

Quality Assessment Panel Report Guidelines

Review of an Application from
NAME OF COLLEGE OF APPLIED ARTS AND
TECHNOLOGY/INSTITUTE OF TECHNOLOGY AND
ADVANCED LEARNING **proposing to offer a**
Baccalaureate/Bachelor's Honours Degree in an Applied Area of
Study:

PROPOSAL/PROGRAM NAME: i.e., Bachelor of Public Relations

Preface

In Ontario, organizations that wish to offer degree programs or part of a program leading to a degree (that do not have legislative authority to do so) must request the consent of the Minister of Training, Colleges and Universities. The Minister, in turn, refers the program proposal to the Postsecondary Education Quality Assessment Board (PEQAB) for its recommendation on the quality of the proposed program. The Board seeks expert advice from qualified academics and professionals on the quality of the proposed program and the applicant's capacity to deliver the program. For each application, the Board appoints a quality assessment panel (QAP), including a panel chair to conduct the review and assess the program/proposal against the Board's relevant standards and benchmarks.

DESCRIPTION OF PROPOSAL INSERTED HERE: i.e., Ontario College of Applied Arts and Technology (CAAT) A, has applied to offer a Bachelor of X program.

We have enclosed **Ontario College of Applied Arts and Technology (CAAT) A's** proposal for your review. Your assignment, discussed in detail below, is to assess the submission against the Board's requirements for a Bachelor's Honours Degree in an applied area of study.

We will provide a short orientation session for you over the phone a week or so after you receive the package. Following that session, we will start the process by introducing you (by email) to your contacts at **Ontario College of Applied Arts and Technology (CAAT) A**. Please note that in the *Background* and the *Additional Information Related to Your Review* Section (p.32ff) of these *Guidelines* you will find information, that we will also cover in the orientation, about degree granting in Ontario, and the review and assessment of applications for Ministerial consent. In addition, the section contains tips about the review which you might find helpful.

Guidelines for your Review

THIS SECTION OUTLINES THE EXPECTATIONS OF THE QUALITY ASSESSMENT PANEL AND ANY SPECIAL INSTRUCTION IDENTIFIED BY THE BOARD FOR THE REVIEW.

Your primary obligation is to provide the Board with your best judgement on the quality of **College of Applied Arts and Technology (CAAT) A's** program and **College of Applied Arts and Technology (CAAT) A's** capacity to deliver the program. To this end, you are asked to assess the college against the standards and benchmarks set by PEQAB (enclosed) and, when you deem it appropriate, to identify and address any other quality-related issues arising from the proposal.

The QAP will prepare the report for the Board. The QAP report should provide its best judgement with respect to the quality of the proposed program, the reasons for its judgements and be of sufficient detail to enable the Board to determine the extent to which its criteria are satisfied. The key issues are whether the proposed program meets the standards set by the Board, and whether you think the program is of sufficient quality to be recommended to the Board and eventually to the students of Ontario. The materials provided in these *Guidelines* are intended to assist you to conduct your assessment. They should not be seen as limiting the scope of the assessment or the QAP report to the Board.

We have provided you with the college's complete submission, and should we receive any additional information, either from the college or interested stakeholders, we will forward it to you. Please direct any requests for additional information directly to the college. Should you receive additional information, please submit it with your report for our files.

Assessment against Standards and Benchmarks

The Board has 13 standards relevant to the review:

1. Admission Promotion and Graduation Standard
2. Program Content
3. Program Delivery
4. Capacity to Deliver
5. Credential Recognition
6. Regulation and Accreditation
7. Nomenclature
8. Program Evaluation
9. Academic Freedom and Integrity
10. Student Protection
11. Economic Need
12. Non-Duplication
13. Degree Level

Each standard has several benchmarks that demonstrate the college's performance against the standard.

Definitions of Assessment Categories

When assessing the proposal against the Board's benchmarks, the Quality Assessment Panel is asked to indicate whether the college **meets or exceeds the Board's benchmark** (this aspect of the proposal meets or exceeds the threshold set by the Board in the benchmark) or **does not meet the Board's benchmark** (this aspect of the proposal does not meet the threshold set by the Board in the benchmark).

In the case that the benchmark is not met, the Board requires your guidance about whether the revisions required to meet the threshold set by the Board in the benchmark are **major** (required revisions to meet the Board's benchmark are substantial, would take significant time and/or resources to rectify, and/or should be re-assessed before being implemented) or **minor** (required revisions to meet the benchmark are relatively minor, the institution has the capacity to implement them, and they do not require reassessment prior to implementation).

For each benchmark, in the "Rating" column, indicate whether the college

- Meets or exceeds the benchmark (check "Y"); or
- Does not meet the benchmark (check "N").

Where an aspect of the proposal does not meet the benchmark, characterize whether a) you consider the revision(s) to be major or minor (based on the definitions provided above), b) the nature of the revision(s) that will be required to meet the threshold, and c) the reasons for your judgements.

Note any commitments made by the applicant during the review that were critical to your judgements.

Please return the final report to the Postsecondary Education Quality Assessment Board in electronic format and send a signed version of the report to:

Postsecondary Education Quality Assessment Board

900 Bay Street
23rd Floor, Mowat Block
Toronto, ON M7A 1L2
Telephone: 416-212-1230

Quality Assessment Panel Guidelines

1. ADMISSION, PROMOTION, AND GRADUATION STANDARD

Standard:

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

Benchmarks:	Meets or exceeds the benchmark (Y/N)?¹	If no: comment on <i>a) whether the required revisions are major or minor²;</i> <i>b) the nature of the revisions required;</i> <i>c) the reasons for your judgements; and</i> <i>d) any commitments or important clarifications the college made during the review that were critical to your judgements.</i> If yes: detail any commitments or important clarifications the college made during the review that were critical to your judgements.
1. Admission requirements are appropriate to the learning outcome goals of the program and the degree level standard. ³	<input type="checkbox"/> Y <input type="checkbox"/> N	
2. Admission to a bachelor program normally requires at a minimum an Ontario Secondary School Diploma or equivalent ⁴ , six university or university/college courses at the Grade 12 level, a minimum average of 65%, and any additional requirements.	<input type="checkbox"/> Y <input type="checkbox"/> N	
3. Mature students ⁵ 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.	<input type="checkbox"/> Y <input type="checkbox"/> N	
4. Where any type of advanced standing into the program is proposed, policies and procedures pertaining to bridging requirements, advanced standing,	<input type="checkbox"/> Y <input type="checkbox"/> N	

¹ Indicate whether the College

- Meets or exceeds the benchmark (check “**Y**” for “yes”); or
- Does not meet the benchmark (check “**N**” for “no”).

² **Major:** Required revisions to meet the threshold are substantial, would take significant time and/or resources to rectify, and/or should be re-assessed before being implemented.

Minor: Required revisions to meet the threshold are relatively minor, the institution has the capacity to implement them, and they do not require reassessment prior to implementation.

³ See Standard 13 for a description of the degree level standard.

⁴ 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.

