PEQAB

THE POST SECONDARY EDUCATION QUALITY ASSESSMENT BOARD
COMMISSION D'ÉVALUATION DE LA QUALITÉ DE L'ÉDUCATION POSTSECONDAIRE

2020

Manual for Public Organizations (including Ontario Colleges)

Applying for Ministerial Consent under the *Post-secondary Education Choice and Excellence Act, 2000*

Postsecondary Education Quality Assessment Board
315 Front Street West
16th Floor
Toronto, ON M7A 0B8
Telephone: 416-212-1230

E-mail: *peqab@ontario.ca*
Web: *http://www.peqab.ca*

Manual for Public Organizations (including Ontario Colleges)

Applying for Ministerial Consent under the *Post-secondary Education Choice and Excellence Act, 2000*

This *Manual* is a guide for public organizations seeking consent of the Minister for a new program or consent renewal for an existing program pursuant to the *Post-secondary Education Choice and Excellence Act, 2000*. It outlines

- the mandate of the Postsecondary Education Quality Assessment Board (PEQAB),
- PEQAB's criteria and procedures for review of applications for consent to offer or advertise all or part of degree programs in Ontario or to use the term "university" in Ontario, and
- instructions on what to include in a submission to the Board.

The preparation of this *Manual* has benefited from the advice and work of

- many Canadian quality assurance bodies other accrediting and quality assurance bodies, including the Ontario Universities Council on Quality Assurance (OUCQA), the Ontario College Quality Assurance Service (OCQAS), the Campus Alberta Quality Council (CAQC), the British Columbia Degree Quality Assessment Board (DQAB), the Maritime Provinces Higher Education Commission (MPHEC), the Saskatchewan Higher Education Quality Assessment Board (SHEQAB)
- regional accrediting bodies
- the European Association for Quality Assurance in Higher Education (ENQA) and its European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

We are also grateful to the many stakeholders and other interested parties who contributed their comments during the preparation of this *Manual*.

Applicants should note that the Board may revise its documents from time to time, and the onus is on the applicant to ensure that it is using either of the then current versions of the Board's policies and criteria.

Inquiries about the Board's criteria or procedures should be directed to:

Postsecondary Education Quality Assessment Board Secretariat
315 Front Street West
16th Floor
Toronto, ON M7A 0B8
Telephone: 416-212-1230
E-mail: *peqab@ontario.ca*
Web: *http://www.peqab.ca*

Applications for the Minister's Consent

Under the terms of the *Post-secondary Education Choice and Excellence Act, 2000*, the consent of the Ontario Minister of Colleges and Universities is required for anyone seeking in Ontario, either directly or indirectly, to

- grant a degree
- provide a program or part of a program of postsecondary study leading to a degree to be conferred
- advertise a program or part of a program of postsecondary study offered in Ontario leading to a degree conferred
- sell, offer for sale or provide by agreement for a fee, reward, or other remuneration, a diploma, certificate, document, or other material that indicates or implies the granting or conferring of a degree
- operate or maintain a university
- use or be known by a name of a university or any derivation or abbreviation of a name of a university
- hold oneself out to be a university
- make use of the term "university" or any derivation or abbreviation of the word in advertising relating to an educational institution in Ontario.

The Minister of Colleges and Universities may refer applications for consent to PEQAB or to another accrediting or quality assurance body (as prescribed 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.

This *Manual* addresses only the Board's criteria and processes for the review and recommendation of applications referred to it by the Minister. Inquiries about the application and consent process, the Act and its regulations, activities subject to the Act, and the Minister's requirements should be directed to the Universities Unit of the Postsecondary Education Division, Postsecondary Accountability Branch, Ministry of Colleges and Universities.

Table of Contents

1. Introduction

1.1 Quality Assessment in Context

Prior to 1983, there was no Ontario legislation preventing any organization from offering degree programs, granting degrees, or calling itself a university. Traditionally, degree granting authority was based in a royal charter or provincial statute.

From 1984 to 2001, the *Degree Granting Act*[1] set conditions under which degrees were granted and degree programs offered in Ontario. Under the *Degree Granting Act*, an Ontario-based institution required an act of the Legislative Assembly of Ontario to grant degrees, offer programs leading to a degree, call itself a university, or advertise using the word "university." The *Degree Granting Act* also provided that an out-of-province institution required consent from the Minister to undertake similar activities in Ontario.

The *Post-secondary Education Choice and Excellence Act, 2000* (the Act) permits the granting of degrees or operation of a university either by an act of the Legislative Assembly of Ontario or with the consent of the Minister of Colleges and Universities. The Act also sets out the responsibilities of the Postsecondary Education Quality Assessment Board (PEQAB), which makes recommendations to the Minister on applications for Ministerial consent under section 7(3) (a) of the Act.

1.2 Provincial, National and International Collaboration

PEQAB is a leader within Canada in setting the standards for the quality assurance of degree programs and institutions. PEQAB introduced the first qualifications framework in Canada in 2002. Qualifications frameworks are descriptions of the generic knowledge and skills each credential or qualification (e.g., certificate, diploma, bachelor degree) is intended to achieve. They serve a number of purposes, including acting as a standard for quality assurance. The Board requires that samples of student work in the terminal phase of every program are assessed to ensure that the knowledge and skills identified in the framework are being achieved.

Many countries, including those of the European Union, Australia, the United Kingdom, Hong Kong, and South Africa have, or are developing, such frameworks. The PEQAB framework is based on the best features of international frameworks, with modifications to suit the Ontario context.

[1] Degree Granting Act, 1983, c.36, as rep. by *Post-secondary Education Choice and Excellence Act, 2000*, c. 36

After its release, the PEQAB degree framework was adopted, with minor modifications, for the review of undergraduate and graduate programs offered by Ontario public universities. Subsequently, the PEQAB Secretariat led a ministry-wide initiative to develop a framework of all postsecondary qualifications offered in Ontario. The Ontario Qualifications Framework (OQF) is the only framework in Canada that includes all postsecondary education credentials, from certificates to doctoral degrees.

In April 2007, the Council of Ministers of Education Canada (CMEC) endorsed the *Ministerial Statement on Quality Assurance of Degree Education in Canada*. The Statement contains

- a Degree Qualifications Framework that describes the knowledge and skills expected of graduates holding degrees at the bachelor, master's and doctoral levels
- standards and procedures for reviewing decisions to establish new degree granting organizations
- standards and procedures for reviewing proposals for new degree programs.

The framework and standards in this *Statement* have their origins in the PEQAB degree framework and standards.

PEQAB is also a key participant in international quality assurance, especially through its participation in the International Network for Quality Assurance Agencies in Higher Education (INQAAHE)—an international network of approximately 200 organizations active in the theory and practice of quality assurance in higher education – and the Council for Higher Education Accreditation International Quality Group (CIQG) – a forum for postsecondary institutions, accrediting and quality assurance organizations, higher education associations, governments, businesses, foundations, and individuals to address issues and challenges for quality assurance in an international setting. In addition, PEQAB has raised its international profile by

- publishing articles and presenting research findings on contemporary topics in quality assurance at national and international conferences
- engaging in collaborative research activities with international colleagues as well as at Ontario postsecondary institutions.

PEQAB has played a leadership role in quality assurance in Ontario, in Canada, and internationally. Although the Board's roots are local, its work is consistent with the trend toward the harmonization of postsecondary educational standards manifest in other jurisdictions.

By ensuring its Standards reflect recognized practice, PEQAB

- facilitates comparative quality assessment
- facilitates lifelong learning by documenting the standards students have met and the outcomes they have achieved
- facilitates labour mobility
- facilitates credit transfer and recognition
- fosters accountability by requiring institutions to articulate standards and outcomes
- ensures graduates possess knowledge and skills necessary for employment and further study
- ensures that students and society are served by programs of assured quality.

2. The Postsecondary Education Quality Assessment Board

Established in 2000 and continued under the *Post-secondary Education Choice and Excellence Act, 2000* (the Act), the Board is composed of a chair appointed by the Lieutenant Governor in Council, a vice-chair and up to nine other members appointed by the Minister. The Board makes recommendations to the Minister of Colleges and Universities concerning applications for Ministerial consent under the terms of the Act and other matters pursuant to the Act referred to it by the Minister.

2.1 Responsibilities and Legislative Requirements

Under sections 5 and 7 of the Act, the Board is responsible for

- reviewing all applications referred under the Act for Ministerial consent
- creating External Expert Review Panels and committees
- undertaking research to assist in the Board's work
- providing recommendations to the Minister
- addressing any other matter referred to it by the Minister.

In making its recommendations to the Minister, the Board establishes the criteria and processes for the review of applications. Pursuant to the Act, PEQAB criteria are required to be in accordance with educational standards recognized in Ontario and other jurisdictions and to comply with policy directions given by the Minister.

2.2 Vision and Values

A stronger Ontario through high quality postsecondary student learning outcomes.

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.

2.3 Board Meetings

Organizations wishing to forward information or materials to the Board must do so through the Secretariat, the Chief Executive Officer of which serves as secretary to the Board. Board meetings usually occur bi-monthly with dates posted on the website (*http://www.peqab.ca/MeetingDates.html*). In some situations, the Board will hold additional meetings to ensure the timely processing of applications. Board meetings are held *in camera* and Board members respect the confidential nature of documents, information and records, and restrict the use of this information to their work as Board members.

2.4 Secretariat

The Board is supported by a Secretariat. Among other responsibilities, the Secretariat undertakes research, drafts the Board's criteria, policies, and procedures, and coordinates the Board's relations with Ministry officials and regulatory bodies. Each application for Ministerial consent is managed by a member of the Secretariat who assists the applicant organizations and External Expert Review Panels in understanding the Board's criteria and procedures to facilitate the comprehensive review of applications.

2.5 The PEQAB Website

The Board is committed to transparency and maintains the following on its website:

- a list of current Board members, their terms of office, and brief biographies
- the Board's mandate, meeting procedures, and policies
- PEQAB publications (such as *Manuals* and annual reports)
- an overview of the consent process
- contact information for the PEQAB Secretariat
- information about relevant legislation, regulation, and pertinent contextual information (e.g., the *Minister's Guidelines and Directives for Applying for a Ministerial Consent*)
- links to national and international quality assurance bodies
- information about applications, including portions of the application, the Board's recommendation and recommendation date, and the Minister's decision.

3. Procedure for Review and Recommendation

3.1 Application Fee

As per the Minister's requirements, separate application and review fees are payable for each program or part of a program for which the Minister's consent is requested, including applications to renew existing consents. For example, a request for consent to offer degree programs leading to a Bachelor of Business (Human Resources Management), a Bachelor of Journalism, and a Bachelor of Technology (Landscape Architecture) constitutes three applications and requires three application fees (and three separate review fees, as outlined below).

In 2017, PEQAB introduced a new procedure for bundled reviews to reduce the costs and time for reviews of related programs. Applicant organizations can now bundle closely related study programs in a cluster. For example, Bachelor of Commerce programs with different concentrations (such as Human Resources, Supply Chain Management or Accounting) could be submitted as one application. All programs within the cluster are then reviewed by the same group of External Experts with expertise in each of the programs. This procedure also makes it easier to account for common features shared by several study programs.

The application fee is $5,000 per application. For cluster/bundled applications the fee is $10,000 for an application containing up to four degree programs and $15,000 for an application of five or more programs.

3.2 Review Fees and Charges

Applicant organizations are responsible for paying the costs of reviews carried out by the Board and will be invoiced for the estimated cost of each review. A deposit in the estimated amount must be received prior to the commencement of review activities. The Ministry will invoice the applicant organization for the balance of any unpaid costs or refund any balance owing to the applicant organization. The Minister's decision will be announced to the applicant organization when all accounts are settled.

The charge for reviews varies with each application depending on the number of reviewers, the length and complexity of the review, any associated travel, accommodation, meeting or communication costs, and whether the applicant organization's response to the Panel Report requires further review. Review costs will normally range between $7,000 and $11,000 for a full, on-site, program quality review. The costs for virtual site visits are usually lower as travel cost are no longer incurred by the Review Panels.

3.3 The Board's Procedures

This Chapter of the *Manual* includes a flowchart that outlines the process for reviewing an application to offer a degree program. Chapter 4 describes the submission and mailing instructions, while Chapters 5 and 6 describe the processes (5) and the Standards, Benchmarks as well as documentation commonly submitted for program quality reviews (6).

The process for requests for other forms of Ministerial consent (e.g., to use the term "university", addressed in Chapter 7 and 8) varies according to the complexity of the application.

3.4 Review Processes

Readiness Review

This review occurs in the pre-application stage and ensures that a program/institution is well prepared and situated for the eventual PEQAB review, before the institution invests the time and resources to submit the full and formal application to the Minister.

Any institution that is
a. considering applying for Ministerial consent or
b. in the process of preparing a consent application
can request such a pre-application readiness review by PEQAB.

In both cases, the Readiness Review is voluntary and meant as a non-binding guide. The review is neither comprehensive nor consultative; it is a cursory review solely based on the information provided. No subject-matter experts will be involved in conducting the Readiness Review. Any PEQAB feedback and recommendations provided through the Readiness Review will, therefore, focus on the completeness and coherence of an application and whether formal Standards appear to be appropriately addressed. The detailed content review of the institution or study program remains the task of External Expert Review Panels, and the Readiness Review cannot fully predict an Expert Panel's findings or final Board Recommendation.

There are no costs attached to this Readiness Review. PEQAB recommends to any institution or program seeking initial consent to avail themselves of this free service. If you are not sure whether your institution may benefit from a pre-application Review, please contact peqab@ontario.ca.

<u>Inquiring about a Readiness Review</u>

An institution sends an email to the CEO of PEQAB requesting a Readiness Review (james.brown@ontario.ca). The email appends either an overview of the planned application for Ministerial consent or the draft application.

Potential applicants still considering whether to engage in the consent application process (i.e. type **a**) are invited to submit detailed information[2] about their planned application for Ministerial consent. This information would normally include

- a brief history and overview of the institution
- an overview of the administration and governance
- an outline of the current and planned program offerings
- the human, financial, technical, facilities, and other resources necessary to carry out the planned activities
- if the institution is accredited by another recognized agency or accreditor, the agency's or accreditor's most recent accreditation action or review report and any other relevant correspondence.

