

Record of Changes – Handbooks

From 2010 to present

Throughout this record of changes, *italics* indicate an addition and ~~strike through~~ a deletion.

- **The following was added to the handbooks to reflect the amendments to the *Post-secondary Education Choice and Excellence Act, 2000* (January, 2012 – effective January 2012)**
 - *The Minister of Training, Colleges and Universities may refer applications for consent to PEQAB or to another accrediting or quality assurance body (as may be described in regulation), reject an application without referral to PEQAB (or other body) according to prescribed circumstances and policy criteria, consider a prior quality assurance review as satisfying the requirement that the application be referred, and deem approval by such a body as satisfying the requirement that the Minister receive a recommendation.*
- **Update to Credit Transfer Criteria under the Admission, Promotion and Graduation standard (July, 2013 – effective July, 2013)**

The following criteria which limit the number of credits awarded for diploma level study were deleted from the *Handbook for Ontario colleges, Handbook for Private Organizations, and Handbook for Public Organizations*.

Where any type of advanced standing into the program is proposed, policies and procedures pertaining to bridging requirements, advanced standing, credit and credential recognition:

 - ~~limit the number of credits that will be awarded for prior diploma level study, with and without affinity, toward the degree program (excluding any work experience/internship requirements) such that the advanced standing to be awarded does not exceed~~
 - ~~67% degree level credit for a 3-year degree program from a completed 3-year diploma program~~
 - ~~53% degree level credit for a 3-year degree program from a completed 2-year diploma program~~
 - ~~65% degree level credit for a 4-year degree program from a completed 3-year diploma program~~
 - ~~40% degree level credit for a 4-year degree program from a completed 2-year diploma program.~~
- **New Benchmark under the Capacity to Deliver standard (March, 2014 – effective June, 2014)**

The following benchmark was added to the Capacity to Deliver standard.

Policies pertaining to faculty:

- *fairly and consistently verify the equivalency of international credentials to those similarly named credentials offered by Canadian institutions.*

- **Clarification to a Benchmark under the Capacity to Deliver standard (May, 2014 – effective June, 2014)**

The following footnote was added under the Capacity to Deliver standard to clarify the criteria for scholarly activity of faculty members.

In assessing faculty members' currency and engagement with scholarship, research, or creative activity, the following may be considered, provided that these contributions are in a form (in a phrase adapted from Boyer) "subject to critical review and allowing use/exchange by other members of the scholarly community." In all cases, such contributions may take digital form. In general, the Board seeks evidence that faculty are intellectually engaged with developments in their fields, including but not limited to

- *publishing and/or reviewing professional publications in their fields*
- *participation and/or presentations at provincial, national and international conferences, competitions or exhibitions in their fields*
- *engagement with the scholarship of pedagogy in their fields*
- *participation in regulatory and accrediting association workshops, degree audits or related work in their fields*
- *engagement in basic and/or applied research, labour market research, and/or related industry needs assessments*
- *application of conceptual knowledge to current practice in their fields, such as reports to industry or consulting work*
- *creative contributions to their field through exhibitions or related forms*
- *development of case studies in their fields.*

- **Change and Clarification to Section 5.1 Program Structure and to a Benchmark under the Program Content standard for Ontario Colleges (May, 2014 – effective June, 2014)**

Section 5.1 Program Structure (in the *Handbook for Ontario Colleges*) pertaining to work-integrated learning experiences was revised as follows:

The Board expects that degree programs ~~in applied areas of study~~ offered by Ontario colleges ~~will be comprised of~~ *comprise*, at a minimum:

- eight semesters, or the equivalent, of on-campus studies
- at least one separate, paid, full-time work term (of no less than 14 ~~consecutive~~ weeks) prior to graduation, related to the professional field of study.¹

Benchmark 11 (in the *Handbook for Ontario Colleges*) pertaining to work-integrated learning experiences was revised as follows:

¹ When a paid work term is not feasible, the Board may consider proposals for a full-time unpaid work term of comparable length to meet this requirement.