⁵ Mature students are applicants who have not achieved the Ontario Secondary School Diploma (OSSD) or its equivalent, who are at least 19 years of age on or before the commencement of the program in which they intend to enrol.

credit, and credential recognition: a) have as a principal criterion that the credits accepted for admission to a degree program are in proportion to the affinity with and/or applicability to the specialist content of the program and other curricular requirements;		
b) are fair (award credit where credit is due), reasonable (do not award credit where none is due), and consistent;	<input type="checkbox"/> Y <input type="checkbox"/> N	
c) identify the bases on which such decisions are made, including: i) the minimum acceptable grade or achievement level; ii) the requirements for comparability of program content of earlier studies with that of the proposed program; iii) the procedures for determining the credit to be awarded; iv) the procedures that students will follow when requesting credit and appealing transfer of credit decisions; v) the limit on the number of credits that will be awarded for prior degree ⁶ level study toward the degree program;	<input type="checkbox"/> Y <input type="checkbox"/> N	
d) limit the number of credits that will be awarded for prior diploma level study, with and without affinity ⁷ , toward the degree program (excluding any work experience/internship requirements) such that the advanced standing to be awarded does not exceed: • 67 % degree level credit for a 3-year degree program from a completed 3-year diploma program; • 53 % degree level credit for a 3-year degree program from a completed 2-year diploma program; • 65 % degree level credit for a 4-year degree program from a completed 3-year diploma program; • 40 % degree level credit for a 4-year degree program from a completed 2-year diploma program;	<input type="checkbox"/> Y <input type="checkbox"/> N	
e) require in all cases a gap analysis of the program content and outcomes of the studies for which transfer credit is being awarded;	<input type="checkbox"/> Y <input type="checkbox"/> N	
f) ensure that the degree level standard and all program learning outcome standards of the degree program are met; and	<input type="checkbox"/> Y <input type="checkbox"/> N	
g) identify any requirements for bridging studies that facilitate entry into the proposed program.	<input type="checkbox"/> Y <input type="checkbox"/> N	
5. For a degree completion arrangement a detailed gap analysis demonstrates the academic integrity of the degree program and that the degree level	<input type="checkbox"/> Y <input type="checkbox"/> N	

⁶ Credits recognized for advanced standing must be earned at a postsecondary institution which is (i) a Canadian public university; (ii) an organization authorized to offer the degree program on the basis of an Ontario ministerial consent, (iii) an organization that has the legal authority to grant degrees, is accredited by a recognized accrediting body where relevant, applies quality assurance policies to programs consistent with the program evaluation policy requirements of the Board and is a member of a recognized association of degree granting institutions or (iv) another institution acceptable to the Board.

⁷ Course affinity is based on similarity of course content and the level of learning outcomes.

standard and degree program learning outcomes are met.		
6. Colleges proposing to award credit for learning that takes place outside formal postsecondary educational institutions:		
a) have policies and procedures pertaining to prior learning assessment, which must include at a minimum: i) key principles information the prior learning assessment; ii) methodology used for portfolio assessment, and examination challenge for credit; iii) policies on credit limits, appeals and confidentiality; iv) assessment documents, guidelines, brochures for potential students; and	<input type="checkbox"/> Y <input type="checkbox"/> N	
b) demonstrate that: i) credit will be awarded only for learning and not experience; ii) credit will be awarded only for degree level learning; and iii) the determination of competence levels and credit awards will be made by academic experts in the appropriate subject matter.	<input type="checkbox"/> Y <input type="checkbox"/> N	
7. The College:		
a) does not offer any credits for “life experience”, unless that experience is assessed for its appropriate learning value to the specific degree program;	<input type="checkbox"/> Y <input type="checkbox"/> N	
b) does not waive comprehensive examinations, academic reports, research projects and/or theses, if these are standard requirements of the program;	<input type="checkbox"/> Y <input type="checkbox"/> N	
c) does not award advanced standing for more than 50% of the total number of the credits of the program based on prior learning assessment;	<input type="checkbox"/> Y <input type="checkbox"/> N	
d) requires that at least 50% of the individuals enrolled in a program at any given time are actively taking required elements of that program.	<input type="checkbox"/> Y <input type="checkbox"/> N	
8. Administrative procedures for assessing advanced standing include the following elements:		
a) Credit awards and their transcript entries are monitored to avoid giving credit twice for the same learning.	<input type="checkbox"/> Y <input type="checkbox"/> N	
b) Policies and procedures applied to assessment, including provision for appeal, are fully disclosed and publicly accessible.	<input type="checkbox"/> Y <input type="checkbox"/> N	
c) All personnel involved in the assessment of learning should receive adequate training for the functions they perform, and provision should be made for their continued professional development.	<input type="checkbox"/> Y <input type="checkbox"/> N	
d) Advanced standing decisions are regularly monitored, reviewed, and evaluated to ensure their ongoing validity for the degree program.	<input type="checkbox"/> Y <input type="checkbox"/> N	
9. Promotion and graduation requirements are consistent with the learning outcome goals of the program and include:		

a) policies governing academic remediation, sanctions, and suspension for students who do not meet minimum achievement requirements;	<input type="checkbox"/> Y <input type="checkbox"/> N	
b) a grading system that is easily understandable, meaningful and convertible to students, other postsecondary institutions and potential employers, whether expressed as letter grades, percentages or grade points;	<input type="checkbox"/> Y <input type="checkbox"/> N	
c) regardless of the grading scheme, grades for acceptable performance correspond to student work that demonstrates the degree level standard has been achieved;	<input type="checkbox"/> Y <input type="checkbox"/> N	
d) minimum overall average acceptable achievement for progression (across all degree requirements, including the breadth and discipline-related requirements), not lower than the level typically designated by C- or 60 - 62%;	<input type="checkbox"/> Y <input type="checkbox"/> N	
e) minimum overall average acceptable achievement in discipline-related requirements for progression in the program not lower than the level typically designated by C- or 60 - 62%; and	<input type="checkbox"/> Y <input type="checkbox"/> N	
f) a level of overall achievement expected in the core discipline(s) of study higher than the overall average.	<input type="checkbox"/> Y <input type="checkbox"/> N	

1. The proposed program:
 - Meets or exceeds the Board's standard
 - Does not meet the Board's standard

2. Identify, for this standard:
 - a. Strengths
 - b. Major weaknesses
 - c. Minor weaknesses

3. Was the information provided in the submission combined with any additional information sought from the college (including at the site visit) sufficient, reliable, and valid for the purposes of this review?
 - Yes
 - No (if no, please comment)

2. PROGRAM CONTENT STANDARD

Standard:

The program offers an education of sufficient rigor, breadth, and depth to achieve the knowledge and skills identified in the degree level standard.

Benchmarks:	Meets or exceeds the benchmark (Y/N)?	If no: comment on <i>a) whether the required revisions are major or minor⁸;</i> <i>b) the nature of the revisions required;</i> <i>c) the reasons for your judgements; and</i> <i>d) any commitments or important clarifications the college made during the review that were critical to your judgements.</i> If yes: detail any commitments or important clarifications the college made during the review that were critical to your judgements.
1. The program ensures an appropriate balance of theory and practice.	<input type="checkbox"/> Y <input type="checkbox"/> N	
2. The 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;	<input type="checkbox"/> Y <input type="checkbox"/> N	
b) confirms the currency of the curriculum and, as appropriate, its relevance to the field(s) of practice; and	<input type="checkbox"/> Y <input type="checkbox"/> N	
c) endorses the program as represented in the application.	<input type="checkbox"/> Y <input type="checkbox"/> N	
3. 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;	<input type="checkbox"/> Y <input type="checkbox"/> N	
b) of the field(s) of study and/or practice;	<input type="checkbox"/> Y <input type="checkbox"/> N	
c) of any relevant professional or accrediting body.	<input type="checkbox"/> Y <input type="checkbox"/> N	
4. 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 and the demands of practice in the field(s).	<input type="checkbox"/> Y <input type="checkbox"/> N	
5. Time allotments assigned to the program as a whole and to its components are appropriate to the stated learning outcomes.	<input type="checkbox"/> Y <input type="checkbox"/> N	
6. All bachelor programs have a breadth requirement that includes coherent and substantive, non-core ⁹ offerings. This requirement informs the design of non-core courses and provides the basis of at least some of the assessment of student outcomes. The non-core curriculum contributes to the achievement of:		

⁸ **Major:** Required revisions to meet the threshold are substantial, would take significant time and/or resources to rectify, and/or should be re-assessed before being implemented.
Minor: Required revisions to meet the threshold are relatively minor, the institution has the capacity to implement them, and they do not require reassessment prior to implementation.