Outcomes

The program/institution may receive one of four non-binding recommendations as the outcome of a Readiness Review:

- *Submit 'as is':* The application appears complete and the PEQAB Secretariat has not found any substantial shortcomings in meeting the PEQAB criteria.
- *Submit with minor changes:* The application is mostly complete and PEQAB has found only a few minor shortcomings in meeting the PEQAB criteria.[3]
- *Postpone:* The draft application displays one or more apparent major weaknesses,[4] and it is recommended to postponing the application until certain changes in the documentation, the program and/or the institution are made.
- *Do not submit:* The draft application displays several apparent major weaknesses[3] that require significant amounts of time to address and that may lead to a recommendation to deny consent.

It is up to the institution to take the Readiness Review recommendations into consideration and decide the best path forward for the institution or (proposed) program. Readiness Review recommendations have no influence on whether the Minister will refer an application to PEQAB and are not determinative of any later PEQAB review. Readiness Review Reports are kept confidential, including from any appointed External Expert Review Panel.

New Programs and Regular Program Renewals

New programs and regular program renewals undergo a full review by PEQAB as follows: The Board receives the application, posts it on its web site, gives a deadline for public comment, and strikes an External Expert Review Panel (EERP) for the review, as appropriate and with input from the organization. The organization is then informed of the composition of the EERP(s) and is advised of any site visit. Suggested agenda templates for the PEQAB on-site and virtual site visits can be found in **Appendix 10.1 and 10.2**.

[2] The more information provided the more the comprehensive the Readiness Review Report will be.

[3] Minor revisions can be implemented without significant time or resources, and the institution would appear to have the capacity to implement them.

[4] Major revisions are those that would take significant time and/or resources to rectify, and/or should be addressed.

The External Expert Review Panel undertakes the review in accordance with the Board's detailed procedures (as per the *Guidelines for External Expert Reviewers*) and typically files its Report within 15 days after the site visit. Institutions will normally submit to the Board their formal response to the Panel Report within 20 business days (4 weeks) of receiving it. Representatives of the institution may notify PEQAB of the need for an extension on any reasonable basis, including but not limited to, the unavailability of relevant staff to consult on the response, the complexity of the response, or the number of items requiring response.

Expedited Renewals (Colleges only)[5]

In addition to PEQAB's regular process for quality assurance in the context of consent renewals, PEQAB has offered an expedited renewal process to Ontario Colleges since December 2017. This streamlined process emphasizes PEQAB's observation of a college's implementation of the Internal Quality Assurance and Development Standard.

Any program for which a college chooses the 'Expedited Renewal Process' need only conduct its self-study and evaluation as per the Internal Quality Assurance and Development Standard and NOT also go through the subsequent PEQAB review. The main addition is that a PEQAB Senior Policy Advisor would attend the site visit with the College's own Program Evaluation Committee. Please consult the 'Expedited Renewal' Process Manual for Ontario Colleges for details on the eligibility and submission requirements and the Expedited Renewal Process.

3.5 Transparency of Review Documents

Review Documents Posted to PEQAB Website

New Programs

For each new program submission PEQAB posts on its *website* the full application submitted by a postsecondary institution, with the exception of proprietary and personal information and faculty CVs.

Renewals/Expedited Renewals

For each application to renew consent PEQAB *posts* only the application letter from the institution to the Minister, a program abstract and the program course schedule.

PEQAB Final Reports

The PEQAB Final Report[6] will be shared with the

- the applicant institution
- the External Expert Review Panel (EERP)--or the Program Evaluation Committee (PEC) in the case of expedited renewals-- for that particular application and

[5] It is anticipated that the Board will consider approving expedited renewals for non-College public institutions within the next year.

[6] The PEQAB Final Report comprises the short recommendation to the Minister that is posted on the PEQAB website after the Minister has made a decision about consent and a detailed report about the review and the Board's consideration thereof.

- the Minister/Ministry immediately after the meeting at which the Board approves its recommendation to the Minister.

A PEQAB Final Report will reflect the External Expert Review Panel's or the External Program Evaluation Committee's findings, the institution's subsequent responses and commitments as well as the Board's final recommendation. Sharing the PEQAB Final Report with the institution provides greater transparency in terms of the Board's decisions and rationales, as well as greater opportunity for the applicant institution to improve the degree program.

3.6 Opportunity for Applicant Comment

The applicant organization will have an opportunity to provide further information if the application is found to be incomplete, to comment on the report from any Panel, and to respond to any comment from a third party in accordance with section 3.7 below.

Applicant organizations will normally submit to the Board any formal comments to the Panel Report within 20 business days (four weeks) of receiving it. Representatives of applicant organizations may notify PEQAB of the need for an extension on any reasonable basis, including but not limited to, the unavailability of relevant staff to consult on the response, the complexity of the response, or the number of items requiring response.

3.7 Opportunity for Public Comment on Applications

At the time an application is submitted, the Board will post it on its website for 30 days indicating a deadline for comment on the application from interested parties. When a new application is posted the Council of Ontario Universities (COU) and the Ontario College Quality Assurance Service (OCQAS) are notified via email about the new application(s).

Comments will be handled as follows

Type of Comment	Procedure
Comments bearing on matters of public policy	• PEQAB Secretariat forwards comment to the Universities Unit (Postsecondary Accountability Branch) • Universities Unit considers the comment(s) as part of the standard public policy review conducted for each consent application
Comments bearing on the review of the application against the Board's criteria	• PEQAB Secretariat shares comment(s) with the External Expert Review Panel (EERP) and the applicant for consideration • Any response from the applicant is shared with the EERP through the PEQAB Secretariat • EERP reviews any such comments as part of the regular review and may address them in the Panel Report

Please note that while no information about the review of any public comments will be shared back with the commenting party, the completed Panel Reports and any materials received in relation to an application may be publicly requested under the Government of Ontario's *Freedom of Information and Privacy Protection Act*.

3.8 Withdrawal of an Application

If an applicant organization wishes to withdraw an application during the process, the applicant must send written notice to the Minister, with a copy to the Board.

The Board will post all applications on its website, as indicated above, and report on the status of each application including the status of "withdrawn." All materials and reports received in relation to an application may be subject to the *Freedom of Information and Protection of Privacy Act*.

3.9 Reconsideration of a PEQAB Recommendation

Any institution with a proposed PEQAB recommendation for denial of consent, a shorter than usual length of consent, and/or with conditions of consent attached may apply for reconsideration of that recommendation prior to the recommendation being sent to the Minister.

After each PEQAB Board meeting, the PEQAB Secretariat will share with the applicant institutions and the related External Expert Review Panel the PEQAB Final Report. The PEQAB Final Report incorporates the Board's recommendations as to the length of consent, any conditions of consent or denial of consent, along with selected External Expert Review Panel conclusions and comments. It also incorporates the institution's responses. This communication with the applicant will occur prior to PEQAB sending its Final Report to the Minster. Specifically, the following recommendations by PEQAB are subject to reconsideration:

a. conditions of consent
b. the length of consent, and/or
c. denial of consent.

Request for Reconsideration

Applicant institutions will be given up to ten business days to provide to the Secretariat notice in writing (normally via email) for a reconsideration of any aspect of the recommendations stated above.

This applicant institution's notice should clearly state which portion(s) of the Board's recommendation are to be reconsidered and the reasons for the reconsideration. An additional 20

days will then be given to the applicant to finalize its submission. Changes made since the institution's response to the original Panel Report will, however, not be considered. If the applicant waives reconsideration or if a response is not received within this 20-day period, the Board will forward its recommendation to the Minister.

Evaluation by a Neutral Third-Party Panel

To conduct the evaluation, the Board and the applicant institution will agree on an independent External Expert Review Panel to re-evaluate. Normally, this Panel will comprise two persons taken from the previously agreed upon list of External Expert Review Panel candidates. In no case shall parties be appointed who were involved in the review being reconsidered, and in no case will Panel members be appointed who are not acceptable to the institution. (In the case of an impasse on the two-member Panel, a third member would then be appointed, according to the same process as the two original members.)

The Panel will receive all documents concerning the program that were available to the initial External Expert Review Panel as well as the institution's initial response and its submission for re-evaluation. No additional material will be available to or considered by the Panel. The Panel will make one of the following evaluations to the Board:

a. that the Board's original recommendation be affirmed
b. that the Board's original recommendation be modified or
c. that all or some of the recommended conditions of consent in the original recommendation be eliminated.

The evaluation of the Panel will be sent to the applicant and the Board in a written report that conveys the basis of the evaluation. The evaluation of the Panel will then be considered by the Board at its next scheduled meeting, and the Board may revise its recommendation to the Minister accordingly. The evaluation by the Panel is not binding on the Board.

Costs

Regarding the evaluation of the neutral third-party if

- the original PEQAB recommendation is affirmed, costs are charged against the applicant
- the recommendation is modified or recommended conditions of consent are reversed, costs are charged against PEQAB
- the recommendation is affirmed in part or reversed or modified in part, costs are shared proportionally between the applicant and PEQAB.

3.10 Integrity of the Process

Organization's Obligations

To protect the integrity and confidentiality of the application and review process, applicant organizations should not attempt to discuss their applications with Board members. In response

to an applicant's attempt to lobby Board members, the Board may cease its review of the application and notify the Minister accordingly.

As regards the submission of course schedules and the assignment of named instructors with specific qualifications to each of the course sections, PEQAB's expectations are the following. The Board understands that for both initial consent and renewal of consent, the assignment of instructors is inevitably future-directed and prospective. Individuals who have taught the various courses in the past may be the organization's best available indicator, but the Board understands such assignments as commitments for the future. That said, the Board anticipates that the organization has a good faith belief that the individuals it names against each course section are available to teach these courses going forward, either in general or for at least the next year. Further the Board considers that these named instructors are, at least, validly representative of (other) individuals holding the same level of qualification whom the organization intends to make available to teach these courses, whether through replacement, additional hires or by other means.

In general, the External Expert Review Panel Reports are to be treated by the organization as confidential to the organization. This requirement of confidentiality should not be interpreted so as to limit the organization's internal consultations, either as regards the draft stage at which the organization's response is sought, or at the final stage at which the organization is implementing or revising the degree program in response to a new or renewed consent. Specifically, it is PEQAB's expectation that External Expert Review Panel Reports are to be shared with all faculty, staff, students and administrators involved in the program review, so that the most informed response, at the draft stage, and the fullest implementation of conditions and commitments, at the final stage, can be delivered by the organization.

Board Members' Commitments

Members are committed to the principles and practices of quality assurance in postsecondary education and adhere to PEQAB's values. Board members make decisions on the merits of each application referred to them, and consider the information provided in good faith and to the best of their abilities, not being concerned with the prospect of disapproval from any person, institution, or community. In addition, all members of PEQAB commit to the following.

<u>Confidentiality</u>

- Discussion in PEQAB meetings or committees is kept in confidence.
- Members do not discuss individual submissions outside the Board's deliberations.
- Members employed by or associated with (or formerly employed by or associated with) a postsecondary institution do not represent their home institution.
- Members do not report to their home institution on confidential information of any type about another institution, nor do they report on decisions regarding their home institution unless those matters are in the public domain.
- Members respect the confidential nature of documents, information, and records received as Board members, and restrict the use of this information to their work as Board members.

- Members adhere to the intent and requirements of Ontario's *Freedom of Information and Protection of Privacy Act, 1990,* which applies to all information, material, and records relating to, or obtained, created, maintained, submitted, or collected during a review.

Communication

- Members do not make public statements on any issues that are currently under consideration by PEQAB or the Minister.
- Members refrain from communicating with the media regarding the deliberations or recommendations of PEQAB unless designated to do so by the chair.

Avoidance of Personal Gain

- Members do not take improper advantage of information obtained through their official duties as PEQAB members.
- Members do not engage in conduct that exploits their positions as members.
- Subject to the Conflict of Interest Guidelines for Board Members, members do not accept money, awards, or gifts from persons who may be, or have been, affected by a PEQAB decision.

Impartiality

- Members will act in accordance with the Ontario Human Rights Code and, in that context, are sensitive to prohibited grounds such as citizenship, colour, creed, disability, ethnic origin and gender identity that may affect the conduct of a review or decision.
- Members deal with groups and persons, with staff and with each other in a manner that reflects open and honest communication, respect, fair play, and ethical conduct.
- Members approach every application and every issue arising with an open mind and avoid doing or saying anything to cause any person to think otherwise.
- Members are independent in decision-making.

Collegiality

- Members promote positive relationships among PEQAB members.
- Members demonstrate respect for the views and opinions of colleagues.
- Members share their knowledge and expertise with other members as requested and as appropriate.

Commitment

- Members are available on a timely basis to attend meetings and are adequately prepared for the duties expected of them.

3.11 Overview of Consent Process for New Programs and Regular Program Renewals

1. Ministry
   - determines whether the application falls under the Act
2. Minister
   - decides, for each application that falls under the Act, whether and how to refer it to PEQAB

PEQAB

3. PEQAB Secretariat
   - reviews the application
   - identifies potential External Expert Review Panel members
   - posts the application on the PEQAB website
4. Board (PEQAB)
   - reviews the application
   - determines review strategy
   - appoints Panel
5. Expert Panel
   - reviews the submission against PEQAB Standards and benchmarks
   - submits a written Report to PEQAB
6. PEQAB Secretariat
   - provides the Report to the applicant for response
   - receives the applicant's response to the Report
7. Board (PEQAB)
   - reviews the application, the Panel Report, the applicant's response and commitments made during the review process, and any additional information required to formulate a recommendation
   - submits a recommendation to the Minister and shares the PEQAB Final Report with the applicant and the Review Panel
   - posts the recommendation date on its website

8. Ministry
   - ensures all fees have been paid in full
9. Minister
   - considers PEQAB's recommendation and any public policy or financial issues that may flow from the granting of a consent
   - communicates the decision about consent to the applicant

Following the Minister's communication of the decision to the applicant, the Board's recommendation and the Minister's decision are posted on the PEQAB website.

