2010) when all the current students have graduated.	Based on feedback and evaluation of the program to date, it was decided in April 2007 to suspend intake into this program.

Appendix 8.2.1 Library Resources

Directly Related to the Consent Program	Number at time of consent	Current Number
Holdings - Books (print)	Number 4,000	Number 6,751
Holdings – Journals (print)	Number 5	Number 27
Holdings – Books (electronic)	Number 0	Number 1081
Holdings – Journals (electronic)	Number 0	Number 981
Holdings – Databases (electronic)	10	18
Expenditure during this period for purchase/access to ADDITIONAL library resources pertaining specifically to this program.		\$120,000.00

Appendix 8.2.2 Computers and Computer Access

Directly Related to the Consent Program	Number at Time of Consent	Current Number
Number of Students in Program (Cumulative)		
Number of Computers without Internet Access available solely (i.e., they have priority of use) to Students in Program	Access is provided to Library Commons Area or Open Access Labs.	Access is provided to Library Commons and Open Access Labs.
Number of Computers with Internet Access available solely to Students in Program	N/A – Access is via common areas	N/A – Access is via common areas
Expenditure during this period for purchase/rental of ADDITIONAL computer equipment pertaining specifically to this program.		Computer access investments have been made at the college infrastructure level rather than at the program level.
Number of Computers without Internet Access reasonably accessible to Students in Program	N/A all computers have Internet Access	N/A all computers have Internet Access
Number of Computers with Internet Access reasonably accessible to Students in Program	See Note A	See Note A

Note A: At the time of consent, the program had sufficient computer resources and access to meet program requirements:

- Open Access Lab has 125 computer stations with Internet access and it is open between 8 a.m. and 10 p.m. during weekdays and between 10 a.m. and 6 p.m. during weekends.
- Two E-course labs with a combined computer capacity of 110 stations.
- Four computer labs with a total of 145 computers.
- Learning Resource Centre’s 26 computers dedicated to research projects with Internet access.

Appendix 8.2.3 Improvements/Expansion of Classroom Space

Directly Related to the Consent Program	Number at time of consent	Current Number
Expenditure for construction/rental of ADDITIONAL classroom space pertaining specifically to this program.		\$ <i>See Note B</i>

Note B:

George Brown College had modern facilities and classroom space for this program at the time of our submission to PEQAB. As such, no investment in classroom space that could be directly related to this program was required during the last three years.

Appendix 8.2.4. Laboratories/Equipment (if applicable)

Directly Related to the Consent Program	Number at time of consent	Current Number
Number of Specifically-Equipped Work Stations and/or Specialized Equipment	<i>See Note C:</i>	
Expenditure for construction/rental of ADDITIONAL laboratories and equipment pertaining specifically to this program.		<i>See Note C:</i>

Note C:

The College has the required modern lab facilities and equipment for this program. Our Building Science Lab incorporates a Physics Lab, Soils Lab, Environmental Lab and Materials Lab. A new Chemistry Lab is in the process of being completed and will be available to the students by November 2007.

Appendix 8.3 Resource Renewal and Upgrading

Provide a description of how the information in Appendices 8.2.1-4 relates to the Resources renewal and Upgrading Plans that were submitted in your initial consent proposal.

As illustrated in Appendices 8.2.1, 8.2.2, 8.2.3 and 8.2.4, the College has sufficient facilities required to support this program.

Appendix 8.6.2.B. Faculty Qualifications: Discipline Related Courses (Please insert the relevant years in the columns headings)

Faculty holding Academic Degrees higher than a Bachelor in a field of study related to the subject to be taught⁴

Highest Qualification	1 st Academic Year of Delivery 2004 to 2005		2 nd Academic Year of Delivery 2005 to 2006		3 rd Academic Year of Delivery 2006 to 2007	
	Number with credential	Number of Courses Taught	Number with credential	Number of Courses Taught	Number with credential	Number of Courses Taught
Doctorate Degree	2	2	2	3	2	2
Master Degree	4	8	4	6	5	7

Faculty not holding Academic Degrees higher than a Bachelor in a field of study related to the subject to be taught