a) the development of critical thinking, quantitative reasoning, written and oral communication skills;	<input type="checkbox"/> Y <input type="checkbox"/> N	
b) more than introductory knowledge in the humanities, sciences, social sciences, global cultures, and/or mathematics;	<input type="checkbox"/> Y <input type="checkbox"/> N	
c) knowledge of society and culture, and skills relevant to civic engagement; and	<input type="checkbox"/> Y <input type="checkbox"/> N	
d) more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside the core field(s) of study.	<input type="checkbox"/> Y <input type="checkbox"/> N	
7. The curriculum reflects current knowledge in the core field(s).	<input type="checkbox"/> Y <input type="checkbox"/> N	
8. The curriculum reflects current knowledge in the fields represented in the non-core/breadth offerings.	<input type="checkbox"/> Y <input type="checkbox"/> N	
9. The balance of core and non-core/breadth studies is normally achieved as follows ¹⁰ :		
a) no more than 80% of the program hours are in courses in the core or main field(s) of study (all required elements in theory, practice and corollary disciplines); and	<input type="checkbox"/> Y <input type="checkbox"/> N	
b) some courses outside the core or main field of study are free electives.	<input type="checkbox"/> Y <input type="checkbox"/> N	
10. The type and frequency of student assessments demonstrate the achievement of the stated learning outcomes and provide appropriate information to students about their achievement levels.	<input type="checkbox"/> Y <input type="checkbox"/> N	
11. Work experiences, internships and field placements:		
a) are appropriate to the program;	<input type="checkbox"/> Y <input type="checkbox"/> N	
b) have articulated learning outcomes;	<input type="checkbox"/> Y <input type="checkbox"/> N	
c) identify an appropriate method for both instructor and employer/supervisor assessment leading to the assignment of a grade; and	<input type="checkbox"/> Y <input type="checkbox"/> N	
d) are in blocks of no less than 14 weeks.	<input type="checkbox"/> Y <input type="checkbox"/> N	
12. Where applicable, the curriculum reflects appropriate levels of Ontario and Canadian content.	<input type="checkbox"/> Y <input type="checkbox"/> N	

⁹ Non-core courses are those that contribute to knowledge in fields unrelated to the main field(s) of study. Core courses are those that contribute to the development of knowledge in the main field(s) of study. The main field(s) of study is the field(s) identified in the degree nomenclature. Core courses can be in the main field(s) of study, or in related fields. (e.g., psychology, history, and statistics are different fields of study. Because the field of psychology uses the scientific method as one of its methodological approaches, statistics would be a core course in a psychology degree program. Statistics is not related to scholarship in history, however, and would not be a core course in a history degree program.)

¹⁰ An applicant may demonstrate through alternative approaches that the degree program meets the breadth/non-core requirements.

1. In the context of this program, are the breadth (non-core) electives and core courses appropriately categorized as non-core or core?
 - Yes
 - No (if no, please comment)
2. The proposed program:
 - Meets or exceeds the Board's standard
 - Does not meet the Board's standard
3. Identify, for this standard:
 - a. Strengths
 - b. Major weaknesses
 - c. Minor weaknesses
6. Was the information provided in the submission combined with any additional information sought from the college (including at the site visit) sufficient, reliable, and valid for the purposes of this review?
 - Yes
 - No (if no, please comment)

3. PROGRAM DELIVERY STANDARD

Standard: *The delivery methods support achievement of the expected and actual learning outcomes.*

Benchmarks:	Meets or exceeds the benchmark (Y/N)?	If no: comment on a) whether the required revisions are major or minor ¹¹ ; b) the nature of the revisions required; c) the reasons for your judgements; and d) any commitments or important clarifications the college made during the review that were critical to your judgements. If yes: detail any commitments or important clarifications the college made during the review that were critical to your judgements.
1. The institution conducts sustained, evidence-based and participatory inquiry to determine whether courses and the program (whether delivered using traditional, web facilitated, blended, hybrid, or online methods) are achieving the intended learning outcomes.	<input type="checkbox"/> Y <input type="checkbox"/> N	
2. The results of such inquiry are used to guide curriculum design and	<input type="checkbox"/> Y <input type="checkbox"/> N	

¹¹ **Major:** Required revisions to meet the threshold are substantial, would take significant time and/or resources to rectify, and/or should be re-assessed before being implemented.
Minor: Required revisions to meet the threshold are relatively minor, the institution has the capacity to implement them, and they do not require reassessment prior to implementation.

delivery, pedagogy and educational processes.		
3. Assessment of the delivery methods includes consideration of:		
a) their quality and effectiveness;	<input type="checkbox"/> Y <input type="checkbox"/> N	
b) standardized and regular feedback from students;	<input type="checkbox"/> Y <input type="checkbox"/> N	
c) provisions for pre-registration and ongoing academic advising;	<input type="checkbox"/> Y <input type="checkbox"/> N	
d) policies concerning interventions for poor student progress; and	<input type="checkbox"/> Y <input type="checkbox"/> N	
e) availability and suitability of technical and other supports.	<input type="checkbox"/> Y <input type="checkbox"/> N	
4. Delivery methods are appropriate to course content and design.	<input type="checkbox"/> Y <input type="checkbox"/> N	
5. The institution has the expertise and resources to support the proposed delivery methods and to ensure their effectiveness.	<input type="checkbox"/> Y <input type="checkbox"/> N	
6. The delivery methods contribute to and enhance the creation of academic community among students and between students and faculty. For online learning elements, this includes ensuring that:		
a) the program/course design and the course syllabus make appropriate provisions for instructor-student and student-student interaction; and	<input type="checkbox"/> Y <input type="checkbox"/> N	
b) the technologies used to achieve interactions among faculty and students (e.g., email, telephone office hours, phone conferences, voicemail, fax, chat rooms, web-based discussions, computer conferences and threaded discussions) are adequate.	<input type="checkbox"/> Y <input type="checkbox"/> N	
<u>Online Delivery:</u>	<input type="checkbox"/> Y <input type="checkbox"/> N	
7. Where a program is offered both in the classroom and online, there is a clear and integral relationship between those responsible for electronically offered course(s)/program and the classroom-based academic structure.		
8. The responsibility of the program quality remains with the college. Accordingly, consorial and other agreements:		
a) reflect that the college shares responsibility for all aspects of program delivery, including but not limited to: i) ongoing oversight of the curriculum and program design decisions; ii) financial , human and physical resources; iii) resource upgrading; iv) setting the qualifications and training required of faculty and staff; v) ensuring data integrity; and vi) students' privacy;	<input type="checkbox"/> Y <input type="checkbox"/> N	
b) include clearly defined performance expectations concerning all aspects of program delivery, including but not limited to those matters identified in (a);	<input type="checkbox"/> Y <input type="checkbox"/> N	
c) specify the conditions for the termination of the contract between the parties;	<input type="checkbox"/> Y <input type="checkbox"/> N	
d) include provisions to ensure quality control of all aspects of program delivery; and	<input type="checkbox"/> Y <input type="checkbox"/> N	
e) ensure the financial arrangements among the parties to the consorial and other agreements provide for adequate participation and management by the college.	<input type="checkbox"/> Y <input type="checkbox"/> N	
9. Policies pertaining to blended, hybrid, and online learning modes of delivery ensure:		
a) student and faculty preparation and orientation to existing and new	<input type="checkbox"/> Y <input type="checkbox"/> N	