4. Submission and Mailing Instructions

4.1 Submission and Mailing Instructions

All applications for consent are to be addressed and submitted to the Minister of Colleges and Universities. There must be a separate submission prepared for each program/or program cluster for which the applicant is seeking the Minister's consent.

Since September 2017, PEQAB has only accepted paperless submissions. In addition, upon referral to the Board, your institution will be invoiced for the non-refundable application fee of $5,000 CDN (or $10,000/$15,000 in the case of cluster/bundled applications) payable to the Ontario Ministry of Finance. Organizations applying for Ministerial consent are required to submit all materials electronically on a USB stick or equivalent. For details on what to include please see instructions under 4.2 (new program) and 4.3 (program renewals).

Send all materials to
The Minister of Colleges and Universities
c/o The Universities Unit
315 Front Street West
16th Floor
Toronto, ON M7A 0B8

The information submitted according to these *Guidelines* is collected pursuant to the *Freedom of Information and Protection of Privacy Act* and the *Post-secondary Education Choice and Excellence Act, 2000*.

4.2 New Program

For each program, prepare a submission consisting of the following sections:

a. A copy of a letter of application to the Minister of Colleges and Universities stating the program/programs for which consent is sought
b. A copy of the signed "Applicant Acknowledgement and Agreement" form as provided in the *Directives and Guidelines for Applying for Ministerial Consent under the Post-secondary Education Choice and Excellence Act, 2000*
c. A completed Ministry Summary of Application Form (Appendix C)

d. A submission for PEQAB review prepared in accordance with this *Manual*[7] including:
    1. Introduction (details below)
    2. Degree Level
    3. Admission, Promotion and Graduation
    4. Program Content
    5. Program Delivery
    6. Capacity to Deliver
    7. Credential Recognition
    8. Regulation and Accreditation
    9. Nomenclature
    10. Internal Quality Assurance and Development
    11. Academic Freedom and Integrity
    12. Student Protection
    13. Optional Material
    14. Policies

    - Submit Sections 1 to 13 as a single, searchable electronic file saved in PDF format. Supporting documentation (e.g., faculty CVs, letters of support) must be scanned and included in the electronic file.
    - Submit a second, single electronic file containing the same materials for the review but with confidential or proprietary and personal information removed (i.e., CVs, detailed course outlines and "Course Schedule 1") (see **Appendix 10.3**). This file will be posted on the PEQAB website. Please ensure that this electronic file is compliant with the *Accessibility for Ontarians with Disabilities Act* (AODA). PEQAB Secretariat staff will ensure that the applicant has removed all personal and proprietary information from the web version of the application prior to posting it.
    - Submit Section 14 as one (1) electronic file saved in PDF format. For instructions on what to include in the file see **Appendix 10.4**. Organizations that have submitted this file in a previous submission, and that have not revised any elements of the file, may omit this step.
    - Clearly indicate any information requested in a particular section that is not applicable to the submission or not available. For example, if advanced standing is not proposed, then include in the relevant section a statement that the policies on advanced standing are not applicable to this program.
    - The submission will be reviewed against each of the Standards and benchmarks described in full detail in Chapter 6. Under each Standard the documentation commonly submitted is listed.
    - Only complete submissions will be processed. Submissions that do not follow this Manual or are incomplete will be returned to the applicant to be completed.

[7] Under each Standard there is a box listing documentation commonly submitted. This list is not comprehensive, but it contains those documents which have satisfied the Board before. Applicants are free to submit any substitutional or additional documentation they think addresses their meeting the relevant benchmark(s).

Application Introduction

Organization and Program Information

Prepare a title page for your submission that includes the following information:

- name of the organization
- URL for the organization (if applicable)
- proposed degree nomenclature (e.g., *Bachelor of Arts (Psychology), Master of Business Administration*)
- location(s) (specific address) where the program is to be delivered.

Provide contact information for

- the person responsible for program review submission (the primary contact for the submission on matters pertaining to proposal content and communications from the Secretariat)
- the site visit coordinator (if different from above).

Table of Contents

Include a table of contents for the program review submission. Identify the items included within each section.

Executive Summary

Include an executive summary of your program review submission.

Program Abstract

Include an abstract of approximately 100-200 words that summarizes the nature of the program, its outcomes, potential employment for graduates, and/or opportunities for further study.

4.3 Regular Program Renewal

For each program prepare a submission consisting of the following sections:

a. A copy of a letter of application to the Minister of Colleges and Universities stating the program/programs for which consent renewal is sought
b. A copy of the signed "Applicant Acknowledgement and Agreement" form as provided in the *Directives and Guidelines for Applying for Ministerial Consent under the Post-secondary Education Choice and Excellence Act, 2000*
c. A completed ministry Summary of Application Form (Appendix C)
d. A submission for PEQAB review prepared in accordance with this *Manual*[8] including:
    1. Program Abstract[9]
    2. Course Schedules

[8] Under each Standard there is a box listing documentation commonly submitted. This list is not comprehensive, but it contains those documents which have satisfied the Board before. Applicants are free to submit any substitutional or additional documentation they think addresses their meeting the relevant benchmark(s).

[9] Include an abstract of approximately 100–200 words that summarizes the nature of the program, its outcomes, employment opportunities for graduates, and/or opportunities for further study.

3. Program Self-Study
4. Report: Program Context, Changes, and Developments
5. Course Outlines
6. Faculty CVs
7. Academic Calendar
8. Policies
9. Additional Materials

- Provide electronic files as specified under each Standard (Chapter 6). Under each Standard the documentation commonly submitted is listed.
- Provide a file in PDF format for posting on the PEQAB website that contains the letter to the Minister, the program abstract, and "Course Schedule 2" (see **Appendix 10.3**). Please ensure that these electronic files are compliant with the *Accessibility for Ontarians with Disabilities Act* (AODA).
- Clearly indicate any information requested in a particular section that is not applicable to the submission or is not available. For example, if advanced standing is not offered, then include in the relevant section a statement that the policies on advanced standing are not applicable to this program.
- The submission will contribute to the review of the application against the Board's Standards and benchmarks, articulated in Chapter 6 of this *Manual*. **Please note:** Samples of student work will be reviewed by the External Expert Review Panel. Guidelines for compiling, selecting and distributing samples of student work are located in **Appendix 10.5**.
- Only complete submissions will be processed. Submissions that do not follow this *Manual* or are incomplete will be returned to the applicant to be completed.

5. Process for Degree Program Quality Review

5.1 External Expert Review Panels

The quality of each proposed degree program, or any part thereof, will normally be reviewed by an External Expert Review Panel. The nature and complexity of the application will determine the number and nature of credentials, skills, and backgrounds of reviewers. The Board will select all External Expert Review Panel members.

The organization may nominate qualified persons of whom the Board may choose one or more to serve on the External Expert Review Panel. The Board has sole discretion, however, to select all External Expert Review Panel members for the application, without regard to the organization's nominees.

When an organization applies for consent to offer multiple programs, the Board will name a Panel or Panels of a size and nature appropriate to the application. Among the factors the Board will consider are whether the programs are new or being currently offered by the organization, and the degree of affinity among the proposed programs.

Criteria and Principles for External Expert Reviewers

External Expert Review Panel (EERP) members will possess qualifications and personal qualities that engender the confidence of the Board, the Minister, the public, accrediting bodies, relevant regulatory bodies and other degree granting institutions. Specifically, EERP members should demonstrate the following:

- be free of any conflict of interest, in accordance with the Board's policy on conflict of interest for reviewers.
- hold an advanced academic credential related to the subject area under review (normally at the terminal level in the field).
- possess required or desired professional credentials and/or related work experience of substantial depth and range.
- have relevant academic experience such as administration, teaching, curriculum design, and/or quality assessment experience (e.g., as appraisers for accrediting bodies or as reviewers of degree programs).
- have a record of active scholarship.

In addition to the qualities of Panel members, Panel chairs will normally be experienced in the administration of higher education and have practice as committee members who can function objectively and effectively as chairs.

The Board will also

ensure that

- at least one Panel member be new to the institution (i.e. someone who has not reviewed the program in the past 5 years).
- Panel members not be from the same institution.
- no more than one Panel member be an applicant nominee.

strive to

- include on each Panel a member with experience with the type of institution at which the program is (proposed to be) offered.
- achieve diversity in the selection of EERP members.

The Board will strive to name Panels that reflect an appropriate mix of academic/professional credentials and experience related to the field. In establishing its roster of External Expert Review Panel members, the Board may seek nominations of qualified individuals from the public and a wide variety of constituencies, including but not limited to Ontario universities and Colleges as well as professional, accrediting, and regulatory bodies within and outside of Ontario postsecondary educational institutions. Suggestions for External Expert Reviewers and self-nominations are welcome.

External Expert Review Panel Report

The primary obligation of the Panel will be to provide its best judgement on the quality of the proposed program. To this end, the Panel will review applications against the Standards and benchmarks stated in Chapter 6. To assist in deliberations, the Panel may request from the organization any information in addition to that contained in the application.

Under the coordination of the Panel chair, the members of the Panel will develop a report that includes at least the following information:

- a review of
  - the application against each of the Board's Standards and benchmarks stipulated in Chapter 6
  - the sufficiency, reliability, and validity of the evidence provided by the organization
  - evidence found during any site visit
- a recommendation, with reasons, on whether the proposed or existing program meets the Board's Standards and is of sufficient academic quality to be offered to the people of Ontario.

5.2 Board's Recommendation

The Board's process for reviewing applications for Ministerial consent normally results in either a recommendation to the Minister to grant consent (the Board may recommend certain conditions be attached to the consent) or, when an applicant failed to meet the Board's Standards, a recommendation to the Minister to deny consent.

Principles for Recommending Conditions of Consent

1. When the External Expert Review Panel has accurately identified a failure in meeting a PEQAB Standard and there has been no relevant commitment from the institution for a change which would meet the Standard, the Board would, if recommending consent, recommend a condition of consent.
2. When the External Expert Review Panel has accurately identified a weakness or opportunity for improvement in the program, and there has been a relevant commitment from the institution for a change, the Board would accept the commitment without recommending a condition of consent if
   - The institution has a track record of meeting similar commitments
   - The institution has the resources to meet the commitment
   - The change is important enough to the quality of the program to justify recording it as a commitment.

Recording Commitments

PEQAB Final Reports consistently incorporate a list of significant commitments made by the institution with the expectation that applicant institutions will adhere to its commitments and that they be re-evaluated at the next renewal.

6. Degree Program Quality Review Standards

All organizations seeking Ministerial consent to offer a degree program, or any part thereof must undergo a program quality review to determine whether the proposed program meets the Board's Standards and benchmarks. In cases where the organization seeks Ministerial consent to offer a part of a degree program, the Board will review the proposal in the context of the entire degree program.

The Board will review the quality of degree programs proposed by organizations in accordance with the following Board Standards and Ministerial requirements. The following program quality Standards will apply to programs taught by various means, including courses or programs that are designed specifically to serve students at a distance.

6.1a Degree Programs - Public Institutions

For the purposes of this *Manual*, a degree program is a prescribed set of courses/studies that culminates in mastery of the bodies of knowledge and skills appropriate to the Degree Level Standard as specified in the Ontario Qualifications Framework (OQF) in the disciplinary field of study.

In **bachelor programs**

- in arts and science, where the BA or BSc degree title is awarded, a program is considered to be the comprehensive body of studies required to graduate with a specialization in a particular discipline (e.g., political science, psychology, economics, religious studies, biology) or in a particular interdisciplinary program (e.g., international studies, women's studies).
- in professionally oriented subjects, where the degree title is usually specific to the field (e.g., business, music, social work), the program is considered to be the comprehensive body of studies required to achieve that particular degree.

Graduate programs focus on a particular discipline or field of specialization within a discipline, and require more advanced and specialized knowledge, conceptual skill, independent research ability, and intellectual creativity than the degree programs that preceded them.

In reviewing proposed **doctoral degree programs** and, where appropriate, master's degree programs, the Board will expect the field(s) of specialization within a discipline to be identified and to see credible evidence of adequate strength in the proposed field(s) of specialization.

6.1 b Degree Programs - Ontario College

For the purposes of this *Manual*, a degree program in an applied area of study is a prescribed set of courses/studies and work-integrated learning oriented to a field of practice that culminates in mastery of the bodies of knowledge and skills appropriate to the Honours Baccalaureate Degree Standard on the Ontario Qualifications Framework (OQF) in the field of study, and mastery of the knowledge and skills necessary to be an effective practitioner upon graduation, and to remain professionally current thereafter.

The curriculum of an Ontario College degree program in an applied area of study, like those offered by most institutions in North America, is shaped by these characteristics:

- a technical or professional education based on the fundamental principles in each field
- application of theory to practice, of learning by doing, and of converting personal experience into knowledge and skills through laboratory, applied research, and work experience
- cultivation of the analytical skills to evaluate new information and the ability to apply new knowledge to the field
- a balance of professional study and general education/breadth courses to enhance students' understanding of the environment in which they will function as professionals and as educated citizens and to enhance their understanding by exposure to disciplines outside their main field of study.

To the extent that vocational outcomes are not jeopardized, College degrees are expected to be designed to qualify graduates for consideration for further study. Whether graduates will qualify for programs of further study will depend on whether there is a graduate or professional program with sufficient affinity to the College program. College programs may be in areas where there is no corresponding graduate or professional program, or it may be necessary for graduates to complete a bridging program prior to being eligible for consideration for further study.

Program Structure

The Board expects that degree programs offered by Ontario Colleges normally comprise, at a minimum

- eight semesters, or the equivalent, of on-campus studies
- 14 weeks of paid, full-time or part-time equivalent work (420 hours) prior to graduation, related to the professional field of study.[10]

[10] When a paid work term is not feasible, the Board may consider proposals for an unpaid work term of comparable length to meet this requirement. The normal and expected work-integrated learning experience is one that occurs outside of the academic term. Colleges may allow part-time work-integrated learning experiences, bearing in mind that any such learning experiences are subject to review upon program renewal and that part-time employment should not compromise the feasibility of academic studies (i.e. part-time employment should not create undue or excessive student workload).