	1 st Academic Year of Delivery 2004 to 2005		2 nd Academic Year of Delivery 2005 to 2006		3 rd Academic Year of Delivery 2006 to 2007	
	Instructor qualification	Course Taught	Instructor qualification	Course Taught	Instructor qualification	Course Taught
1	P. Marshall	See (a) below	P. Marshall	See (a) below	P. Marshall	See (a) below
2			B. Thornley	See (b) below		
3			C. Kissoon	See (c) below		
4					J. Hubbert	See (d) below
5					B. O'Neil	See (e) below

(a) Peter Marshall:

⁴ Where appropriate, identify the degree deemed "terminal" by the college if other than a Masters or Doctoral program.

2004/2005: LAW 1151 Canadian Law
 2005/2006: GSCI 1202 Environmental Issues
 2006/2007: LAW 3201 Environmental Protection Legislation

(b) B. Thornley: 2005/2006: BLDG 2102 Health and Safety

(c) Clint Kisson: 2005/2006: MATH 2101 Quantity Surveying

(d) John Douglas Hubbert: 2006/2007: BLDG 2104 Mechanical & Electrical Services & Systems

(e) Barbara P. O’Neil: 2006/2007: HRM 4101 Labour Relations & Human Resource Management

Appendix 8.6.2.C. Faculty Qualifications: Breadth Courses (Please insert the relevant years in the columns headings)

Faculty holding Academic Degrees higher than a Bachelor in a field of study related to the subject to be taught

	1 st Academic Year of Delivery 2003 to 2004		2 nd Academic Year of Delivery 2004 to 2005		3 rd Academic Year of Delivery 2005 to 2006		4 th Academic Year of Delivery 2006 to 2007	
Highest Qualification	Number with credential	Number of Courses Taught	Number with credential	Number of Courses Taught	Number with credential	Number of Courses Taught	Number with credential	Number of Courses Taught
Doctorate Degree	2	2	3	8	4	10	4	10
Master Degree	1	1	3	10	5	12	5	12

NOTE: THE FOLLOWING CHART IS **NOT** APPLICABLE

Faculty not holding Academic Degrees higher than a Bachelor in a field of study related to the subject to be taught

	1 st Academic Year of Delivery 2003 to 2004		2 nd Academic Year of Delivery 2004 to 2005		3 rd Academic Year of Delivery 2005 to 2006		4 th Academic Year of Delivery 2006 to 2007	
	Instructor qualifications	Title of Course Taught	Instructor qualifications	Title of Course Taught	Instructor qualifications	Title of Course Taught	Instructor qualifications	Title of Course Taught
1.								

Notes:

1. “Number of Courses Taught” is the number of individual sections of a course. For example, an instructor who taught two sections of “Computer Programming – 101”

and one section of “Computer Programming 102”, would be counted in the total as having taught 3 courses.

2. The columns in the tables represent academic years that have already been or are in the process of being delivered. Projected staffing requirements are not to be included.

Appendix 8.7 Enrolment Projections and Staffing Implications

Need a description of how the information in Appendices 5.2.6, 5.3.1, 8.6.2 B, and 8.6.2.C relates to the Enrolment Projections and Staffing Implications that were submitted in your initial consent proposal.

As stated in this renewal application's introductory note on the status of the program (reference page 2), enrolment into this program was suspended as of April 2007. Current staffing is sufficient to meet requirements to 2010.

Appendix 9.1a Credential Recognition

Have any additional provisions (formal or informal) been made for the credentials of the graduates of your program to be recognized by other postsecondary institutions?

If “yes”, attach as **Appendix 9.1.a**, Credential Recognition, a description of the formal and informal arrangements.

There are two arrangements for the credentials of the BAT (Construction and Environment – Regulations & Compliance) program to be recognized by other postsecondary institutions:

1. Griffith University (Queensland Australia): George Brown College’s agreement with Griffith University is described below.
2. We are in discussions with Royal Roads University (RRU) to facilitate the block transfer of students from George Brown College with appropriate prerequisite qualifications and grades into the Masters of Science or Masters of Arts in Environment and Management at RRU. The draft agreement is described below.