b) adequate resources and processes to acquaint faculty, students, and course designers with new software or systems as they are adopted;	<input type="checkbox"/> Y <input type="checkbox"/> N	
c) regular opportunities for ongoing professional and course development for faculty and others responsible for program development;	<input type="checkbox"/> Y <input type="checkbox"/> N	
d) reliable, sufficient, and scalable course- management systems to meet current and projected needs, including: i) a robust and secure technical infrastructure, providing maximum reliability for students and faculty; and ii) emergency backup provisions;	<input type="checkbox"/> Y <input type="checkbox"/> N	
e) accessible technical assistance for students and faculty for all hardware, software, and delivery systems specified by the institution as required for the program;	<input type="checkbox"/> Y <input type="checkbox"/> N	
f) 24 hrs per day, 7 days per week access to secure online databanks for web-delivered courses;	<input type="checkbox"/> Y <input type="checkbox"/> N	
g) well-maintained, current and appropriate hardware, software, and other technological resources and media; and	<input type="checkbox"/> Y <input type="checkbox"/> N	
h) risk assessment and planning that includes: i) a disaster recovery plan to ensure consistency of operational capacity; ii) back-up and storage technology protocols; and iii) a requirement for historical logs and physical documentation of exceptions, breaches, capacity usage, upgrades, workarounds, bolt-ons, etc.	<input type="checkbox"/> Y <input type="checkbox"/> N	
10. Appropriate safeguards assure the authentication of student identity and the integrity of student work for online courses/programs. Policies and procedures assure:		
a) the security of students' confidentiality and privacy when conducting assessments and evaluations, and in the dissemination of results;	<input type="checkbox"/> Y <input type="checkbox"/> N	
b) the secure destruction of personal data when it is no longer needed; and	<input type="checkbox"/> Y <input type="checkbox"/> N	
c) the verification of student identity for coursework and examinations, and for the control of examinations, including but not limited to security; time limits; the selection of proctors/ invigilators; and the requirements for, and weighting of, evaluations conducted face-to face.	<input type="checkbox"/> Y <input type="checkbox"/> N	

1. The proposed program:
 - Meets or exceeds the Board's standard
 - Does not meet the Board's standard

2. Identify, for this standard:
 - a. Strengths
 - b. Major weaknesses
 - c. Minor weaknesses

3. Was the information provided in the submission combined with any additional information sought from the college (including at the site visit) sufficient, reliable, and valid for the purposes of this review?
 - Yes
 - No (if no, please comment)

4. CAPACITY TO DELIVER STANDARD

Standard:

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

Benchmarks:	Meets or exceeds the benchmark (Y/N)?	If no: comment on <i>a) whether the required revisions are major or minor¹²;</i> <i>b) the nature of the revisions required;</i> <i>c) the reasons for your judgements; and</i> <i>d) any commitments or important clarifications the college made during the review that were critical to your judgements.</i> If yes: detail any commitments or important clarifications the college made during the review that were critical to your judgements.
1. The program is appropriate to the college's mission, goals, and strength.	<input type="checkbox"/> Y <input type="checkbox"/> N	
2. The college provides for reasonable student and faculty access to learning and information resources (e.g., library, databases, computing, classroom equipment, laboratory facilities) sufficient in scope, quality, currency and kind to support the program.	<input type="checkbox"/> Y <input type="checkbox"/> N	
3. The college makes a commitment in its budgets and policies to provide and maintain the necessary learning, physical, technological, human, and other resources for the program, and to supplement them as necessary.	<input type="checkbox"/> Y <input type="checkbox"/> N	

¹² **Major:** Required revisions to meet the threshold are substantial, would take significant time and/or resources to rectify, and/or should be re-assessed before being implemented.
Minor: Required revisions to meet the threshold are relatively minor, the institution has the capacity to implement them, and they do not require reassessment prior to implementation.

4. Learning resources are available online to students in online courses/programs. If not all appropriate resources are routinely available online, the college has made appropriate and adequate arrangement to provide them to online students.	<input type="checkbox"/> Y <input type="checkbox"/> N	
5. Students have access to an appropriate range of academic support services (e.g., academic counselling, tutoring, career counselling, placement services).	<input type="checkbox"/> Y <input type="checkbox"/> N	
6. Policies pertaining to faculty:		
a) define the academic/professional credentials required of present and future faculty teaching all courses in the program;	<input type="checkbox"/> Y <input type="checkbox"/> N	
b) require the college to have on file evidence, supplied directly to the college from the granting agency, of the highest academic credential and any required professional credentials claimed by faculty members;	<input type="checkbox"/> Y <input type="checkbox"/> N	
c) require the regular review of faculty performance, including student evaluation of teaching and/or supervision;	<input type="checkbox"/> Y <input type="checkbox"/> N	
d) identify the means of ensuring that faculty knowledge of the field is current;	<input type="checkbox"/> Y <input type="checkbox"/> N	
e) support the professional development of faculty including the promotion of curricular and instructional innovation, as well as technological skills, where appropriate; and	<input type="checkbox"/> Y <input type="checkbox"/> N	
f) specify faculty teaching and supervision loads, and availability to students.	<input type="checkbox"/> Y <input type="checkbox"/> N	
7. There are sufficient numbers of academic and other staff to develop and deliver the program and to meet the demands of the projected student enrolment. ¹³	<input type="checkbox"/> Y <input type="checkbox"/> N	
8. All faculty ^{14,15} teaching in the professional or main field of study and, where appropriate, acting as thesis supervisors, and/or members of examining committees:		
a) have, where relevant, professional credentials and related work experience;	<input type="checkbox"/> Y <input type="checkbox"/> N	
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;	<input type="checkbox"/> Y <input type="checkbox"/> N	
c) engage in a level of scholarship, research, or creative activity sufficient to ensure their currency in the field.	<input type="checkbox"/> Y <input type="checkbox"/> N	
9. No fewer than 50 % of all faculty teaching in the professional or main	<input type="checkbox"/> Y <input type="checkbox"/> N	

¹³ The required minimum faculty and staff members will depend upon the method of delivery, enrolments, and the complexity and variety of specializations.

¹⁴ 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 of others to submit their CVs to the Board.

¹⁵ 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; and
- 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.

field of study and, where appropriate, acting as thesis supervisors and/or members of examining committees, hold the terminal academic credential in the field or in a closely related field/discipline. ¹⁶		
10. All faculty teaching non-core courses:		
a) have, where relevant, professional credentials and related work experience;	<input type="checkbox"/> Y <input type="checkbox"/> N	
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; and	<input type="checkbox"/> Y <input type="checkbox"/> N	
c) engage in a level of scholarship, research or creative activity sufficient to ensure their currency in the field.	<input type="checkbox"/> Y <input type="checkbox"/> N	
11. No fewer than 50 % of all faculty teaching non-core courses hold the terminal academic credential in the field or in a closely related field/discipline.	<input type="checkbox"/> Y <input type="checkbox"/> N	

1. The proposed program:
 - Meets or exceeds the Board's standard
 - Does not meet the Board's standard
2. Identify, for this standard:
 - a. Strengths
 - b. Major weaknesses
 - c. Minor weaknesses
3. Was the information provided in the submission combined with any additional information sought from the college (including at the site visit) sufficient, reliable, and valid for the purposes of this review?
 - Yes
 - No (if no, please comment)

¹⁶ The doctorate is normally the terminal academic credential in all fields or disciplines with the exception of studio disciplines where a master's degree in the field/discipline is more typical. The Board expects that the faculty will hold the terminal academic credential: (a) in the same field/discipline area as the proposed program area, or (b) in a field/discipline which can be shown to be closely related in content, or (c) with a graduate level speciality in the same field/discipline.

5. CREDENTIAL RECOGNITION STANDARD

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.