All components of the program must be submitted to the Board for review and recommendation to the Minister. If a College wishes the Board to consider the appropriateness of an alternative minimum program structure, it should explain any deviation from the Board's normal expectations.

6.2 Standards and Benchmarks

The Board will review the quality of proposed degree programs in accordance with the following Board Standards.

1. Degree Level
2. Admission, Promotion and Graduation
3. Program Content
4. Program Delivery
5. Capacity to Deliver
6. Credential Recognition
7. Regulation and Accreditation
8. Nomenclature
9. Internal Quality Assurance and Improvement
10. Academic Freedom and Integrity
11. Student Protection

Degree Standards

The Board's four degree Standards and the knowledge and skills expectations under each of these comprise the Ontario standards for degree programs. See the *Ontario Qualifications Framework* (OQF). These degree standards identify the knowledge and skills expected of graduates of bachelor's, honours bachelor's, master's and doctoral degree programs in Ontario.

The degree descriptions and the knowledge and skills identified in the Standards capture the most generic aspects of the respective degree levels. Each of the degree levels, however, applies to an extremely broad spectrum of disciplines and program types. For example, some general and honours/specialist bachelor degrees are in fields that are practice-oriented, while others are more theoretical and research-based. Whether a program is intended to prepare an individual for immediate practice/employment in a field of practice, for further study in a discipline, or both, it must meet a substantial and common set of outcomes within a degree level educational environment.

College Degrees

College programs must be in an **applied area of study and** meet the Board's Baccalaureate/Bachelor Degree: Honours Standard. A degree in an applied area of study requires the same level of conceptual sophistication, specialized knowledge, and intellectual autonomy as that of other 4-year honours degrees in Ontario but with the disciplinary content oriented to an occupational field of practice.

Learning in applied programs consists of integrating and applying knowledge in applied settings as well as in classroom settings, with a focus on preparing for entry into an occupational field of practice. Applied programs incorporate a blend of theory and practice, and normally include a terminal project or other practice-based exercises intended to develop and demonstrate the student's readiness for employment in the occupational field of practice.

The programs are primarily designed to prepare students for employment in the field of practice and second-entry professional degree programs or, depending on the content of the program and the field, entry into either graduate study or bridging studies for an appropriate graduate program.

Classroom instruction is typically eight semesters in duration (normally 120 credits, or the equivalent) and is supplemented by required work experience.

1. Degree Level

Baccalaureate/Bachelor Degree

ELEMENTS

1. ***Depth and Breadth of Knowledge***
   a. *A general knowledge and understanding of many key concepts, methodologies, theoretical approaches, and assumptions in a discipline*
   b. *A broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines*
   c. *An ability to gather, review, evaluate, and interpret information relevant to one or more of the major fields in a discipline*
   d. *Some detailed knowledge in an area of the discipline*
   e. *Critical thinking and analytical skills inside and outside the discipline*
   f. *The ability to apply learning from one or more areas.*
2. ***Conceptual & Methodological Awareness/Research and Scholarship***
   An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to
   a. *evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques*
   b. *devise and sustain arguments or solve problems using these methods.*
3. ***Communication Skills***
   The ability to communicate the results of their study/work accurately and reliably, orally and in writing, to non-specialist audiences using structured and coherent arguments.
4. ***Application of Knowledge***
   a. *The ability to review, present, and interpret quantitative and qualitative information to*
      i. *develop lines of argument*
      ii. *make sound judgements in accordance with the major theories, concepts, and methods of the subject(s) of study*

b. *The ability to use a range of established techniques to*
   i. *analyze information*
   ii. *evaluate the appropriateness of different approaches to solving problems related to their area(s) of study*
   iii. *propose solutions*

c. *The ability to make critical use of scholarly reviews and primary sources.*

5. ***Professional Capacity/Autonomy***

a. *The qualities and transferable skills necessary for further study, employment, community involvement, and other activities requiring*
   i. *the exercise of personal responsibility and decision-making*
   ii. *working effectively with others*

b. *The ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study*

c. *Behaviour consistent with academic integrity and social responsibility.*

6. ***Awareness of Limits of Knowledge***

An understanding of the limits to their own knowledge and how this might influence their analysis and interpretations.

Baccalaureate/Bachelor Degree: Honours

ELEMENTS

1. ***Depth and Breadth of Knowledge***

a. *A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches, and assumptions in a discipline overall, as well as in a specialized area of a discipline*

b. *A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines*

c. *A developed ability to*
   i. *gather, review, evaluate, and interpret information*
   ii. *compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline*

d. *A developed, detailed knowledge of and experience in research in an area of the discipline*

e. *Developed critical thinking and analytical skills inside and outside the discipline*

f. *The ability to apply learning from one or more areas outside the discipline.*

2. ***Conceptual & Methodological Awareness/Research and Scholarship***

An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to

a. *evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques*

b. *devise and sustain arguments or solve problems using these methods*

c. *describe and comment upon particular aspects of current research or equivalent advanced scholarship.*

3. ***Communication Skills***

The ability to communicate information, arguments and analysis accurately and reliably, orally and in writing, to specialist and non-specialist audiences using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.

4. ***Application of Knowledge***

a. *The ability to review, present, and critically evaluate quantitative and qualitative information to*
   i. *develop lines of argument*
   ii. *make sound judgements in accordance with the major theories, concepts, and methods of the subject(s) of study*
   iii. *apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline*
   iv. *where appropriate, use this knowledge in the creative process*

b. *The ability to use a basic range of established techniques to*
   i. *initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information*
   ii. *propose solutions*
   iii. *frame appropriate questions for the purpose of solving a problem*
   iv. *solve a problem or create a new work*

c. *The ability to make use of scholarly reviews and primary sources.*

5. ***Professional Capacity/Autonomy***

a. *The qualities and transferable skills necessary for further study, employment, community involvement, and other activities requiring*
   i. *the exercise of initiative, personal responsibility, and accountability in both personal and group contexts*
   ii. *working reflectively with others*
   iii. *decision-making in complex contexts*

b. *The ability to manage their own learning in changing circumstances, both within and outside the discipline, and to select an appropriate program of further study*

c. *Behaviour consistent with academic integrity and social responsibility.*

6. ***Awareness of Limits of Knowledge***

An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity, and limits to knowledge and how this might influence analysis and interpretations.

Master's Degree

ELEMENTS

1. ***Depth and Breadth of Knowledge***

A systematic understanding of knowledge, including, where appropriate, relevant

knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.

2. ***Conceptual & Methodological Awareness/Research and Scholarship***
   a. *A conceptual understanding and methodological competence that*
      i. *enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline*
      ii. *enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence*
      iii. *enables a treatment of complex issues and judgements based on established principles and techniques*
   b. *On the basis of that competence, has shown at least one of the following:*
      i. *the development and support of a sustained argument in written form*
      ii. *originality in the application of knowledge.*
3. ***Communication Skills***
   The ability to communicate issues and conclusions clearly to specialist and non-specialist audiences.
4. ***Application of Knowledge***
   Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.
5. ***Professional Capacity/Autonomy***
   a. *The qualities and transferable skills necessary for employment requiring*
      i. *the exercise of initiative, and of personal responsibility and accountability*
      ii. *decision-making in complex situations, such as employment*
   b. *The intellectual independence required for continuing professional development*
   c. *The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research*
   d. *The ability to appreciate the broader implications of applying knowledge to particular contexts.*
6. ***Awareness of Limits of Knowledge***
   Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

Doctoral Degree

ELEMENTS

1. ***Depth and Breadth of Knowledge***

   A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice, including, where appropriate, relevant knowledge outside the field and/or discipline.

2. ***Conceptual & Methodological Awareness/Research and Scholarship***
   a. *The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems*
   b. *The ability to make informed judgements on complex issues in specialist fields, sometimes requiring new methods*
   c. *The ability to produce original research or other advanced scholarship of a quality to satisfy peer review and to merit publication.*

3. ***Communication Skills***

   The ability to communicate complex and/or ambiguous ideas and conclusions clearly and effectively to specialist and non-specialist audiences.

4. ***Application of Knowledge***

   The capacity to
   a. *undertake pure and/or applied research at an advanced level*
   b. *contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.*

5. ***Professional Capacity/Autonomy***
   a. *The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations*
   b. *The intellectual independence required for continuing professional development*
   c. *The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research*
   d. *The ability to appreciate the broader implications of applying knowledge to particular contexts.*

6. ***Awareness of Limits of Knowledge***

   An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

Benchmarks:

1. The program meets or exceeds the Degree Level Standard and the applicant demonstrates how the program meets the Standard.
2. Assessment of individual student work in the terminal stage of the program that reflects exemplary, average, and minimally acceptable performance demonstrates that the Degree Level Standard has been achieved.

Documentation commonly submitted

NEW

- Show where all six elements of the Degree Level Standard will be addressed by the proposed courses.

RENEWALS

- Show, with some examples from the courses and other supporting documentation, how this program meets the knowledge and skills expectations detailed under the six elements of the relevant Degree Level Standard.
- Demonstrate student achievement through the submission of
  - samples of student work that reflect exemplary, average, and minimally acceptable performance from the terminal years of the degree program, (as per PEQAB's current *Guidelines for Compiling, Selecting and Distributing Samples of Student Work*, Appendix 10.5) OR
  - results from recognised, comparable or scalable evaluations of critical thinking, problem-solving and communication skills of students graduating from the program OR
  - results of other learning outcomes assessment models/management systems, as proposed by the institution (see Appendix 10.6).

2. ADMISSION, PROMOTION AND GRADUATION

Admission, promotion, and graduation requirements are consistent with the Ontario Qualifications Framework and the postsecondary character of degree granting organizations.

Benchmarks:

Admissions

1. Admission requirements are appropriate to the learning outcome goals of the program and are as specified on the Ontario Qualifications Framework (OQF).
2. Admission to a bachelor program normally requires at a minimum an Ontario Secondary School Diploma or equivalent,[11] six university or university/college courses at the Grade 12 level, a minimum average of 65%, and any additional requirements.
3. Mature students[12] have demonstrated academic abilities equivalent to those of Ontario high school graduates, verified by successful completion of courses at the postsecondary level or an entrance examination.
4. Admission to a master's program normally requires a recognized undergraduate degree equivalent to the four-year honours degree standard identified in the PEQAB Degree Level Standard and the Ontario Qualifications Framework, in an appropriate specialization, or relevant bridging studies, with a high level of performance in the prerequisite studies.

[11] For credentials earned in Quebec, applicants should have a Secondary V diploma and at least one year (minimum 12 academic courses) in a CEGEP academic diploma program, with subjects at stated levels relevant to the degree program.

[12] Mature students are applicants who have not achieved the Ontario Secondary School Diploma (OSSD) or its equivalent and who are at least 19 years of age on or before the commencement of the program in which they intend to enroll.

5. Admission to a doctoral program normally requires a recognized master's degree in an appropriate specialization, or relevant bridging studies, with a high level of performance in the prerequisite studies.

Advanced Standing and Degree Completion

6. For any type of advanced standing into the program, policies and procedures pertaining to bridging requirements, advanced standing, credit, and credential recognition are fair, reasonable, consistently applied and publicly accessible.
7. For any bridging and/or advanced standing arrangements the institution
   a) provides a gap analysis
   b) identifies how they will measure the "degree of difficulty gap" and address the "content and skills gap" and for Honours Bachelor Degrees the "breadth gap". [13]

Prior Learning Assessment

8. Institutions proposing to award credit or advanced standing for learning that takes place outside formal postsecondary educational institutions have policies and procedures pertaining to prior learning assessment which are fair, reasonable, consistent and publicly accessible.
9. Institutional policy demonstrates that credit will be awarded only for learning that can be demonstrated and not for experience.
10. The institution does not award advanced standing of more than 50% of the total number of the credits of the program based on prior learning assessment.[14]

Promotion and Graduation

11. Conditions for promotion and graduation are consistent with the learning outcomes of the program and are reinforced by policies governing academic remediation, sanctions, suspension for students who do not meet minimum achievement requirements, and grading policies or guidelines.[15]

Documentation commonly submitted

ALL

- Provide information indicating how your requirements for admission (including direct admission and any proposed bridging or advanced standing options), promotion, and graduation meet the Board's criteria.
- Provide reference to all admission, promotion, and graduation policies contained within the institution's policies file (see Appendix 10.4) and include at least the following:
  Admissions

[13] See Appendix 10.7 Principles in Reviewing Bridges to Degrees

[14] In the context of this benchmark, prior learning assessment only refers to the assessment of learning gained outside a traditional classroom (through work experience, volunteering, outside study, etc.) and excludes (and therefore allows) transfer credits and transfer agreements which may amount to more than 50% advanced standing.

[15] In undergraduate programs the minimum overall acceptable achievement for progression (across all degree requirements, including the breadth and discipline-related requirements) is not lower than the level typically designated by C- (60–62%). In graduate programs the minimum acceptable achievement for courses and other requirements applicable to the accumulation of credit toward the degree is not lower than the level typically designated by B- or 70–72%.

- the institution's published policies, academic calendar, student handbook and/or institutional website equivalents or other (including any credential, specializations and minimum achievement level) and any other requirements (e.g., any portfolio or interview requirements) for admission into the first year of the degree program

Advanced Standing and Degree Completion (if applicable)

- the institution's published policies and procedures pertaining to credit transfer/recognition (including any bridging requirements for certificate/diploma to degree laddering)
- details about the amount of credit students will receive toward the degree program, any special requirements of students to enter a degree completion arrangement, and the point of entry into the degree program.
- for each degree completion arrangement, attach a gap analysis that includes at least a comparison of the program outcomes of the prior study with the program outcomes of the proposed degree, the gaps in knowledge and skills, and how these will be addressed (see Appendix 10.7).

Prior Learning Assessment

- the institution's published policies and procedures pertaining to entrance examinations and advanced placement based on prior learning assessments.

Promotion and Graduation

- information about the level of achievement required of students in the program for promotion within the program and for graduation
- where applicable, an explanation of how the GPA is calculated
- reference to the policies and procedures for academic remediation, sanctions and suspension for students who do not meet minimum achievement requirements.
- information about the academic requirements and any other requirements for promotion and graduation.