~~11. Work experiences, internships, and field placements: Any work-integrated learning experience~~

~~a) are is appropriate to the field of the program~~

~~b) have has articulated, appropriate learning outcomes~~

~~c) identify an appropriate method for both instructor and employer/supervisor assessment leading to the assignment of a grade is supervised by both a college representative with appropriate academic credentials and an employer/staff member who collaborate to evaluate the student performance~~

~~d) are in blocks of no less than 14 weeks amounts to no less than 14 weeks of full-time equivalent work (420 hours), either in one block, or in multiple cumulative blocks appropriate to achieving the learning outcomes.~~

- **Change and Clarification to Benchmarks under the Capacity to Deliver standard (May, 2014 – effective June, 2014)**

Benchmarks pertaining to faculty with terminal credentials under the Capacity to Deliver standard were revised as follows:

Benchmark 9 for Ontario colleges, benchmark 10 for private institutions, and benchmark 13 for public, out-of-province institutions:

~~No fewer than 50% of all faculty teaching in the professional or main field of study and where appropriate, acting as thesis supervisors and/or members of examining committees, hold the terminal academic credential in the field or in a closely related field/discipline.²~~

At least 50% of the students' experience in the professional or main field of study is in courses taught by a faculty member holding the terminal academic credential in the field or in a closely related field/discipline.^{3, 4}

² ~~The doctorate is normally the terminal academic credential in all fields or disciplines with the exception of studio disciplines where a master's degree in the field/discipline is more typical. The Board expects that the faculty will hold the terminal academic credential~~

~~a) in the same field/discipline area as the proposed program area~~

~~b) in a field/discipline which can be shown to be loosely related in content~~

~~c) with a graduate level speciality in the same field/discipline.~~

³ ~~Generally and in the context of a practicable schedule of teaching assignments, the percentage can be achieved if 50% of all faculty teaching core courses in the program hold the terminal academic credential in the field or in a closely related field/discipline or if 50% of all core courses or all hours in core courses in the program are taught by faculty with a terminal academic credential in the field or in a closely related field/discipline.~~

⁴ ~~The doctorate is normally the terminal academic credential in all fields or disciplines with the exception of certain fields where a master degree in the field/discipline is more typical. The Board expects that the faculty will hold the terminal academic credential~~

~~a) in the same field/discipline area as the proposed program area~~

~~b) in a field/discipline that can be shown to be closely related in content~~

~~c) with a graduate level specialty in the same field/discipline.~~

Benchmark 11 for Ontario colleges, benchmark 12 for private institutions, and benchmark 15 for public, out-of-province institutions:

~~No fewer than 50% of all faculty teaching non-core courses hold the terminal academic credential in the field or in a closely related field/discipline.~~

At least 50% of the students' experience in the non-core areas is in courses taught by a faculty member holding the terminal academic credential in the field or in a closely related field/discipline.^{5,6}

- **Revision to Footnote under the Nomenclature standard (November, 2014 – effective June 2015)**

The footnotes accompanying Benchmark 1b) under the Nomenclature standard were changed as follows:

- In the Handbook for Ontario Colleges

²¹There is a variety of ways to connote with nomenclature whether a degree is applied/professional or research-oriented. With the exception of Bachelor of Applied Science, which connotes research-oriented degrees, research-oriented degrees are normally of the form: Bachelor of Faculty (Subject), for example, Bachelor of Arts (Psychology) or Bachelor of Science (Chemistry). ~~The level of study at the bachelor level can be further differentiated as "Honours" for research-oriented degrees. Because colleges are enabled by the Act to offer only degrees in applied areas, research-oriented nomenclatures (e.g., Bachelor of Arts/Science/Applied Science), and the term "honours", are not available for designating college degrees.~~

The typical approaches to nomenclature for bachelor degrees in applied areas, available for designating college degrees, are

- a) Bachelor of Faculty (Subject), for example, Bachelor of Technology (Information Technology)
- b) (With the exception of Applied Science) Bachelor of Applied Faculty (Subject), for example, Bachelor of Applied Arts (Justice Studies)
- c) Bachelor of Subject, for example, Bachelor of Interior Design.

- In the Handbook for Private and Public Organizations

²²There is a variety of ways to connote with nomenclature whether a degree is applied/professional or research-oriented. With the exceptions of Bachelor and Master of Applied Science, which connote research-oriented degrees, research-

⁵ Generally and in the context of a practicable schedule of teaching assignments, the percentage can be achieved if 50% of all faculty teaching non-core courses in the program hold the terminal academic credential in the field or in a closely related field/discipline or if 50% of all non-core courses or all hours in core courses in the program are taught by faculty with a terminal academic credential in the field or in a closely related field/discipline.

⁶ The doctorate is normally the terminal academic credential in all fields or disciplines with the exception of certain fields where a master degree in the field/discipline is more typical. The Board expects that the faculty will hold the terminal academic credential

- a) in the same field/discipline area as the proposed program area
- b) in a field/discipline that can be shown to be closely related in content
- c) with a graduate level specialty in the same field/discipline.

oriented degrees at the bachelor and master's level are normally of the form: Bachelor/Master of [Faculty (Subject)], for example, Master of Arts (Psychology) or Bachelor of Science (Chemistry). ~~The level of study at the bachelor level can be further differentiated as "Honours" for research-oriented degrees.~~ Nomenclature for research-oriented doctoral degrees is normally *Doctor of Philosophy*.