Benchmarks:	Meets or exceeds the benchmark (Y/N)?	If no: comment on a) whether the required revisions are major or minor ¹⁷ ; b) the nature of the revisions required; c) the reasons for your judgements; and d) any commitments or important clarifications the college made during the review that were critical to your judgements. If yes: detail any commitments or important clarifications the college made during the review that were critical to your judgements.
1. Documented consultations with employers, relevant occupational groups, professional associations, and other postsecondary education organizations indicate the credential will be (for new programs) or is (for existing programs) recognized for purposes of employment and further study.	<input type="checkbox"/> Y <input type="checkbox"/> N	

1. The proposed program:
 - Meets or exceeds the Board's standard
 - Does not meet the Board's standard

2. Identify, for this standard:
 - a. Strengths
 - b. Major weaknesses
 - c. Minor weaknesses

3. Was the information provided in the submission combined with any additional information sought from the college (including at the site visit) sufficient, reliable, and valid for the purposes of this review?
 - Yes
 - No (if no, please comment)

¹⁷ **Major:** Required revisions to meet the threshold are substantial, would take significant time and/or resources to rectify, and/or should be re-assessed before being implemented.
Minor: Required revisions to meet the threshold are relatively minor, the institution has the capacity to implement them, and they do not require reassessment prior to implementation.

6. REGULATION AND ACCREDITATION STANDARD

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.

Benchmarks:	Meets or exceeds the benchmark (Y/N)?	If no: comment on a) whether the required revisions are major or minor ¹⁸ ; b) the nature of the revisions required; c) the reasons for your judgements; and d) any commitments or important clarifications the college made during the review that were critical to your judgements. If yes: detail any commitments or important clarifications the college made during the review that were critical to your judgements.
1. Documented consultations with the relevant regulatory and accrediting body(ies) indicate the credential will be recognized for purposes of employment and further study.	<input type="checkbox"/> Y <input type="checkbox"/> N	

1. The proposed program:
 - Meets or exceeds the Board's standard
 - Does not meet the Board's standard
2. Identify, for this standard:
 - a. Strengths
 - b. Major weaknesses
 - c. Minor weaknesses
3. Was the information provided in the submission combined with any additional information sought from the college (including at the site visit) sufficient, reliable, and valid for the purposes of this review?
 - Yes
 - No (if no, please comment)

¹⁸ **Major:** Required revisions to meet the threshold are substantial, would take significant time and/or resources to rectify, and/or should be re-assessed before being implemented.
Minor: Required revisions to meet the threshold are relatively minor, the institution has the capacity to implement them, and they do not require reassessment prior to implementation.

7. NOMENCLATURE STANDARD

Standard:

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.

Benchmarks:	Meets or exceeds the benchmark (Y/N)?	If no: comment on a) whether the required revisions are major or minor ¹⁹ ; b) the nature of the revisions required; c) the reasons for your judgements; and d) any commitments or important clarifications the college made during the review that were critical to your judgements. If yes: detail any commitments or important clarifications the college made during the review that were critical to your judgements.
1. The degree title conveys accurate information about the		
a) degree level ²⁰ ;	<input type="checkbox"/> Y <input type="checkbox"/> N	
b) nature of the degree ²¹ , and	<input type="checkbox"/> Y <input type="checkbox"/> N	
c) discipline and/or subject of study.	<input type="checkbox"/> Y <input type="checkbox"/> N	

1. The proposed program:
- Meets or exceeds the Board's standard
 - Does not meet the Board's standard

¹⁹ **Major:** Required revisions to meet the threshold are substantial, would take significant time and/or resources to rectify, and/or should be re-assessed before being implemented.
Minor: Required revisions to meet the threshold are relatively minor, the institution has the capacity to implement them, and they do not require reassessment prior to implementation.

²⁰ 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 in applied areas of study. Consequently, Bachelor level and not Master or Doctoral level nomenclatures are available for designating these degrees.

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

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

- 1) *Bachelor of Faculty (Subject)*, for example, Bachelor of Technology (Information Technology);
- 2) (With the exception of *Applied Science*) *Bachelor of Applied Faculty (Subject)*, for example, Bachelor of Applied Arts (Justice Studies); or
- 3) *Bachelor of Subject*, for example, Bachelor of Interior Design.

2. Identify, for this standard:
 - a. Strengths
 - b. Major weaknesses
 - c. Minor weaknesses

3. Was the information provided in the submission combined with any additional information sought from the college (including at the site visit) sufficient, reliable, and valid for the purposes of this review?
 - Yes
 - No (if no, please comment)

8. PROGRAM EVALUATION STANDARD

Standard:

The quality of the proposed program is assured by procedures for periodic evaluation that meet the requirements outlined below.

Benchmarks:	Meets or exceeds the benchmark (Y/N)?	If no: comment on <i>a) whether the required revisions are major or minor²²;</i> <i>b) the nature of the revisions required;</i> <i>c) the reasons for your judgements; and</i> <i>d) any commitments or important clarifications the college made during the review that were critical to your judgements.</i> If yes: detail any commitments or important clarifications the college made during the review that were critical to your judgements.
1. The college has a formal, institutionally approved policy and procedure for the periodic review of programs embodying the following characteristics ²³ :		
a) program reviews at regular intervals, normally not exceeding five to seven years. The first such evaluation should occur before a request for renewal of ministerial consent;	<input type="checkbox"/> Y <input type="checkbox"/> N	
b) criteria for program reviews that include: i) assessment of the continuing consistency of the program with the college's mission, educational goals, and long-range plan;	<input type="checkbox"/> Y <input type="checkbox"/> N	
ii) assessment of the learning outcome achievements of students/graduates by comparison with:	<input type="checkbox"/> Y <input type="checkbox"/> N	

²² **Major:** Required revisions to meet the threshold are substantial, would take significant time and/or resources to rectify, and/or should be re-assessed before being implemented.
Minor: Required revisions to meet the threshold are relatively minor, the institution has the capacity to implement them, and they do not require reassessment prior to implementation.

²³ With amendments to reflect the learning outcomes orientation of the Board's statements, the following benchmarks are based on the criteria employed by Ontario public universities and Redeemer University College. See UPRAC Audit Guidelines, "Methodology for the audit of undergraduate program reviews," 1998-02-05, and OCGS By-laws, and Procedures Governing Appraisals, 2001-08.

i. the program's stated learning outcome goals and standards; ii. the degree level standard; iii. the opinions of employers, students/graduates; and iv. the standards of any related regulatory, accrediting or professional association;		
c) where appropriate, assessment of (i) graduate employment rates, (ii) graduate satisfaction level, (iii) employer satisfaction level, (iv) student satisfaction level, (v) graduation rate, (vi) the default rate on the Ontario Student Assistance Program or other student loan plan, (vii) student retention rates;	<input type="checkbox"/> Y <input type="checkbox"/> N	
d) assessment of the continuing relevance of the program to the field of practice it serves, including evidence of revisions made to adapt to changes in the field of practice;	<input type="checkbox"/> Y <input type="checkbox"/> N	
e) assessment of the continuing appropriateness of the method of delivery and curriculum for the program's educational goals and standards;	<input type="checkbox"/> Y <input type="checkbox"/> N	
f) assessment of the continuing appropriateness of admission requirements (i.e., achievement level, subject preparation) for the program's educational goals and standards;	<input type="checkbox"/> Y <input type="checkbox"/> N	
g) assessment of the continuing appropriateness of the program's structure, method of delivery and curriculum for its educational goals and standards;	<input type="checkbox"/> Y <input type="checkbox"/> N	
h) assessment of the continuing adequacy of the methods used for evaluating student progress and achievement;	<input type="checkbox"/> Y <input type="checkbox"/> N	
i) assessment of the efficient and effective utilization and adequacy of existing human, physical, technological, and financial resources;	<input type="checkbox"/> Y <input type="checkbox"/> N	
j) indicators of faculty performance, including the quality of teaching and supervision and demonstrable currency in the field of specialization; and	<input type="checkbox"/> Y <input type="checkbox"/> N	
k) 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.	<input type="checkbox"/> Y <input type="checkbox"/> N	
2. The program review procedure includes:		
a) A Self-Study A study undertaken, with student input, by faculty members and administrators of the program based on evidence relating to program performance against the criteria stated above, including strengths and weaknesses, desired improvements, and future directions.	<input type="checkbox"/> Y <input type="checkbox"/> N	
b) A Program Evaluation Committee A committee struck by the senior administration to evaluate the program based on i) the self-study; and	<input type="checkbox"/> Y <input type="checkbox"/> N	