RENEWALS

Submit an assessment of the following (based on the program self-study, see Standard 9):

- the appropriateness of admission requirements
- application/enrollment data
- retention and graduation rates

3. PROGRAM CONTENT

The program offers current knowledge in the field of sufficient rigour, breadth, and depth to achieve the knowledge and skills identified in the Degree Level Standard.

Benchmarks:

General

1. The program ensures an appropriate balance of theory and practice.
2. The curriculum (core[16]and non-core[17]) contributes to the achievement of

[16] Core courses are those that contribute to the development of knowledge in the main field/s of study, as identified by the degree nomenclature, or in a related field. For example, psychology, statistics and history are different fields. Because the field of psychology uses scientific method as one of its methodological approaches, statistics would be a related field and would be a core course in a psychology degree program; statistics would be a non-core course in a history program.

[17] Non-core courses are required only for undergraduate programs. Non-core courses are those that contribute to the knowledge in fields outside of the main field/s of study.

a) critical thinking, quantitative reasoning, written and oral communication skills
b) knowledge of society and culture, and skills relevant to civic engagement.

3. All courses provide exposure to increasingly complex theory at the degree level and, in applied or professional courses and where otherwise appropriate, the application of that theory to practice to the demands of practice in the field(s).
4. Where applicable, the curriculum reflects appropriate levels of Ontario and Canadian content.
5. The curriculum (core and, where applicable non-core) reflects current knowledge in its field(s).
6. Learning outcomes in the subjects/courses enable graduates to meet or exceed the requirements
   a) for graduates from similar programs in Ontario and other jurisdictions
   b) of the field(s) of study and/or practice
   c) of any relevant professional or accrediting body.

Program Advisory Committee

7. A Program Advisory Committee
   a) includes experts in the field external to the organization and, for degrees in applied and professional areas of study, employers and representatives from industry and professional associations
   b) regularly comments on the currency of the curriculum in relationship to developments in the discipline/field of study as well as the relevant labour market
   c) confirms the currency of the curriculum and, as appropriate, its relevance to the field(s) of practice
   d) endorses the program as represented in the application
   e) strives to achieve best practice.[18]

Non-Core (undergraduate programs only)

8. Non-core courses provide
   a) knowledge in at least two of the following outside the core: i) humanities, ii) sciences, iii) social sciences, iv) global cultures (including Indigenous 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.
9. In undergraduate programs, the balance of core and non-core/breadth courses is normally achieved as follows:
   a) 20% of the program hours are in non-core courses, which can be any degree level courses outside of the core[19]

[18] It is considered best practice that a) the PAC chair be an external member of the committee, b) the PAC have at least eight members, c) the PAC chair set the agenda, d) the PAC meet at least twice a year, e) institution/program staff serve as the secretariat to the PAC supporting the PAC with setting up meetings, booking times & spaces etc., f) PAC membership include representation from the relevant labour market and from the discipline/field of study, g) PAC meetings be minuted and h) the PAC formally endorse the curriculum as part of the institution's self-study (see Standard 9).

[19] 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

b) at least one non-core course is an elective, freely chosen by the student.

Work-Integrated Learning

10. Any work-integrated learning experience
    a) is appropriate to the field of the program
    b) has articulated, appropriate learning outcomes
    c) is supervised by both an institutional representative with relevant academic credentials and an employer/staff member who collaborate to evaluate the student performance
    d) provides opportunities and structure for student reflection on program learning outcomes in relationship to work-integrated learning experience(s).

11. Work-integrated learning experiences at an **Ontario College** amount 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.[20]

12. **Research-focused Graduate Programs**
    a) provide sufficient opportunities and support for research and other scholarly activity
    b) require student and faculty participation in the broader research community.

Documentation commonly submitted

ALL

- Provide a course schedule (Course Schedule 1, see Appendix 10.3) stating for each academic year, and by semester, the following information:
  - the title of each course/other requirement
  - the type of course/other requirement
  - hours per course
  - course prerequisites, co-requisites, and restrictions
  - number of sections of the course anticipated for this degree program
  - proposed instructors and their highest earned qualifications for each section. You may also additionally note qualifications in progress. If faculty is to be hired, indicate required credentials.
  - Provide a second course schedule (Course Schedule 2, see Appendix 10.3) that is identical to "Course Schedule 1", with the exception that it does not identify the names of instructors.
- Provide a second course schedule (Course Schedule 2, see Appendix 10.3) that is identical to "Course Schedule 1", with the exception that it does not identify the names of instructors.
- Attach a table that indicates (or embed within the table for degree level outcomes, if these are provided in a table) the program level learning outcomes and the corresponding courses, course segments, or work-integrated learning outcomes that contribute to the program outcomes.

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.

[20] Typically, work-integrated learning experiences occur outside of the academic term (6.1 of this Manual). However, Colleges may allow part-time work-integrated learning experiences, bearing in mind that part-time employment should not compromise the feasibility of academic studies (i.e. part-time employment should not create undue or excessive student workload).

- Work-integrated Learning (if applicable)
  - identify all requirements/options for work-integrated learning experiences in the program.
  - include a summary of the types of work experiences students have/will have for work-integrated learning associated with the program, the institution's and the program/school/centre's plans to develop/further develop the WIL opportunities for students, and the level of support the institution and the program/school/centre extend/will extend to students seeking work-integrated learning experiences.
  - identify the learning outcomes of the work-integrated learning experiences associated with the program and
  - explain how students are/will be evaluated against these stated learning outcomes
  - indicate whether learning experience are paid or unpaid and if unpaid provide a rationale.

NEW PROGRAMS

- Summarize features of the program and any supporting resources to demonstrate that the knowledge and skill expectations in the six elements of the Degree Level Standard will be met.
- Provide course materials for each of the proposed core courses and any bridging course. Identify each course by name and/or course code as per the submitted Course Schedule. For each of these courses include the following:
  - Course learning outcomes and links to program learning outcomes (these can be provided on a course by course basis or as a separate document incorporating all the core courses)
  - A listing/outline of major topics and/or key concepts and methodologies to be covered in the course
  - Examples of proposed resources (textbooks, course kits, and other).
- Identify the membership of the Program Advisory Committee (PAC), including the members' names, occupations, related credentials, professional affiliations, and employers. Attach information about the schedule of meetings and copies of relevant minutes of PAC meetings. If no formal PAC has been formed include detailed information about a) the pre-PAC members, b) how the pre-PAC was involved in the program planning and c) the formation of the PAC.

RENEWALS

- Provide course materials for each of the core courses and any bridging course. Identify each course by name and/or course code as per the submitted Course Schedule. Attach in whatever form is used at your institution for each core and any bridging course:
  - Course Summary/Description (brief outline of the subject to be investigated)
  - Course learning outcomes (these can be provided on a course by course basis or as a separate document incorporating all the core courses).
- For each of the core course and any bridging course, attach the materials which present the course to students on a week by week or module by module basis:
  - Topics discussed week by week or module by module
  - An outline of the distribution of marks according to the kinds of assignment: (e.g. essays, multiple choice tests, final exams)
  - Resources (e.g. textbooks, course kits, and other).
- If there are multiple sections of a course in which the above vary, attach the course materials for one which is representative. These should provide sufficient detail to allow reviewers to knowledgeably review the Degree Level, the Program Content and other Standards.
- Identify the membership of the Program Advisory Committee (PAC), including the members' names, occupations, related credentials, professional affiliations, and employers. Attach information about the schedule of meetings and copies of relevant minutes of PAC meetings. Submit samples of student

work from the terminal stage of the program clearly sorted into what the instructor considers minimally acceptable, average and exemplary work (see Appendix 10.5).

4. Program Delivery

The program structure and delivery methods support achievement of the expected and actual learning outcomes.

Benchmarks:

Academic Feasibility

1. The program is organized in such a way that students can achieve the program and degree level learning outcomes within the prescribed period of study with a manageable, plausible, and well distributed workload that takes into account all the time required of a student to fulfill the requirements of their program.
2. The teaching methods
   a) meet the technical and progression requirements
   b) are suited to achieve the intended program and degree level learning outcomes
   c) take into account the requirements of a diversified student body
   d) contribute to and enhance the creation of academic/professional community among students and between students and faculty.
3. Student assignments and their assessments
   a) result in reasonable student workloads
   b) demonstrate the achievement of the stated program and degree level learning outcomes and
   c) provide appropriate information to students about their achievement levels.
4. The program creates opportunities for students to provide in appropriate ways input about program content and delivery.

Documentation commonly submitted

All

Provide the institution's published policies, academic calendar, student handbook and/or institutional website equivalents or other pertaining to quality assurance of program delivery method(s) and professional development opportunities of faculty contained the institution's policies file (see Appendix 10.4).

New Programs

- Describe how you review and quality assure the appropriateness of the structure and method of program delivery.
- Describe how student assessments and the student workload is reviewed by the program as a whole and how it aligns with the stated program and degree level learning outcomes (e.g., through workload maps, tailored questions about the distribution of work across the semesters).
- Describe how you plan to engage students in discussions about program content and delivery.

Renewals

Provide evidence of the above (based on the program self-study, see Standard 9).

5. CAPACITY TO DELIVER

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

Benchmarks:

General

1. The institution provides and maintains sufficient
   a) numbers of academic and other staff to develop and deliver the program[21]
   b) student and faculty access to learning and information resources[22]
   c) facilities to support and deliver the program, to support independent student learning and academic gathering, and to meet the demands of the projected student enrolment. The interdependence with other study programs is considered.

Faculty Qualifications for Undergraduate Programs

2. All faculty[23,24]
   - teaching in the professional or main field of study (core)
   - acting as thesis/capstone supervisors and/or members of examining committees, where appropriate,
   - teaching non-core courses

   a) have, where relevant, professional credentials and related work experience
   b) hold an academic credential at least one degree higher than that offered by the program in the field or in a closely related field/discipline[25]
   c) engage in a level of scholarship, research, or creative activity sufficient to ensure their currency in the field[26]

[21] The required minimum faculty and staff members will depend upon the method of delivery, enrolments, and the complexity and variety of specializations.

[22] For example, there are adequate resources and processes to acquaint faculty, students, and course designers with new software or systems as they are adopted for the delivery mode of the program.

[23] To satisfy the following benchmarks, and in compliance with the Freedom of Information and Protection of Privacy Act, the applicant has obtained the written consent of individual faculty members to submit their CVs to the Board.

[24] Exceptions to any benchmarks pertaining to faculty must be a) based on the absence of a related program credential in a university or other extraordinary circumstances b) justified in writing with specific reference to the Board's Capacity to Deliver Standard and approved by the President or, on explicit delegation, the applicant's senior academic officer. The signed document must be kept for review at the time of any request for renewed consent.

[25] Exceptions must be a) based on the relative scarcity of related postsecondary credentials or other supporting circumstances (e.g., in studio-driven disciplines or when a faculty member has obtained significant professional and practical skill within industry or area itself that fully qualifies him/her to teach in a particular program) and b) justified in writing and approved by the Vice-President Academic.

[26] 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 a) publishing and/or reviewing professional publications in their fields, b) participation and/or presentations at provincial, national, and international conferences, competitions, or exhibitions in their fields, c) engagement with the scholarship of pedagogy in their fields, d) participation in regulatory and accrediting association workshops, degree audits, or related work

d) are adequately trained for the delivery mode.

3. At least 50% of the students' experience in the professional or main field of study and 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.[27, 28]

Faculty Qualifications for Graduate Programs

4. 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.[29]
5. All faculty acting as thesis/dissertation supervisors and/or as members of examining committees hold the terminal academic credential in the field or in a closely related field/discipline.
6. Faculty members have substantial records of scholarly contributions to the field/discipline and demonstrate their ongoing contribution to the advancement of the field/discipline through peer-reviewed research/scholarship, exhibitions, or other professional activity.

Faculty Policies

7. The institution
   a) has on file evidence --supplied directly to the institution from the granting institution-- of the highest academic credentials and any required professional credentials claimed by faculty members
   b) performs due diligence with respect to the academic credibility of the credential granting institution for all qualifications claimed by faculty members
   c) fairly and consistently verifies the equivalency of international credentials to those similarly named credentials offered by Canadian institutions
   d) regularly reviews faculty performance, including student evaluation of teaching and/or supervision
   e) supports the professional development of faculty including the promotion of curricular and instructional innovation, as well as technological skills, where appropriate
   f) specifies faculty teaching and supervision loads and availability to students.

---

in their fields, e) engagement in basic and/or applied research, labour market research, and/or related industry needs assessments, f) application of conceptual knowledge to current practice in their fields, such as reports to industry or consulting work, g) creative contributions to their fields through exhibitions or related forms and h) development of case studies in their fields.

[27] 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.

[28] The doctorate is normally the terminal academic credential in all fields or disciplines with the exception of certain fields 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 that can be shown to be closely related in content and c) with a graduate level specialty in the same field/discipline.

[29] 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.

Student Supports

8. Students have access to a range of academic and other support services appropriate to the delivery mode of the program and to them as learners.

Documentation commonly submitted

ALL

Provide CVs for all Faculty teaching core and (if applicable) bridging courses (see Appendix 10.8 for core faculty and Appendix 10.9 for breadth/non-core faculty).

NEW PROGRAMS

- Describe the on-site and electronic library resources available to faculty and students.
- Provide information about on- and/or off-site computer resources and web access available to students.
- Provide information about classroom space, and faculty and student working/meeting spaces.
- Describe any specialized equipment, workstations, and laboratory space available to students.
- Attach the institution's plan/schedule for the renewal and upgrading of resources including library resources, computers and computer access, classrooms, laboratory space and equipment.
- Provide a four-year projection of cumulative enrolment that accounts for projected attrition, and a four-year plan indicating the number of academic staff assigned to the program.
- Include reference to the institution's policies on faculty credentials, performance, professional development etc. (see Appendix 10.4).
- Describe professional development opportunities of faculty.
- Describe how the institution supports and engages the program faculty in
  - reporting on levels of scholarship, research, and creative activity
  - reflecting on the results of the evaluation of teaching.
- Provide information on the main support services that will be available to students.