The typical approaches to nomenclature for bachelor and master's degrees in applied/professional areas are

- a) Bachelor/Master in [Faculty (Subject)], for example, Bachelor of Technology (Information Technology)
- b) Bachelor/Master in [Applied Faculty (Subject)], for example, Bachelor of Applied Arts (Music Production)
- c) Bachelor/Master of [Subject], for example, Bachelor of Interior Design, Master of Social Work.

Applied/Professional doctoral degrees are normally of the form: Doctor of [Subject/Profession], for example, Doctor of Business.

- **Revision to Section 2.2 Vision and Guiding Principles (November, 2014 – effective November 2014)**

Section 2.2 was revised in the Handbooks to reflect the Board's current vision and values and reads as follows:

To achieve its vision to inspire excellence in education through leadership in quality assurance and enhancement, the Board embraces as *values, being*
accountable
transparent
impartial
collegial
dedicated to quality and continuous improvement
grounded in research, evidence, and best practice.

- **Change and Clarification to Benchmarks under the Capacity to Deliver standard (January, 2015 – effective June, 2015)**

Benchmarks pertaining to faculty with terminal credentials under the Capacity to Deliver standard were revised as follows:

Benchmark 18 for public institutions and 15 for private institutions:

~~No fewer than 80% of the faculty teaching in the program hold the terminal academic credential in the field or in a closely related field/discipline.~~

At least 80% of the students' experience in the program is in courses taught by a faculty member holding the terminal academic credential in the field or in a closely related field/discipline.⁷

⁷ Generally and in the context of a practicable schedule of teaching assignments, the percentage can be achieved if 80% of all faculty teaching in the program hold the terminal academic credential in the field or in a closely related field/discipline or if 80% of all courses or all hours in courses in the program are taught by faculty with a terminal academic credential in the field or in a closely related field/discipline.

- **Change and Clarification to Benchmarks under the Program Content standard (March, 2015 – effective June, 2015)**

Benchmarks pertaining to breadth/non-core under the Program Content standard were revised as follows:

Benchmarks 6 to 9 for Ontario colleges, public, and private institutions:

6. All bachelor programs have a breadth requirement that includes coherent and substantive non-core⁸ offerings. This requirement informs the design of non-core courses and provides the basis of at least some of the assessment of student outcomes. The ~~non-core curriculum~~ *curriculum (core and non-core)* contributes to the achievement of

a) critical thinking, quantitative reasoning, written and oral communication skills

~~b) more than introductory knowledge in the humanities, sciences, social sciences, global cultures, and/or mathematics~~

b) knowledge of society and culture, and skills relevant to civic engagement.

~~d) more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside the core field(s) of study.~~

7. *The non-core curriculum provides*

a) *knowledge in at least two of the following:*

i) *humanities*

ii) *sciences*

iii) *social sciences*

iv) *global cultures*

v) *mathematics*

b) more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside the core fields of study.

~~7.8.~~ The curriculum reflects current knowledge in the core field(s).

~~8.9.~~ The curriculum reflects current knowledge in the fields represented in the non-core/breadth offerings.

~~9.10.~~ In undergraduate programs, the balance of core and non-core/breadth studies is normally achieved as follows:

⁸ Non-core courses are those that contribute to knowledge in fields unrelated to the main field(s) of study. Core courses are those that contribute to the development of knowledge in the main field(s) of study. The main field(s) of study is the field(s) identified in the degree nomenclature. Core courses can be in the main field(s) of study, or in related fields. For example, psychology, history and statistics are different fields of study. Because the field of psychology uses scientific method as one of its methodological approaches, statistics would be a core course in a psychology degree program. Statistics is not related to scholarship in history, however, and would not be a core course in a history degree program.

- ~~a) no more than 80% of the program hours are in courses in the core or main field(s) of study (all required elements in theory, practice and corollary disciplines) 20% of the program hours are in courses in the non-core curriculum⁹~~
- ~~b) some courses outside the core or main field of study are free electives. at least one non-core course is a free elective.~~

⁹ An applicant may demonstrate through alternative approaches that the degree program meets the breadth/non-core requirements typical of such programs as offered at other postsecondary institutions. For example, undergraduate programs associated with accrediting bodies or other industry/professional regulatory bodies may depart from this norm, especially if meeting the 20% non-core benchmark would drive the total program to an extraordinary number of credit hours.