ii) a site visit during which members of the committee normally meet with faculty members, students, graduates, employers, and administrators to gather information. A majority of the members must be senior academic peers (both scholars and administrators) with relevant expertise from both outside the college and internal to the college but outside the program, and free of any conflict of interest. ²⁴		
c) The Report of the Committee The overarching purpose of the Program Evaluation Committee report is to assess program quality and recommend any changes needed to strengthen that quality. The report must be addressed to the senior administration and shared with the academic council, governing board, faculty members and students in the program, together with a plan of action responding to the recommendations in the report.	<input type="checkbox"/> Y <input type="checkbox"/> N	
3. The implementation of the policy and procedures for the periodic review of programs		
a) is aligned with the Board's requirements for such evaluations; and	<input type="checkbox"/> Y <input type="checkbox"/> N	
b) achieves its intended aim of continuous improvement of the program(s).	<input type="checkbox"/> Y <input type="checkbox"/> N	

1. The proposed program:
 - Meets or exceeds the Board's standard
 - Does not meet the Board's standard

2. Identify, for this standard:
 - a. Strengths
 - b. Major weaknesses
 - c. Minor weaknesses

3. Was the information provided in the submission combined with any additional information sought from the college (including at the site visit) sufficient, reliable, and valid for the purposes of this review?
 - Yes
 - No (if no, please comment)

²⁴ A conflict of interest policy similar to that of the board should be implemented in selecting members of a Program Evaluation Committee.

9. ACADEMIC FREEDOM AND INTEGRITY STANDARD

Standard:

The college 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:	Meets or exceeds the benchmark (Y/N)?	If no: comment on <i>a) whether the required revisions are major or minor²⁵;</i> <i>b) the nature of the revisions required;</i> <i>c) the reasons for your judgements; and</i> <i>d) any commitments or important clarifications the college made during the review that were critical to your judgements.</i> If yes: detail any commitments or important clarifications the college made during the review that were critical to your judgements.
1. The college has a policy on academic freedom that recognizes and protects the rights of individuals in their pursuit of knowledge without fear of reprisals by the college or by third parties, and the right of individuals to communicate acquired knowledge and the results of research freely.	<input type="checkbox"/> Y <input type="checkbox"/> N	
2. The college has appropriate policies pertaining to academic honesty and procedures for their enforcement.	<input type="checkbox"/> Y <input type="checkbox"/> N	
3. The college provides an appropriate plan for informing students and faculty about and ensuring their understanding of the policies and procedures concerning academic honesty.	<input type="checkbox"/> Y <input type="checkbox"/> N	
4. The college has an appropriate policy on the ownership of the intellectual products of employees and students.	<input type="checkbox"/> Y <input type="checkbox"/> N	
5. The college upholds formal ethical research standards. Where the college 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.	<input type="checkbox"/> Y <input type="checkbox"/> N	
6. There are appropriate policies and procedures concerning compliance with copyright law.	<input type="checkbox"/> Y <input type="checkbox"/> N	
7. Where courses/programs are delivered online, the college has appropriate	<input type="checkbox"/> Y <input type="checkbox"/> N	

²⁵ **Major:** Required revisions to meet the threshold are substantial, would take significant time and/or resources to rectify, and/or should be re-assessed before being implemented.
Minor: Required revisions to meet the threshold are relatively minor, the institution has the capacity to implement them, and they do not require reassessment prior to implementation.

polices and procedures to address copyright and intellectual property issues (e.g., digital rights management and the use of object learning repositories).		
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1. The proposed program:
 - Meets or exceeds the Board’s standard
 - Does not meet the Board’s standard

2. Identify, for this standard:
 - a. Strengths
 - b. Major weaknesses
 - c. Minor weaknesses

3. Was the information provided in the submission combined with any additional information sought from the college (including at the site visit) sufficient, reliable, and valid for the purposes of this review?
 - Yes
 - No (if no, please comment)

10. STUDENT PROTECTION STANDARD

Standard:

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

Benchmarks:	Meets or exceeds the benchmark (Y/N)?	If no: comment on <i>a) whether the required revisions are major or minor²⁶;</i> <i>b) the nature of the revisions required;</i> <i>c) the reasons for your judgements; and</i> <i>d) any commitments or important clarifications the college made during the review that were critical to your judgements.</i> If yes: detail any commitments or important clarifications the college made during the review that were critical to your judgements.
1. Public reports, materials, and advertising are produced in a thorough, accurate, and truthful manner.	<input type="checkbox"/> Y <input type="checkbox"/> N	
2. Recruitment policies follow ethical business practices.	<input type="checkbox"/> Y <input type="checkbox"/> N	
3. Key information about the college’s organization, policies, and programs is published in its academic year calendar and is otherwise readily available to students and the public, specifically including:		

²⁶ **Major:** Required revisions to meet the threshold are substantial, would take significant time and/or resources to rectify, and/or should be re-assessed before being implemented. **Minor:** Required revisions to meet the threshold are relatively minor, the institution has the capacity to implement them, and they do not require reassessment prior to implementation.

a) the college's mission and goals statement;	<input type="checkbox"/> Y <input type="checkbox"/> N	
b) a history of the college and its governance and academic structure;	<input type="checkbox"/> Y <input type="checkbox"/> N	
c) a general description of each degree program (e.g., purpose, outcomes, length);	<input type="checkbox"/> Y <input type="checkbox"/> N	
d) the academic credentials of faculty and senior administrators; and	<input type="checkbox"/> Y <input type="checkbox"/> N	
e) individual descriptions of all subjects in these programs and their credit value.	<input type="checkbox"/> Y <input type="checkbox"/> N	
4. The college has policies and procedures that protect student and consumer interests in the following areas:		
a) the resolution of students' academic appeals, complaints, grievances, and/or other disputes;	<input type="checkbox"/> Y <input type="checkbox"/> N	
b) security of academic student records;	<input type="checkbox"/> Y <input type="checkbox"/> N	
c) payment schedule of fees and charges;	<input type="checkbox"/> Y <input type="checkbox"/> N	
d) student dismissal; and	<input type="checkbox"/> Y <input type="checkbox"/> N	
e) withdrawals and refunds.	<input type="checkbox"/> Y <input type="checkbox"/> N	
5. Prior to registration, students are provided with, and confirm in writing their awareness of, policies (and procedures) pertaining to:		
a) admissions;	<input type="checkbox"/> Y <input type="checkbox"/> N	
b) credit transfer arrangements for incoming students;	<input type="checkbox"/> Y <input type="checkbox"/> N	
c) credit transfer arrangements with and recognition by other institutions;	<input type="checkbox"/> Y <input type="checkbox"/> N	
d) entrance examinations;	<input type="checkbox"/> Y <input type="checkbox"/> N	
e) prior learning assessment;	<input type="checkbox"/> Y <input type="checkbox"/> N	
f) grading;	<input type="checkbox"/> Y <input type="checkbox"/> N	
g) the ability of international students admitted to the program to meet program requirements for degree completion;	<input type="checkbox"/> Y <input type="checkbox"/> N	
h) method of course delivery;	<input type="checkbox"/> Y <input type="checkbox"/> N	
i) academic honesty;	<input type="checkbox"/> Y <input type="checkbox"/> N	
j) intellectual property rights;	<input type="checkbox"/> Y <input type="checkbox"/> N	
k) student dismissal;	<input type="checkbox"/> Y <input type="checkbox"/> N	
l) dispute resolution;	<input type="checkbox"/> Y <input type="checkbox"/> N	
m) student support and services;	<input type="checkbox"/> Y <input type="checkbox"/> N	
n) tuition;	<input type="checkbox"/> Y <input type="checkbox"/> N	
o) scholarships and other financial assistance;	<input type="checkbox"/> Y <input type="checkbox"/> N	
p) payment of fees and charges;	<input type="checkbox"/> Y <input type="checkbox"/> N	
q) withdrawals and refunds;	<input type="checkbox"/> Y <input type="checkbox"/> N	
r) institutional closure; and	<input type="checkbox"/> Y <input type="checkbox"/> N	
s) where appropriate, supervision, preparation, and examination of theses/dissertations.	<input type="checkbox"/> Y <input type="checkbox"/> N	
6. For courses and/or programs that incorporate blended, hybrid or online delivery ²⁷ , potential students are fully informed about:		