RENEWALS

- Provide current information on all of the above.
- Provide indicators of faculty currency and engagement with relevant scholarship, research or creative activity (e.g. faculty CVs reflecting the full range of activities, see footnote 24).

6. CREDENTIAL RECOGNITION STANDARD

While meeting particular needs, the program is designed to maximize the graduates' potential for employment and promotion in their field and for further study.

Documentation commonly submitted

ALL

Provide an overview of the state of the field of practice for graduates as well as information on how the program is designed to maximize the graduates' potential for employment and promotion in their field and for further study.

NEW PROGRAMS

- Include an analysis of occupations relevant to graduates, occupational statistics, economic forecasts, employment outlooks, job advertisements and/or surveys of employers.
- Provide an overview of potential pathway opportunities for graduates.
- Provide a plan for tracking program graduates.

- Through documented consultations with employers, relevant occupational groups, professional associations, and other postsecondary education organizations provide evidence that
  - employers are committed to offer placements to students for any required WIL component of the program, to hire graduates, or to provide financial support for the program and/or its students
  - the credential will be recognized for purposes of employment and further study.

RENEWALS

- Include documentation that employers, relevant occupational groups, professional associations, and other postsecondary education organizations recognized the credential for purposes of employment and further study.
- Provide information/data about the labour market and further education outcomes of program graduates.

Provide a report on changes in the occupational field/sector, the performance and pathways of graduates as they relate to the labour market outlook and further studies.

7. REGULATION AND ACCREDITATION STANDARD

Programs leading to occupations that are subject to government regulations are designed to prepare students to meet the requirements of the relevant regulatory and/or accrediting body.

Documentation commonly submitted

ALL

If applicable

- Describe how the program prepares students to meet the requirements of the relevant regulatory and/or accrediting body.
- Attach the current requirements of regulatory bodies and/or standards of major and/or nationally recognized professional associations, accreditation agencies, or other organizations associated with this field of study and indicate how the program will address (NEW PROGRAMS) or is addressing (RENEWALS) these.
- Include documentation from these bodies that indicate recognition of the graduate's credentials in terms of entry to practice or requirements for further study.

8. NOMENCLATURE

The program nomenclature reflects the postsecondary education achieved, facilitates public understanding of the qualification, and assists students, employers, and other postsecondary institutions to recognize the level, nature, and discipline of study.

Benchmark:

1. The degree title conveys accurate information about the degree level[30], nature of the degree, and discipline or subject of study.

[30] Pursuant to the *Post-secondary Education Choice and Excellence Act, 2000* (the Act) Colleges of Applied Arts and Technology may apply for the Minister's consent to offer bachelor degrees only. Consequently, bachelor level and not master's or doctoral level nomenclatures are available for designating these degrees.

Documentation commonly submitted

NEW PROGRAMS

Explain how the program nomenclature reflects the postsecondary education achieved, facilitates public understanding of the qualification, assists students, employers, and other postsecondary institutions to recognize the level, nature, and discipline of study and provide supporting materials (e.g. results of jurisdictional scans).

RENEWALS

Provide additional information only if a nomenclature change is planned.

9. INTERNAL QUALITY ASSURANCE AND DEVELOPMENT

The continuous quality of the program is assured by effective quality assurance mechanisms for periodic evaluation.

Benchmarks:

Program Review Policy

1. The institution has implemented and published a policy and procedure for the periodic review of its degree programs, with such reviews occurring at regular intervals, normally not exceeding five to seven years. The periodic review includes a comprehensive program review[31] that comprises
   a) a program self-study undertaken, with student input, by faculty members and administrators of the program.
   b) a review by an external Program Evaluation Committee (PEC) [32] and
   c) an institutional response to the PEC Report[33].
2. The institution uses appropriate instruments, processes and information to ensure the effective management and continuous improvement of the program and its delivery, including, for example, course evaluations and faculty feedback, student achievement demonstrations, faculty and instructor performance, currency and engagement with scholarship, research, or creative activity.
3. Representatives from all relevant stakeholder groups at the institution are involved in the ongoing quality assurance procedures.

[31] The first such evaluation should occur before a request for renewal of Ministerial consent.

[32] In certain circumstances the PEC may be replaced by a panel from a professional accreditation agency (such as the Canadian Engineering Accreditation Board or the Council for Interior Design Accreditation) if a) the accreditation review is sufficiently similar to that of PEQAB and b) it covers most areas typically addressed in a PEC review. In such cases an organization would supplement the self-study, tailored toward the professional accreditation, with a self-study against PEQAB criteria not sufficiently addressed through the relevant accreditation criteria.

[33] or to the Accreditation report where applicable.

Documentation commonly submitted

ALL

Include the institution's policies and procedures for periodic evaluation (see Appendix 10.4).

NEW PROGRAMS

Provide information about the instruments, processes and data that will be used to ensure the effective management and continuous improvement of the program and its delivery.

RENEWALS

Provide

- a copy of the self-study that was submitted to the PEC (see Appendix 10.10)
- CVs of the members of the PEC
- the report of the PEC
- the organization's action plan that responds to the issues identified in the PEC report
- a report on any commitments based on previous reviews and any changes to the program/evidence of continuous program improvements.

10. ACADEMIC FREEDOM AND INTEGRITY

The organization maintains an atmosphere in which academic freedom exists and in which students and academic staff are expected to display a high degree of intellectual independence. Academic activity is supported by policies, procedures, and practices that encourage academic honesty and integrity.

Benchmarks:

Academic Freedom

1. The organization has policies on academic freedom that recognize and protect the rights of individuals in their pursuit of knowledge without fear of reprisals by the organization or by third parties, and that protect the right of individuals to communicate acquired knowledge and the results of research freely.

Academic Honesty

2. The organization
   a) has appropriate policies pertaining to academic honesty and procedures for their enforcement.
   b) ensures students and faculty understanding of the policies and procedures concerning academic honesty.

Intellectual Property, Ethical Research and Copyright

3. The organization has appropriate policies on the ownership of the intellectual products of employees and students.
4. The organization upholds formal ethical research standards. Where the organization conducts research in Ontario that involves the management of research funds, the use of animals in research or human research participants, the policies of the Canadian Institutes of

Health Research, the Natural Sciences and Engineering Research Council of Canada, and/or the Social Sciences and Humanities Research Council of Canada will govern the research.
5. There are appropriate policies and procedures concerning compliance with copyright law.

E-learning Components (if applicable)

6. For any e-learning, blended learning and distance learning components, the organization has
   a) appropriate policies and procedures to address copyright and intellectual property issues (e.g., digital rights management and the use of object learning repositories)
   b) appropriate safeguards to assure the authentication of student identity and the integrity of student work
   c) policies and procedures to assure the verification of student identity for coursework and examinations, and for the control of examinations, including but not limited to security, time limits, and the selection of proctors/invigilators.

Documentation commonly submitted

ALL

Include the organization's policies and procedures related to academic freedom and integrity (see Appendix 10.4).

11. STUDENT PROTECTION

The organization values and upholds integrity and ethical conduct in its relations with students.

Benchmarks:

Public Information

1. Public reports, materials, and advertising are produced in a thorough, accurate, and truthful manner.
2. Key information about the organization's policies, and programs is published in its academic year calendar or is otherwise readily available to students and the public.[34]

Student and Consumer Interests

3. The organization follows ethical business practices and protects student and consumer interests in the following areas:
   a) student recruitment practices
   b) the resolution of students' academic appeals, complaints, grievances, and/or other disputes
   c) security of academic student records

[34] Key information usually includes a) the organization 's mission and goals statement, b) a history of the organization and its governance and academic structure, c) the academic credentials/bios of faculty and senior administrators, d) a general description of each degree program and e) individual descriptions of all courses in programs and their credit value.

d) payment schedule of fees and charges, and refunds
e) student dismissal or withdrawals

4. The organization ensures that students are aware of the organization's policies and procedures relevant to student life.[35]

E-learning Components (if applicable)

5. For courses and/or programs that incorporate blended, hybrid, or online delivery, students are informed about
   a) the technological requirements of participation and the technical competence required of them
   b) any additional costs, beyond tuition and ancillary fees, associated with e-learning aspects of course/program delivery
   c) the kind of support and protection available to them.

Documentation commonly submitted

ALL

Include the of the organization's policies and procedures related to integrity and ethical conduct in relation with students (see Appendix 10.4).

NEW PROGRAMS

If this is the organization's first application, or the organization has revised its policies, also include

- the current academic calendar or equivalent documentation such as promotional material or draft academic calendar materials
- a description of the method(s), or the instrument(s) used to ensure that, prior to registration, students are provided with all relevant policies and procedures.

[35] These usually include policies/procedures on admissions (including credit transfer arrangements, entrance examinations and PLAR), grading, and where appropriate, supervision, preparation, and examination of theses/dissertations, academic honesty, intellectual property rights, student dismissal, dispute resolution student support and services, finances (such as tuition, scholarships and other financial assistance, payment of fees and charges, and withdrawals and refunds) and institutional closure.

7. Honorary Degrees

The Minister's consent is required to award honorary degrees.

The following criteria will guide the Board's review of applications to award honorary degrees.

1. The applicant institution must have the authority to award one or more earned degrees at the same level as the proposed honorary degrees (i.e. to award an honorary doctorates the institution must also award earned doctorates).
2. The institution has acceptable policies on the selection of recipients for an honorary degree, including
   a) that the recipient
      - is not required to pay a fee for the award
      - must meet one or more of the following criteria:
        - has made a significant achievement for the public good at the Ontario, national or international level and/or
        - has achieved noted academic eminence or accomplishments in a particular field of study or applied education and/or
        - has enhanced or promoted the institutions' image and reputation in Ontario or elsewhere.
   b) that administrative and academic staff and students of programs offered pursuant to a consent are among those eligible to make nominations for an honorary award.
3. The nomenclature of the award reflects recognized practice and its honorary nature.
4. The institution may only award one honorary degree per academic year for each of the (related) degree programs it is offering.
5. Unless an honorary degree is being awarded posthumously, the recipient must be in attendance at the convocation or other College public event at which the honorary degree is awarded.

8. Criteria for the Use of "University" and "University College"

Ministerial consent is required to

- operate or maintain a university
- use or be known by a name of a university or any derivation or abbreviation of a name of a university
- hold oneself out to be a university
- make use of the term "university" or any derivation or abbreviation of the word in advertising relating to an educational institution in Ontario.

Unless stated otherwise in the Ministerial consent, a consent to use the word "university" in a name, in advertising and in promotional activity does not confer any right to offer degree programs.

For **out-of-province institutions**, the Board has recognized, for operations under consent in Ontario, these institutions' existing names in their home jurisdictions, including the terms "University" or "University College," when present. If the Board receives a Ministerial referral regarding such an out-of-province institution which specifies review of these terms, and that institution is quality assured in its home jurisdiction by a registered quality assurance agency, the Board's first recourse is to a gap analysis of the quality assurance practices of that agency. The Board would normally recognize the outcomes of the practices of other registered quality assurance agencies, including their recognition in their home jurisdictions, of an institution as a "University" or a "University College."

In preparing recommendations to the Minister on applications for consent to use the terms "university" and "university college", the Board **otherwise** will employ the following criteria.

8.1 University

In accord with "educational standards recognized in Ontario and in other jurisdictions", the following criteria are generally related to the practices of universities in Ontario and university systems in major North American jurisdictions.
A university is a legally constituted academic organization that[36]

1. is legally authorized to grant degrees in Ontario or in another jurisdiction
2. has a charter or statute including the word "university" in the organization's title
3. has a mission and practice including the creation of knowledge through research and/or scholarly activity and the dissemination of knowledge through teaching, publication, and presentation
4. offers a comprehensive range of degree programs normally including, but not limited to, arts and science
5. normally offers programs at both undergraduate and graduate levels, and has appropriate curriculum design and degree level learning outcome standards for each program offered leading to the respective degrees
6. has policies and procedures for admission, promotion, and graduation of students comparable to the policies and practices of Ontario universities
7. constitutes a self-critical, cohesive academic community with a proven commitment to quality assurance, as evidenced by systems for internal and/or external quality assessment reviews of academic programs and operations

[36] In Ontario, comprehensive degree-granting institutions are known as universities. In other jurisdictions, "college" is often used to describe primarily undergraduate degree-granting institutions. For the purposes of reviewing the applications of such colleges to operate as universities in Ontario, the criteria set out here will apply.

8. possesses a policy on faculty qualifications (hiring, retention, promotion, professional development, reward, termination) appropriate to the degree programs offered and to the mission of creating and disseminating knowledge
9. possesses or provides access to the learning resources (e.g., library, laboratories, equipment, research tools) appropriate to the range and level of programs offered and necessary for students to achieve the learning outcomes for the programs
10. has a governance system in which faculty members participate in decisions determining academic standards, that provides for appropriate student involvement and that is committed to principles and practices of academic freedom and responsibility consistent with those adopted by Universities Canada.

8.2 Subsidiary of a University

When a university that meets the criteria stated above wishes to extend its activities into Ontario through a legally separate agency, such as a wholly owned subsidiary company or corporation, that subsidiary operation will be considered to be a private applicant.

8.3 A New University

There are two ways to establish a new university in Ontario—a statute of the Ontario legislature or Ministerial consent. This passage relates only to proposals for new universities based Ministerial consent.

The criteria stated above describe a university in a state of mature operation and are not meant to screen out new institutions but to indicate the directions in which they must tend to justify use of the name “university”. Recognizing that new universities will start with a proposal rather than with an established operation, the Board will review a proposal for a new university in terms of how well its plans, commitments and potential capacity meet the criteria stated above for a university. In addition, the Board will review the proposal in light of its standards and procedures for organization review. Each proposed program will be required to undergo a degree program quality review. The Board may recommend that conditions be attached to a Ministerial consent to ensure that the institution develops appropriately in the context of both the proposal and the other documents submitted as part of the application.