MEMORANDUM OF UNDERSTANDING

between

**Griffith University
Queensland, Australia**

and

**George Brown College of Applied Arts and Technology
Toronto, Canada**

This Memorandum of Understanding constitutes an agreement between Griffith University (GU) and George Brown College of Applied Arts and Technology (GBC).

Objectives of the Agreement

1. Block Transfer

Griffith University agrees to facilitate the block transfer of students from George Brown College of Applied Arts and Technology with appropriate prerequisite qualifications and grades into the 3rd year of the related Griffith degree.

By this agreement, applicants from George Brown College of Applied Arts and Technology who meet the requirements outlined below will be eligible for admission to GU with full block transfer credit, provided all other entrance criteria, including a credit 65%+, are met and space remains available in the related program of study. Entrance to all GU programs is on a competitive basis.

- GU will grant two years of advanced standing (i.e. entry into the fifth semester of third year) of related GU undergraduate Bachelor Degree on completion of a GBC Advanced Diploma.
- GU will grant one and a half years of advanced standing (i.e. entry into the fourth semester) of a related GU undergraduate Bachelor Degree on completion of a GBC Diploma.
- GU will grant one semester of advanced standing (i.e. entry into the second semester of a related GU postgraduate Masters Degree on completion of a GBC Graduate Certificate where entry into the program was by undergraduate degree.

Block transfer agreements will be confirmed on a program-by-program basis subject to a review and matching of the respective curriculum in order to ensure that there is an appropriate congruence between the two programs.

2. Graduate Studies

GU will grant admission into a related Masters Degree on completion of a GBC Bachelor of Applied Business or Bachelor of Applied Technology Degree provided all other entrance criteria, including a credit 65%+, are met, space remains available in the related program of study and a detailed review of the GBC curriculum has been completed to ensure the appropriate congruence between the two programs. Entrance to all GU programs is on a competitive basis.

3. Scholarship Eligibility

In 2006, Griffith University will offer five (5) undergraduate student scholarships annually for tuition fees worth up to AUD\$18,040 each for one year to qualified students from Ontario colleges with whom GU has a formal articulation agreement. GBC students and graduates will be eligible to apply for these scholarships.

In 2006, Griffith University will also offer two (2) PhD scholarships for tuition fees from AUD\$15,000 - \$20,000 each for the year to qualified staff from Ontario colleges with whom GU has a formal articulation agreement. Staff from GBC will be eligible to apply for these scholarships.

Griffith will consider offering such scholarships in future years subject to availability of funds.

4. Exchanges

Griffith University and George Brown College of Applied Arts and Technology agree to explore the possibility of exchange collaborations and will identify appropriate opportunities for students and staff of both institutions to participate in exchange programs related to their program of studies or their professional development. The terms of specific exchange arrangements shall be further considered and agreed upon in writing by the parties in an Exchange Agreement prior to the initiation of the exchange of students or staff.

Programs Included in this Agreement

See Schedule A attached.

It is understood that a detailed review of the curriculum for each program is required to confirm the block transfer agreement. Other programs may be added by mutual consent of GBC and GU during the course of the agreement. This process is worked through by the GU Articulation Office which liaises with the respective GU Deans.

Conditions and Responsibilities

As party to this agreement, GU agrees to:

- Accept students who meet the criteria identified from GBC providing all conditions as outlined in this agreement are met;
- Provide GBC with updated information about related GU programs; Notify GBC with as much lead time as possible, of any program changes or requirements;
- Collaborate with GBC to maximize the opportunities for GBC students and staff to access the programs and services covered by this agreement.

As party to this agreement, GBC agrees to:

- Make information about this agreement and the GU program options available to students enrolled in related GBC programs;
- Collaborate with GU to maximize the opportunities for GU students and staff to access the programs and services covered by this agreement;
- Provide opportunities for GU representatives to visit with GBC students and staff in order to disseminate information about GU programs.