²⁷**Traditional Delivery:** Classroom based teaching with assignments and activities that students pursue independently of each other. **Web Facilitated Delivery:** Web resources and technologies are used to facilitate what is essentially a face-to-face course. May use web pages and course management systems (CMS) to post syllabi, readings and assignments.

a) the technological requirements of participation and the technical competence required of them;	<input type="checkbox"/> Y	<input type="checkbox"/> N	
b) the nature of learning and the personal discipline required in an anytime/anywhere environment;	<input type="checkbox"/> Y	<input type="checkbox"/> N	
c) any additional costs, beyond tuition and ancillary fees, associated with e-learning aspects of course/program delivery; and	<input type="checkbox"/> Y	<input type="checkbox"/> N	
d) the kind of support and protection available to them.	<input type="checkbox"/> Y	<input type="checkbox"/> N	

1. The proposed program:
 - Meets or exceeds the Board’s standard
 - Does not meet the Board’s standard

2. Identify, for this standard:
 - a. Strengths
 - b. Major weaknesses
 - c. Minor weaknesses

3. Was the information provided in the submission combined with any additional information sought from the college (including at the site visit) sufficient, reliable, and valid for the purposes of this review?
 - Yes
 - No (if no, please comment)

Blended/Hybrid Delivery: Course blends online/e-learning and face-to-face delivery. Substantial parts of the content are delivered online and discussions, team projects and activities are used for learning. The number of face-to face sessions is decreased as the volume of online activity increases. **Online Delivery:** A course where all or almost all of the content is web-based with no or a very small number of face-to-face meetings. Delivery methods included in the “online” category include multimedia, video conferencing, social networking, web-based learning management system (LMS) and/or learning objects.

11. ECONOMIC NEED STANDARD

Standard:

The program is designed so that graduates will fulfill an identified economic need.

Benchmark	Meets or exceeds the benchmark (Y/N)?	If no: comment on a) whether the required revisions are major or minor ²⁸ ; b) the nature of the revisions required; c) the reasons for your judgements; and d) any commitments or important clarifications the college made during the review that were critical to your judgements. If yes: detail any commitments or important clarifications the college made during the review that were critical to your judgements.
1. The college provides evidence of the present and anticipated economic need for the program and how the program closes a gap in the labour force skills including, for example: <ul style="list-style-type: none"> • an analysis of economic forecasts, job advertisements, surveys of employers, and evidence of student demand; • the need for degree level graduates of a baccalaureate degree program in an applied area of study (e.g., from professional associations, regulatory and/or licensing bodies); and • evidence of employer commitments to offer placements to students for the required work experience component of the program, to hire graduates, or to provide financial support for the program and/or its students. 	<input type="checkbox"/> Y <input type="checkbox"/> N	

1. The proposed program:
 - Meets or exceeds the Board's standard
 - Does not meet the Board's standard
2. Identify, for this standard:
 - a. Strengths
 - b. Major weaknesses
 - c. Minor weaknesses

²⁸ **Major:** Required revisions to meet the threshold are substantial, would take significant time and/or resources to rectify, and/or should be re-assessed before being implemented.
Minor: Required revisions to meet the threshold are relatively minor, the institution has the capacity to implement them, and they do not require reassessment prior to implementation.

3. Was the information provided in the submission combined with any additional information sought from the college (including at the site visit) sufficient, reliable, and valid for the purposes of this review?
- Yes
 - No (if no, please comment)

12. NON-DUPLICATION OF PROGRAMS STANDARD

Standard:

The program does not duplicate programs normally offered by Ontario universities or contribute to unwarranted raising of credentials among similar programs in the college system.

Benchmarks:	Meets or exceeds the benchmark (Y/N)?	If no: comment on a) whether the required revisions are major or minor ²⁹ ; b) the nature of the revisions required; c) the reasons for your judgements; and d) any commitments or important clarifications the college made during the review that were critical to your judgements. If yes: detail any commitments or important clarifications the college made during the review that were critical to your judgements.
1. The college provides evidence that the program surpasses the standards of related diploma programs.	<input type="checkbox"/> Y <input type="checkbox"/> N	
2. The college submits a comparison of the proposed program with potentially related university programs.	<input type="checkbox"/> Y <input type="checkbox"/> N	
3. The college provides evidence that the proposed program meets a need not adequately addressed by other programs in colleges and universities.	<input type="checkbox"/> Y <input type="checkbox"/> N	

1. The proposed program:
 - Meets or exceeds the Board's standard
 - Does not meet the Board's standard
2. Identify, for this standard:
 - a. Strengths
 - b. Major weaknesses
 - c. Minor weaknesses

²⁹ **Major:** Required revisions to meet the threshold are substantial, would take significant time and/or resources to rectify, and/or should be re-assessed before being implemented.
Minor: Required revisions to meet the threshold are relatively minor, the institution has the capacity to implement them, and they do not require reassessment prior to implementation.

3. Was the information provided in the submission combined with any additional information sought from the college (including at the site visit) sufficient, reliable, and valid for the purposes of this review?
- Yes
 - No (if no, please comment)

13. HONOURS BACCALAUREATE/BACHELOR'S DEGREE STANDARD

A degree in **applied area of study** is normally designed to require a level of conceptual sophistication, specialized knowledge, and intellectual autonomy similar to that in an honours or specialist degree program but with the disciplinary content oriented to an occupational field of practice.

Students in applied programs learn by doing, with a focus on preparing for entry into an occupational field of practice. Such 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.

In addition to personal and intellectual growth, the programs are primarily designed to prepare students for employment in the field of practice, 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 may be supplemented by required workplace experience (e.g., two to four supervised co-operative work terms).

Baccalaureate/Bachelor Degree: Honours

Standard:

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.*

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 students 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.*

Communication Skills

The ability to communicate information, arguments and analyze 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.

Application of Knowledge

- a. *The ability to review, present and critically evaluation quantitative and qualitative information to:*
 - i. *develop lines of argument;*
 - ii. *make sound judgments 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 new work;*
- c. *The ability to make use of scholarly reviews and primary sources.*

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.*

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.

Benchmarks:	Meets or exceeds the benchmark (Y/N)?	If no: comment on a) whether the required revisions are major or minor ³⁰ ; b) the nature of the revisions required; c) the reasons for your judgements; and d) any commitments or important clarifications the college made during the review that were critical to your judgements. If yes: detail any commitments or important clarifications the college made during the review that were critical to your judgements.
1. The program meets or exceeds the degree level standard and the college demonstrates how the program meets the standard.	<input type="checkbox"/> Y <input type="checkbox"/> N	
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.	<input type="checkbox"/> Y <input type="checkbox"/> N ³¹	

1. The proposed program:
 - Meets or exceeds the Board’s standard
 - Does not meet the Board’s standard

3. Identify, for this standard:
 - a. Strengths
 - b. Major weaknesses
 - c. Minor weaknesses

4. Was the information provided in the submission combined with any additional information sought from the college (including at the site visit) sufficient, reliable, and valid for the purposes of this review?
 - Yes
 - No (if no, please comment)

³⁰ **Major:** Required revisions to meet the threshold are substantial, would take significant time and/or resources to rectify, and/or should be re-assessed before being implemented. **Minor:** Required revisions to meet the threshold are relatively minor, the institution has the capacity to implement them, and they do not require reassessment prior to implementation.