8.4 University College

The phrase “university college” is used in different ways across Canada. In Ontario, most “university colleges” are institutions that hold degree granting powers but have suspended those powers in favour of participating in the programs and degrees of established universities. Thus, Ontario practice has confined the title "university college" to those institutions that are active

participants in universities or to an institution that has met the salient criteria for a university but has a narrower range of programs and a special mission.

8.5 Federated/Affiliated University College

An application from a college affiliated with an institutional member of the Council of Ontario Universities to use the title "university college" may be recommended on two conditions:

- if its mission and policies make it an academic component of the university with which it is federated or affiliated, as demonstrated in the federation or affiliation agreement
- if the university in whose life the college participates supports the title "university college."

A college that does not offer degree programs will not be recommended for the title "university college."

8.6 Independent University College

An application from a degree granting institution that aspires to be known as a "university college" will be recommended on two conditions:

- it shares the salient characteristics of a university as defined above, with justifiable modifications
- it undergoes an organization review with a positive outcome. In addition, each program to be offered by the university college must undergo a degree program quality review.

University colleges offering bachelor programs must normally demonstrate a reasonable breadth in the range of disciplines offered to students (e.g., programs in the humanities, social sciences, mathematical, or natural sciences).

The more specialized or focused missions of university colleges may take a variety of forms. These include but are not limited to (by way of illustration only): a particular range of programs, sometimes with an integrated or interdisciplinary thrust; a greater emphasis on undergraduate programs; a particular stress on the quality or nature of the teaching environment (while continuing to require and support scholarship) and a living-learning environment designed to meet the needs of a particular group (e.g., women) or permeated by particular values (e.g., faith-based values).

Recognizing that it may need to review proposals for new university colleges, the Board will review proposals to create a new university college in terms of how well its plans, commitments and potential capacity meet the criteria for an independent "university college."

9. Recognition of Prior Reviews

The Board acknowledges the potentially unique circumstances facing organizations that have, within the past two years, completed a thorough program or institutional evaluation with another quality assurance body or accreditation agency. Organizations in these circumstances may ask the Board to recognize the findings of a recent review in the formulation of its recommendations to the Minister.

9.1 Recognition of Prior Reviews

The Board has sole discretion to recognize the findings of another review. The Board must be satisfied that the prior review examined the program against standards and benchmarks similar to those established by the Board. The Board will also consider:

- how recently the review occurred
- the credibility of the reviewing body
- the criteria, standards, and procedures used in the assessment
- the qualifications, standing, and objectivity of the external reviewers involved
- evidence that the quality of the program will be maintained in Ontario.

9.2 Submission Requirements

The onus is on the organization to request that the Board recognize all or part of any relevant, prior review. In its request, the organization must submit the following information:

a. A copy of a letter of application to the Minister of Colleges and Universities stating the program/programs for which consent is sought
b. A copy of the signed "Applicant Acknowledgement and Agreement" form as provided in the *Directives and Guidelines for Applying for Ministerial Consent under the Post-secondary Education Choice and Excellence Act, 2000*
c. A completed ministry Summary of Application Form (Appendix C)
d. Documentation of the requirements (criteria, standards and procedures) of the review that occurred within the two years prior to the submission to the Board
e. An analysis of the overlap in requirements of the Board and the previous review and any documents addressing the gap between the previous review and PEQAB criteria (if any)
f. The complete report(s) resulting from the previous review
g. Written permission for the Board to consult the reviewers or any professional, accrediting, or regulatory body named in the submitted documentation.

Renewals

If an accreditation review applied to the program, the role of the Program Evaluation Committee (PEC) may be played by a Panel from a professional accreditation agency (such as the Canadian Engineering Accreditation Board or the Council for Interior Design Accreditation) if

- the accreditation review is sufficiently similar to that of PEQAB and
- it covers most areas typically addressed in a PEC review.

In such cases an organization would supplement the self-study, tailored toward the professional accreditation, with a self-study against any relevant PEQAB criteria not sufficiently addressed through that accreditation review. The organization would also provide a response to the recommendation from the accreditation report.

In lieu of a PEQAB appointed External Expert Review Panel that is tasked with re-assessing random samples of student work that reflect exemplary, average, and minimally acceptable performance from the terminal years of the degree program (see Appendices 10.5 and 10.6), student achievement can be demonstrated through reviews/evaluations of students work conducted by the relevant professional accreditation agency (such as the Canadian Engineering Accreditation Board or the Council for Interior Design Accreditation).

Requesting Consent Extensions

In some cases, the Minister may grant consent extension to align the consent renewal process with the timelines of the relevant accreditation agency. If reasonable and requested well in advance of the consent renewal date, PEQAB will normally support an organization in its appeal to the Minister to extend the consent duration in such circumstances.

10. Appendices

10.1 PEQAB Program Review On-Site Visit: Suggested Agenda Template

NAME OF APPLICANT

NAME OF PROGRAM - NEW PROGRAM/RENEWAL

Site Visit: DATE & LOCATION

External Expert Review Panel:
PEQAB Representative(s):

Time	Topics/Areas of Focus/Session	Participants
8:00 – 8:30am	**Welcome and Coffee**	
8:30 – 9:00	**Overview of the Agenda, Organization and School**	• Senior administration • Program coordinator and/or chair • Dean of the relevant faculty • Program Development and Quality Assurance
9:00 – 10:30	**Academic Program Overview/ Overview of Program Development, Content, Outcomes, and Delivery** including e.g., detailed discussion of curriculum, course outlines, bridges (if applicable), research capacity and academic pathways for degree graduates	• Program coordinator and/or chair, i.e. person(s) responsible for the oversight of the program • Dean(s) Potentially: • Research Services • Program Development and Quality Assurance
10:30 – 10:45	**Break**	
10:45 – 11:30	**Meeting with current and past Students**	Opportunity to meet with • current students and graduates (for program renewals) • current students and graduates from related programs (for new programs)

11:30 – 12:15	**Program Currency and Relevance to the Field(s) of Practice**	Representatives of the Program Advisory Committee
12:15 – 1:00	**Working Lunch (Panel only)**	
1:00 – 1:45	**Tour of Campus Facilities**	This tour may include a visit to the library, computing facilities, student support services and some classrooms and labs.
1:45 – 2:30	**Program Content and Delivery and Capacity to Deliver**	Meeting with Faculty
2:30 – 2:45	**Break**	
3:00 – 3:45	**Institutional Support for Program and Program Policies** Including capacity to deliver supports to students and potential questions about the institution's polices as they pertain to the program	Participants may include representatives from 'enabling areas'/ 'support areas' such as Student Services & Organizational Resources/ Student Affairs • WIL/Co-op Education and Career Services • Enrolment Services • Financial Aid and Student Awards • Marketing
3:45-4:15	**Academic Policy Review** Topics such as program quality assurance, academic freedom, student protection	• Program coordinator and/or chair • Dean of the relevant faculty • Program Development and Quality Assurance
4:15 – 4:45	**Panel Caucus (Panel only)**	
4:45 – 5:00	**Concluding Meeting/ Exit Interview**	The same participants as in the 9am session

10.2 PEQAB Review Virtual Site Visit: Suggested Agenda Template

NAME OF APPLICANT

NAME OF PROGRAM - NEW PROGRAM/RENEWAL

Virtual Site Visit: DATE
URL of Meeting and Password

External Expert Review Panel:

PEQAB Representative(s):

Time	Topics/Areas of Focus/Session	Participants
8:00 – 9:00	**Panel Briefing and Preparation** **PEQAB *Zoom* Meeting ID: 416-212-1230**	
9:00 – 10:00	**Welcome and overview of the agenda, PEQAB review process, the institution and the program**	• Senior college administration • Program coordinator and/or chair • Dean of the relevant faculty • Program Development and Quality Assurance
10:00 – 11:30	**Academic Program Overview/ Overview of Program Development, Content and Outcomes** Including e.g., detailed discussion of curriculum, course outlines, work integrated learning experiences and bridge pathways (if applicable) and academic pathways for degree graduates. Possibility of including the faculty plan.	• Program coordinator and/or chair, i.e. person(s) responsible for the oversight of the program • Dean(s) Potentially: • Program Development and Quality Assurance
11:30 – 11:45	**Break**	
12:00 – 1:00	**Institutional Support and Policies** Including capacity to deliver supports to students and potential questions about the institution's polices as they pertain to the program. Topics such as program quality assurance, academic freedom, student protection and institution's research capacity.	Participants may include representatives from 'enabling areas' and 'support areas' such as • Student Services & College Resources/ Student Affairs • Co-op Education and Career Services • Enrolment Services • Financial Aid and Student Awards • Marketing Potentially: • Research Services • Program Development and Quality Assurance
End of first day		

Virtual Site Visit: DATE
URL of Meeting and Password

Time	Topics/Areas of Focus/Session	Participants
8:00 – 8:30	**Panel Briefing and Preparation** **PEQAB *Zoom* Meeting ID: 416-212-1230**	
8:30 – 9:30	**Meeting with current and past Students**	Opportunity to meet with • current students and graduates (for program renewals) current students and graduates from related programs (for new programs)
9:30 – 9:45	**Break**	
9:45 – 11:00	**Program Delivery and Capacity to Deliver** Including an overview of the program's resources (IT, laboratory, library, computing facilities, other equipment), faculty's research capacity and the currency in their field. Topics might also cover the Program Content Standard.	Meeting with Faculty and Program Coordinator
11:00 – 11:15	**Break**	
11:15 – 12:15	**Program Currency and Relevance to the Field(s) of Practice**	• Program coordinator • Representatives of the Program Advisory Committee
12:15 – 1:15	**Panel Caucus** **PEQAB *Zoom* Meeting ID: 416-212-1230**	

URL of Meeting and Password

Time	Topics/Areas of Focus/Session	Participants
2:00 – 3:00	**Concluding Meeting/ Exit Interview**	• Senior college administration • Program coordinator and/or chair • Dean of the relevant faculty • Program Development and Quality Assurance
End of Virtual Site Visit		

10.3 Sample Course Schedules

In determining the course schedule, you will of course draw on instructors who have taught the various courses in the past, but the focus should be on instructors whom you anticipate will teach each section of the course going forward. (**See Section 3.10 Integrity of the Process: Organization's Obligations).**

Sample <u>Undergraduate</u> Course Schedule 1 (for internal use only)

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-requisites	Instructor(s)	Instructor's Highest Qualification Earned and Discipline of Study
YEAR 1						
Semester 1	Intro to Biology 101, Section 1 Intro Biology 101, Section 2	48		Not applicable	Prof. Lee Prof. Rinaud	PhD Biology PhD Biology
	Contemporary Canadian Literature (Liberal Arts)		56	Not applicable	Prof. Cooper Prof. Chan	PhD English PhD English
Semester 2	Biology 102 Section 1 Biology 102, Section 2	48		Biology 101	Prof. Rinaud Faculty to be hired	PhD Biology MA minimum, PhD preferred
	Ethical Practices in Genetic Research		46	Philosophy 101	Prof. Andrews	PhD Biochemistry
YEAR 2						
Semester 1	Biology 200	48		Biology 102	Prof. Patel	MSc Biology
Semester 2						

	Subtotal Course Hours	144	102			
	Total Program Hours	246				

Sample <u>Undergraduate</u> Course Schedule 2 (for website)

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-requisites	Instructor's Highest Qualification Earned and Discipline of Study
YEAR 1					
Semester 1	Intro to Biology 101, Section 1 Intro Biology 101, Section 2	48		Not applicable	PhD Biology PhD Biology
	Contemporary Canadian Literature (Liberal Arts)		56	Not applicable	PhD English
Semester 2	Biology 102, Section 1 Biology 102, Section 2	48		Biology 101	PhD Biology MA minimum, PhD preferred
	Ethical Practices in Genetic Research		46	Philosophy 101	PhD Biochemistry
YEAR 2					
Semester 1	Biology 200	48		Biology 102	MSc Biology
Semester 2					
Subtotal Course Hours		144	102		
Total Program Hours		246			

Sample <u>Graduate</u> Course Schedule 1 (for internal use only)

Year and Semester	Course Title	Course Semester Hours	Course Prerequisites and Co-requisites	Instructor(s)	Instructor's Highest Qualification Earned and Discipline of Study
YEAR 1					
Semester 1	Social Theory and Method I, Section 1 Social Theory and Method I, Section 2	48	Not applicable	Prof. Wong Prof. Newman	PhD Anthropology PhD Sociology
	Evolutionary and Ecological Theory and Method I	48	Not applicable	Prof. Smith	PhD Anthropology
	Descriptive Linguistics	48	Not applicable	Prof. Li	PhD Linguistics
Semester 2	Social Theory and Method II	48	Social Theory and Method I	Prof. Wong	PhD Anthropology
	Evolutionary and Ecological Theory and Method II	48	Evolutionary and Ecological Theory and Methods I	Prof. Smith	PhD Anthropology
	Semiotics and Communication	48	Descriptive Linguistics	Prof. Li	PhD Linguistics
YEAR 2					
Semester 1	Critical Issues in Ethnology	48	Not applicable	Prof. Patel	PhD Anthropology
	Forensic Anthropology	96	Not applicable	Prof. Williams	PhD Anthropology
Semester 2	M.A. Thesis			Faculty to be hired	PhD Anthropology
Total Program Hours		432			

Sample Graduate Course Schedule 2 (for website)

Year and Semester	Course Title	Course Semester Hours	Course Prerequisites and Co-requisites	Instructor's Highest Qualification Earned and Discipline of Study
YEAR 1				
Semester 1	Social Theory and Method I, Section 1 Social Theory and Method I, Section 2	48	Not applicable	PhD Anthropology PhD Sociology
	Evolutionary and Ecological Theory and Method I	48	Not applicable	PhD Anthropology
	Descriptive Linguistics	48	Not applicable	PhD Linguistics
Semester 2	Social Theory and Method II	48	Social Theory and Method I	PhD Anthropology
	Evolutionary and Ecological Theory and Method II	48	Evolutionary and Ecological Theory and Methods I	PhD Anthropology
	Semiotics and Communication	48	Descriptive Linguistics	PhD Linguistics
YEAR 2				
Semester 1	Critical Issues in Ethnology	48	Not applicable	PhD Anthropology
	Forensic Anthropology	96	Not applicable	PhD Anthropology
Semester 2	M.A. Thesis			PhD Anthropology
Total Program Hours		432		

10.4 Policies

Provide the following policies and procedures as one searchable pdf; hyperlinks to documents on the institution's website will not be accepted. Institutions that have submitted this file in a previous submission, and that have not revised any elements of the file, need only conform that PEQAB`s current version of the institution's policy file is up to date.