Liaison

Both parties agree to appoint a key staff member to be responsible for the implementation of this agreement and for ongoing liaison during the lifetime of the agreement.

Review

Both institutions will be responsible for a regular review of the program no later than April 1 of each year. This review may make appropriate and mutually agreed modifications as required and identify new opportunities for co-operation.

Terms of the Agreement


1. This agreement will be effective when both parties have signed this Memorandum and shall remain in force until terminated by either party giving the other party 6 months' notice.
2. This agreement can be renewed, amended or modified at any time subject to mutual agreement by both parties. The termination of this Agreement shall allow for any participating students who have commenced at either institution at the date of the termination to complete their approved course of study.
3. Final approval of the agreement will remain with the Vice Chancellor of Griffith University.

4. Griffith University retains the right to limit the number of students admitted under this agreement.

Accepted on behalf of George Brown College of Applied Arts and Technology

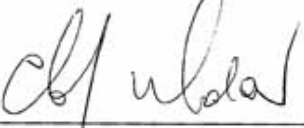


Anne Sado, President




Date

Accepted on behalf of Griffith University



Christopher Madden
Pro-Vice Chancellor (International)



Date

George Brown College
MEM Science Transfer Agreement (DRAFT)
MEMORANDUM OF UNDERSTANDING between George Brown College and
Royal Roads University.

This memorandum of understanding constitutes an agreement between Royal Roads University and George Brown College. The participating units at the respective institutions are the School of Environment and Sustainability at Royal Roads University (RRU) and the Centre for Advanced Building Technologies (Bachelor of Applied Technology Degree - Construction and Environment - Regulations & Compliance) at George Brown College.

Objective of the Agreement:

Royal Roads University agrees to facilitate the block transfer of students from George Brown College with appropriate prerequisite qualifications and grades into the Masters of Science or Masters of Arts in Environment and Management at RRU.

By this agreement, applicants from George Brown College who meet the requirements outlined below will be eligible for admission to RRU with full block transfer credit, provided all other entrance criteria are met and space remains available in the Masters of Science/Masters of Arts in Environment and Management Program. Entrance to all programs at RRU is on a competitive basis.

Successful completion of:

- Bachelor of Applied Technology Degree - Construction and Environment - Regulations & Compliance
- Appropriate work and volunteer experience

As a partner to this agreement, George Brown College agrees:

- to make information about this agreement available to students enrolled in the Bachelor of Applied Technology Degree - Construction and Environment - Regulations & Compliance
- to provide opportunity for representatives of the RRU faculty to visit appropriate forums at George Brown College to disseminate information about this agreement

As a partner to the agreement, Royal Roads University agrees:

- to provide George Brown College students possessing the entrance criteria described above with academic acceptance into the Masters of Science/Masters of Art in Environment and Management program at RRU

- to provide George Brown College with updated information about the Masters of Science/Masters of Art in Environment and Management program on an annual basis
- to notify George Brown College with as much lead time as possible, about any changes to the Masters of Science/Masters of Art in Environment and Management requirements that are anticipated or approved.

Liaison

Implementation of this agreement will be through the Registrar's Office at each institution, in consultation with the appropriate authorities in the respective programs.

Terms of the Agreement

This agreement shall be in place for a period of three years commencing March 1, 2007. At the end of this time, the agreement will be subject to review and renewal by Royal Roads University. If there are impediments to renewal, Royal Roads University will notify the transfer partner of the impediments, with the goal of negotiating a new agreement. Final approval of the agreement will remain with the President of Royal Roads University.

Royal Roads University retains the right to limit the number of students admitted under this agreement.

On behalf of George Brown College:

On behalf of Royal Roads University:

Appendix 11.2 Update on Program Evaluation Measures

Need a description of the measures that have already been taken to monitor the quality and appropriateness of the consent program.

The following measures have already taken place to monitor the quality and appropriateness of the BAT (Construction and Environment – Regulations & Compliance) program:

1. Student Satisfaction Survey completed once a year (KPI).
2. Course evaluation by students at the end of each course.
3. Co-op Work Term Evaluation completed by employers at the end of each co-op assignment.