³¹ Samples of student work are reviewed by a quality assessment panel when there has been a graduating cohort.

Background

Degree Granting in Ontario

Applications for Ministerial Consent

Under the terms of the *Post-secondary Education Choice and Excellence Act, 2000* (the Act), the consent of the Ontario Minister of Training, Colleges and Universities is required for anyone without legislative authority 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 by a person inside or outside of Ontario;
- advertise a program or part of a program of postsecondary study offered in Ontario leading to a degree conferred by a person inside or outside Ontario;
- 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; and
- make substantial changes to programs offered pursuant to a consent.

Anyone wishing to engage in these activities must apply to the Minister, who, pursuant to the Act, must refer all applications for consent to the Postsecondary Education Quality Assessment Board (PEQAB/the Board).

Role of the Postsecondary Education Quality Assessment Board

Established in 2000, and continued under 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 Training, Colleges and Universities concerning applications for ministerial consent under the terms of the Act and other matters referred to it by the Minister pursuant to the Act. The Board establishes the criteria and processes for its reviews, consults experts as required and undertakes necessary research.

Role of the Postsecondary Education Quality Assessment Board Secretariat

PEQAB Secretariat staff:

- support the Board in fulfilling its mandate;
- communicate on the role of the Board and its operations to prospective applicants, stakeholders and others; and
- manage all applications for consent.

Additional Information related to your Review

Review and Assessment of Applications for Ministerial Consent

Role of the Panel Chair

The panel chair's responsibilities include:

- planning and assigning the activities to the panel;
- liaising with the applicant regarding timing and setting the agenda for the site visit;
- organizing the panel's work; and
- coordinating and preparing the final report using these *Guidelines*.

Role of the Quality Assessment Panel (QAP)

The primary obligation of the quality assessment panel (QAP) is to provide its best judgement on the quality of the proposed program. To this end, Quality Assessors are asked to assess proposals against the standards and benchmarks set by PEQAB, to consider any special instructions indicated by PEQAB, and, when members of the panel deem it appropriate, to identify and address any other quality-related issues arising from the proposal.

Under the coordination of the panel chair, the panel develops a report which should provide the best collective judgement of the panel with respect to the quality of the proposed program, the reasons for its judgements, and be of sufficient detail to enable the Board to determine the extent to which its criteria are satisfied. The key issues are whether the proposed program meets the standards set by the Board, and whether panel members think the program is of sufficient quality to be recommended to the Board and eventually to the students of Ontario. More specifically, the report must include at least the following:

- an assessment of the application against each of the Board's standards and benchmarks;
- an assessment of the application in terms of any additional matters raised by the Board;
- an assessment of the sufficiency, reliability and validity of the evidence provided by the Applicant;
- an assessment of evidence found during any site visit, resulting from the panel's research, or submitted to the panel by other parties; and
- a recommendation, with reasons, on whether the proposed program meets the Board's criteria and is of sufficient academic quality to be offered to the people of Ontario.

Quality Assessor Procedures

- peruse the submission and guidelines included in this document;
- panels often work through the *Guidelines* as they do a desk audit, making preliminary judgements on the strengths and weaknesses of the program and noting items that require follow-up at the site visit. Reviewing the submission and conducting a desk audit prior to the site visit typically aids in the drafting of the report;
- set questions for discussion/clarification to be raised when meeting with other member of the panel;
- set tentative questions for the site visit;
- identify who needs to respond to the panel's questions at the visit; and
- determine what is needed in the way of additional information.

Additional Information provided by the Applicant

The Board provides QAPs with the applicant's complete submission for review as well as any supplementary information the Board has received from the applicant. The Board asks the panel to direct any requests for additional information from the applicant through the panel chair. Additional information pertaining to the application received by the panel should be forwarded to the Secretariat together with the panel's report.

The Site Visit

In most cases, panels are expected to undertake a one-day site visit where they can test the validity of claims made in the application. Where several locations are proposed, the chair decides which one(s) to include in the visit. Ultimately, the chair will determine, in consultation with the PEQAB secretariat, if a site visit is needed. The chair will establish the site visit strategy and develop an appropriate schedule in consultation with the applicant.

Duties of the Institutional Liaison

The institutional contact person ensures that the visit is arranged so that the agenda can be realised, including scheduling meetings and rooms for the panel. Panel members will make their own travel arrangements (transportation, hotel room), but may consult the institution for recommendations.

During the visit, the team will wish to interview senior administrators, faculty, students and alumni (in the case of renewal applications) to gain a cross-sectional view and a variety of perspectives on key issues. Depending on the type of review, they may also wish to meet with support or collaborating staff and examine facilities and other resources. The panel's expectations need to be made clear prior to the site visit. The chair might begin each interview session by identifying the objectives of the interview and by posing open-ended questions and questions that evoke analysis and dialogue. Panel members are encouraged to take careful notes of each interview session as they will be invaluable when writing the report. The panel is encouraged to keep interviews to a manageable number. Too many interviews may limit the panel's ability to explore an issue comprehensively. The panel might decide to include a session at the end of the site visit to conclude and reach consensus about the content of the report.

Writing the Report

Under the coordination of the panel chair, the panel will prepare a report for the Board. The report should provide the best collective judgement of the panel with respect to the quality of the proposed program, the reasons for its judgements, and include sufficient detail in narrative form to enable the Board to determine the extent to which its criteria are satisfied and provide the Board with the information it needs to make an informed decision. Deficiencies should be documented particularly carefully. The key issues are whether the proposed program meets the standards set by the Board, and whether the panel members think the program is of sufficient quality to be recommended to the Board and eventually to the students of Ontario.

The materials provided in these *Guidelines* are intended to be an aid to the panel and the Board. They should not be seen as limiting the scope of the assessment or the panel's full report to the Board.

Diverging Opinions

The members of a QAP may not always agree on all matters. The Board is interested in knowing about areas of substantive disagreement, the nature of the disagreement, and the reasons for the disagreement. The Board does not want to receive minority reports. It requires a single report, which should include divergent opinions fully and fairly.

Applicant Commitments

During the review, the applicant may make commitments that alter what the panel's judgement would be for the submission alone. It is important to document such commitments in the report and their role in your judgements. The panel's final assessment should be based on all information provided by the applicant, including additional materials and commitments made during the review. The applicant will have to confirm that they made the commitment and their intention to honour it. The Board will then be in the position of determining whether the commitments are reasonable and whether the applicant is capable of honouring (hence the importance of your advice in this regard).

Ownership of Reports

The QAP's report and all related attachments are the property of the Minister. The panel will hold its deliberations and preliminary report in confidence. Following the Minister's decision on the application and in accordance with the Board's terms of reference, the Board may post on its web site all official report(s) of the quality assessment panel and the applicant responses to them, or make these reports otherwise available to the public subject to the *Freedom of Information and Protection of Privacy Act*.

Following the Submission of the Report

Applicant Responses to Reports

To ensure a transparent and fair assessment process, the Board will provide the applicant with the opportunity to respond to the panel's report. In some cases, the Board may ask the panel to respond to the applicant's remarks.

Next Steps

In formulating its recommendation, the Board will consider:

- the applicant's submission;
- the findings of the QAP;
- the applicant's response to the panel report;
- any additional materials provided by the applicant to the Board; and
- any commitments made by the applicant during the review process.

The Board communicates its recommendation to the Minister. The Minister considers the Board's recommendation and any public policy matters, and makes a decision about consent. If consent is granted, it is normally for a five-year period, after which the program(s) must be reviewed again.