Where there have been revisions or additions to institutions policies, provide an updated PDF containing all current policies and procedures. In addition, indicate which policy(ies) and/or procedure(s) have been updated.

Please identify for each policy

- whether it is a draft or has been formally been approved by the applicant's governing body
- the date that the policy was adopted and
- the approving body.

Policies to be Submitted

Policy/Procedure
Admission, Promotion and Graduation Policies and procedures pertaining to • admission of students (including mature students) • the level of achievement required of students in the program for promotion within the program and for graduation • academic remediation, sanctions, and suspension for students who do not meet minimum achievement requirements • credit transfer/recognition (including any bridging requirements for certificate/diploma to degree ladder-ing) • entrance examinations and advanced placement based on prior learning assessments for "life experi-ence."
Program Delivery Policies and procedures pertaining to • quality assurance of program delivery method(s) • mechanisms and processes for student feedback regarding program delivery • professional development of faculty including the promotion of curricular and instructional innovation as well as technological skills • distance education if such components are part of the program
Capacity to Deliver Policies and procedures pertaining to • academic/professional credentials required of present and future faculty teaching courses in the program • academic/professional credentials required of faculty acting as research/clinical/exhibition supervisors in the program • the requirement to have on file evidence supplied directly to the organization by the granting agency of the highest academic credential and any required professional credentials claimed by faculty members • the regular review of faculty performance, including student evaluation of teaching and supervision • the means for ensuring the currency of faculty knowledge in the field
• faculty teaching and supervision loads • faculty availability to students • the professional development of faculty including the promotion of curricular and instructional innovation as well as technological skills, where appropriate
Internal Quality Assurance and Development Policies and procedures pertaining to internal periodic review of the program

Academic Freedom and Integrity
Policies and procedures pertaining to
- academic freedom
- academic honesty and the organization's plan for informing faculty and students about, and ensuring their compliance with, policies pertaining to academic honesty
- the ownership of intellectual products of its employees and students
- research involving humans and/or animals, and the management of research funds
- compliance with copyright law.

Student Protection
Policies and procedures pertaining to the resolution of students' academic appeals, complaints, grievances, and/or other disputes and student dismissal.

10.5 Guidelines for Collecting and Providing Samples of Student Work

Collecting Samples of Student Work

To facilitate the External Expert Review Panel's/PEC's review of samples of student work for evidence that the expected learning outcomes related to the Degree Level Standard have been achieved, the following is suggested:
That
- the institution select and sort student work into what it considers exemplary, average, and minimally acceptable performance categories allowing External Expert Review Panel members/ PEC members to select samples from among these three categories
- samples be from the terminal stage of the program
- samples are from a range of courses and a variety of instructors and ideally include the capstone project and are representative of the program being reviewed
- all personal identifiers be removed from the samples of student work[37]
- the institution provide the details of the assignments (i.e., a copy of what the student receives) and, where available, the rubrics against which the assignments were graded
- if possible, samples be unmarked (i.e. void of grading and instructor comments)
- the sample size be large enough for random selection, i.e. that the sample size from the core courses in the program be at least 20% of the total number of students in the program (e.g., 20 samples if 100 students are enrolled in the program under review) and in no case less than 15 samples.
  Non-core/ breadth courses (if applicable)
- if the review includes the non-core/breadth courses, the institution provide samples from non-core/breadth courses offered to students in the program under review and preferably from courses in which students from the program under review are typically enrolled

[37] Anonymizing the samples of student work is a suggestion. PEQAB would have no objections to personal identifiers being included if an organization has an internal policy or appropriate disclosures making students aware and ensuring their consent to share samples of student work, with their personal identifiers included, with an External Expert Review Panel.

- the sample size from the non-core/breadth courses be at least 10% (or a minimum of 12 samples, whichever is greater) of the total number of students in the program under review.

Providing Samples of Student Work and Student Privacy

- The Secretariat strongly suggests the distribution and re-marking of samples of student work prior to the site visit to allow for a desk review in advance of the site visit. Where that is not possible, a minimum of 90 minutes will have to been found somewhere in the agenda for the External Expert Review Panel member(s) to conduct this crucial task.
- In the alternative and when/if practicable, the institution may give External Expert Review Panels/PECs appropriate/limited access to an area of the institution's learning system which has been pre-populated with anonymized student work. This would allow External Expert Review Panels/PECs to select at random samples of student work submitted to courses in the terminal years of the program. The work should be compiled in such a way as to preserve student anonymity and to provide External Expert Review Panels/PECs with the other aspects/context of the work (assignment, course syllabi etc.) specified above.
- In the absence of existing disclosures, the Secretariat advises all degree granting institutions quality assured by the Postsecondary Education Quality Assessment Board to notify students of the potential use of samples of student work on their websites. The Secretariat suggests the following language, developed in consultation with the Office of the Information and Privacy Commissioner of Ontario: *Anonymized copies of student work (essays, exams and other) submitted in courses may be made available to the External Expert Review Panel member(s) as a part of the quality assurance process for academic degree programs in Ontario.*

10.6 Other Assessments of Learning Outcome Achievements of Students/Graduates

As a supplement to the reviewers marking random samples of student work that reflect exemplary, average, and minimally acceptable performance from the terminal years of the degree program (as per PEQAB's current *Guidelines for Samples of Student Work*, Appendix 10.5), student achievement can also be demonstrated through:

a. Recognised, comparable, or scalable evaluations of critical thinking, problem-solving, communication skills of students graduating from the program, and/or
b. Other learning outcomes assessment models/management systems, as proposed by the institution.

If assessments in addition to reviewing samples of student work are chosen to demonstrate student achievement, EERP/PEC members should be instructed to review/comment on the learning outcome achievements of students/graduates based also on the option chosen. It is also suggested that this option be discussed with the PEQAB Secretariat prior to the site visit.

10.7 Principles in Reviewing Bridges to Degrees

Institutions wishing to provide bridges into any of their programs should adduce all relevant evidence. PEQAB's criteria for approving bridges requires institutions to show how they are addressing **gaps 1** and, for undergraduate programs, **2** and how they commit to measuring **gap 3** (see below).

1. **The content and skills gap**: if the first two years of the degree has developed skills and knowledge different from the two years of the diploma, a make-up, reach-back, or bridge is required to cover any remaining gap.
2. **The breadth gap** (for undergraduate programs)**:** usually students in the diploma will have taken no degree level breadth courses in the first two years, and this presents a gap that needs to be addressed to ensure transfer students still meet all degree level learning outcomes. To avoid the undue burden that transfer students would face if they were to complete the eight degree level breadth courses, that are typical, in addition to their full 'core' load over the third and fourth year, it is permissible to count non-core diploma level courses at full value towards the 20% breadth requirement. These can, however, only satisfy the 'basic' or introductory level and not the requirement for upper level breadth courses.
3. **The degree of difficulty gap:** in lieu of an additional element to this bridge, organizations need to separately track diploma to degree students through the third and fourth year of the degree program. If their persistence, graduation rates and final marks fall significantly below those of students who went through all four years in the degree program, additional elements to bridge the degree of difficulty into third year need will to be introduced.

10.8 Faculty CVs

- Attach CVs of all faculty and professional staff who will be assigned to deliver the **core courses and other core-related requirements** in the program.
- Ensure that all CVs submitted with this application include at least the following:
  - name
  - earned degrees (specify discipline area and label degrees in progress for fewer than 7 years "in progress")
  - scholarly and professional activities[38]
  - employment history
  - research funding
  - publications.
- Confirm that the organization has on file and available for inspection, for all faculty and staff whose CVs are included in this submission, signatures that attest to the truthfulness and completeness of the information contained in their CV and agreeing to the inclusion of

[38] Please see benchmark 2c of the Capacity to Deliver Standard this *Manual* for an elaboration of activities considered by the Board as evidence of scholarly, professional, or creative activities sufficient to ensure currency in the field.

their CV in any documents/websites associated with the submission, review, and final status of the application.
- Ensure that the CVs are either searchable by name or include a table of contents.

10.9 Documentation commonly submitted for Non-Core/Breadth

- Attach course outlines/teaching and learning plans (TLPs) for all non-core courses in the format used at your institution.
- Attach CVs of all faculty and professional staff who will be assigned to deliver the non-core/breadth courses and any other breadth-related requirements.

This can be omitted if an institution has gone through a regularized non-core/breadth capacity review (available since November 2016) and the Board has recommended that the institution be

- exempted from a non-core/breadth review for degree programs for a period of seven years, and
- permitted to amend its non-core/breadth offering without the necessity of seeking amendments to its consents.

Likewise, institutions that have submitted non-core courses in a previous submission, and that have not revised any non-core/breadth elements, can substitute the submission of non-core course outlines and breadth faculty CVs with a statement in the submission that the breadth course outlines on file with PEQAB are current. Institutions proposing new non-core requirements without exemptions around breadth should submit an updated file and identify the new outlines.

10.10 Requirement for Internal Program Review

Please provide evidence of revisions and actions taken as the result of the implementation of the program review policy to show that it achieves its intended aim of continuous improvement of the program(s). The self-study and the report on program commitments, conditions, changes, developments and improvements will be usually the main vehicles to provide this evidence.

Self-Study

The self-study should be undertaken, with student input, by faculty members and administrators of the program and it should indicate the authors of the self-study and any contributors.

The self-study should include a thorough, frank and accurate analysis and be based on evidence relating to program performance against at least the following components, including strengths and weaknesses, desired improvements, and future directions

- the consistency of the program with the organization's mission, educational goals, and long-range plan
- the learning outcome achievements of students/graduates by comparison with
  - the program's stated learning outcome goals and standards
  - the Degree Level Standard[39]
  - the opinions of employers and students/graduates
  - the standards of any related regulatory, accrediting or professional association
- student satisfaction levels, graduation rates, and student retention rates
- the relevance of the program to the field of practice it serves
- the appropriateness of the method of delivery, curriculum and admission requirements (i.e., achievement level, subject preparation) for the program's educational goals and standards
- the adequacy of the methods used for evaluating student progress and achievement
- the adequacy of existing human, physical, technological, and financial resources
- faculty performance, including consideration whether all faculty
  - have, where relevant, professional credentials and related work experience
  - hold an academic credential at least one degree higher than that offered by the program in the field or in a closely related field/discipline
  - engage in a level of scholarship, research, or creative activity sufficient to ensure their currency in the field.[40]

The PAC should formally endorse the curriculum as part of the Self-Study.

Program Evaluation Committee (PEC)[41]

It is suggested that the PEC be comprised of at least

- two external subject-matter experts and

[39] Student achievement can be demonstrated through a) The current PEQAB procedure (see *Guidelines for Samples of Student Work*) of External Experts re-marking random samples of student work that reflect exemplary, average, and minimally acceptable performance from the terminal years of the degree program, and/or b) Recognised, comparable, or scalable evaluations of critical thinking, problem-solving, communication skills of students graduating from the program, and/or c) Reviews/evaluations of students work conducted by the relevant professional accreditation agency (such as the Canadian Engineering Accreditation Board or the Council for Interior Design Accreditation), and/or d) Other learning outcomes assessment models/management systems, as proposed by the institution.

[40] In reviewing 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 a) publishing and/or reviewing professional publications in their fields, b) participation and/or presentations at provincial, national, and international conferences, competitions, or exhibitions in their fields, c) engagement with the scholarship of pedagogy in their fields, d) participation in regulatory and accrediting association workshops, degree audits, or related work in their fields, e) engagement in basic and/or applied research, labour market research, and/or related industry needs assessments, f) application of conceptual knowledge to current practice in their fields, such as reports to industry or consulting work, g) creative contributions to their fields through exhibitions or related forms and h) development of case studies in their fields.

[41] In certain circumstances the PEC may be replaced by a panel from a professional accreditation agency (such as the Canadian Engineering Accreditation Board or the Council for Interior Design Accreditation) if a) the accreditation review is sufficiently similar to that of PEQAB and b) it covers most areas typically addressed in a PEC review. In such cases, an organization would supplement the self-study, tailored toward the professional accreditation, with a self-study against PEQAB criteria not sufficiently addressed through the relevant accreditation criteria.

- one senior academic peer either internal to the organization but outside the program or a member of the Private and Out-of-Province Degree in Ontario Group (POPDOG) external to the organization.

While any PEC member can be designated as chair, a or both external subject-matter experts should be the principle author(s) of the PEC report.

The PEC evaluates the program based on the self-study, the program's report of commitments/conditions, changes, developments and improvements (see below) and a site visit during which members of the committee normally meet with faculty members, students, graduates, employers, and administrators to gather information.

Report of the PEC and Organization Response

The overarching purpose of the PEC report is to review program quality and recommend any changes needed to strengthen that quality. The report should be shared with the academic council, governing board, faculty members, and students in the program.

Please respond to the recommendations in the PEC report[42] with an action plan.

Program Commitments, Conditions, Changes, Developments and Improvements

In addition to the self-study, unless imbedded in it, please provide a report on any commitments based on previous reviews and any changes to the program/evidence of continuous program improvements.

Executive Summary

Include a brief executive summary of the report highlights and any changes and developments in the program since the program received its most recent consent.

Report on Conditions and Commitments/Status of Program Action Plan

List any condition(s) or commitment(s) from the last Board review and report on how these were addressed and provide an update (if applicable) on the status of the institution's action plan that responds to the findings of the self-study.

Program Developments

Provide any information pertinent to the review of the program that has not been presented in other sections. This could include

- information on future plans or developments of the institution or program
- information on special challenges or developments over the period of consent
- any additional (proposed) program changes (e.g., a new pathway or nomenclature) that have not been addressed in the report on commitments, the self-study, or the program action plan and the rationale for these changes (e.g., changes prompted by modifications to the regulatory framework for a profession).

[42] or Accreditation report where applicable.