

## Submission Guidelines for Ontario Colleges

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

**Postsecondary Education Quality Assessment Board**

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# Submission Guidelines for Ontario Colleges

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

These *Guidelines* are for Ontario Colleges of Applied Arts and Technology seeking a new consent of the Minister pursuant to the *Post-secondary Education Choice and Excellence Act, 2000* (the Act). The *Guidelines* outline the information to be submitted to the Postsecondary Education Quality Assessment Board (PEQAB) for review of applications referred to it by the Minister for consent to offer or advertise all or part of degree programs in Ontario.

Note that these *Guidelines* pertain to new consents. PEQAB requirements for current consent holders seeking to renew consent are addressed in the *Submission Guidelines for Renewal of Ministerial Consent*.

Colleges should note that the Board may revise its documents from time to time, and the onus is on the college to ensure that it is using either of the then current Board *Guidelines*.

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

Postsecondary Education Quality Assessment Board Secretariat  
900 Bay Street  
23rd Floor, Mowat Block  
Toronto, ON M7A 1L2  
Telephone: 416-212-1230  
Fax: 416-212-6620  
E-mail: [peqab@ontario.ca](mailto:peqab@ontario.ca)  
Web: <http://www.peqab.ca>

These *Guidelines* address only the Board's submission requirements for the review of applications referred to it by the Minister. For an overview of the Board, and its assessment criteria and procedures, colleges should refer to the *Handbook for Ontario Colleges*. Inquiries about the application and consent process, the Act and its regulations, the 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 Advanced Education and Skills Development.

The preparation of these *Guidelines* has benefited from the advice of stakeholders and the work of 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)
- the accreditation criteria and procedures used by regional accrediting bodies in the United States
- 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 who contributed their comments during the preparation of these *Guidelines*.

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## Submission and Mailing Instructions

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

As of September 15<sup>th</sup>, 2017 PEQAB is moving to paperless submissions. In addition to a cheque or money order for \$5,000 CDN (or \$10,000/\$15,000 in the case of cluster/bundled applications) payable to the Ontario Ministry of Finance as an application fee, colleges applying for ministerial consent are required to submit the following materials electronically on a USB stick (or equivalent):

- A copy of a letter of application to the Minister of Advanced Education and Skill Development stating the program/programs for which consent is sought
- 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*
- A submission for PEQAB review prepared in accordance with these *Guidelines*.

### **Send all materials to**

The Minister of Advanced Education and Skills Development  
c/o The Universities Unit  
900 Bay Street  
7th Floor, Mowat Block  
Toronto, ON M7A 1L2

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*.

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# Instructions

- For each program prepare a submission consisting of the following sections.
  1. Introduction
  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. Program Evaluation
  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 curriculum vitae (CV), 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 information removed (i.e., CVs, detailed course outlines and "Course Schedule 1"). 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)*.
- Submit Section 14 as one (1) electronic file saved in PDF format. For instructions on what to include in the file, see Section 14: Policies. Colleges 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 5 of the *Handbook for Ontario Colleges*. The *Handbook* should be consulted to clarify any questions regarding the review process and the assessment criteria. Indicate the version of the *Handbook for Ontario Colleges* to be used to review the submission (e.g., 2016 or 2017).
- Only complete submissions will be processed. Submissions that do not follow these *Guidelines* or are incomplete will be returned to the applicant to be completed.

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## Section 1: Introduction

### College and Program Information

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

- name of the college
- URL for the college
- proposed degree nomenclature (e.g., *Bachelor of Business (Automotive Management)*, *Bachelor of Journalism*)
- location(s) (specific address) where the program is to be delivered.

Provide contact information for

- the person responsible for this 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 submission. Identify the items included within each section.

### Executive Summary

Include an executive summary of your 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.

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## Section 2: Degree Level

The expert panel and the Board will review your program against the Baccalaureate/Bachelor Honours standard. The panel's judgements about the degree level standard will be based on the information provided in your submission.

In this section, summarize and synthesize features of the program and the supporting resources to demonstrate to the panel and the Board that the knowledge and skill expectations in the six elements of the standard will be met.

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## Section 3: Admission, Promotion and Graduation

The expert panel and the Board will review whether your college's requirements for admission in the program, for promotion within the program, and for graduation are consistent with the postsecondary character of degree granting organizations, and meet the Board's standard and benchmarks for Admission, Promotion and Graduation, published in the *Handbook for Ontario Colleges*.

In this section, address in a narrative, with appropriate supporting materials, how your requirements for admission (including direct admission and any proposed advanced standing options), promotion, and graduation meet the Board's requirements. Clearly label the information provided in this section. In addition to the narrative, ensure that this section includes at least the following.

#### **Admission Requirements for Direct Entry**

- Indicate the academic requirements (including any credential, specializations and minimum achievement level) and any other requirements (e.g., any required work-integrated learning experience, portfolio, or interview requirements) for admission into the first year of the degree program.

#### **Admission Policies and Procedures for Mature Students**

- Include, in the electronic file of the college's policies, the policies and procedures pertaining to the admission of mature students.

#### **Promotion and Graduation Requirements**

- In addition to describing them in this section, include, in the electronic file of the college's policies, the policy on the level of achievement required of students in the program for promotion within the program and for graduation. Where applicable, include an explanation of how GPA is calculated. (See Section 14: Policies.)
- In addition to describing them in this section, include, in the electronic file of the college's policies, the policies and procedures for academic remediation, sanctions and suspension for students who do not meet minimum achievement requirements.
- Indicate the academic requirements and any other requirements for promotion and graduation.

#### **Advanced Standing Policies and Requirements**

Where there is an option for advanced standing into the program,

- In addition to describing policies in this section, include, in the electronic file of the college's policies, the policies and procedures pertaining to:
  - credit transfer/recognition (including any bridging requirements for certificate/diploma to degree laddering)
  - entrance examinations and advanced placement based on prior learning assessments.
- Where a degree completion arrangement(s) is proposed, indicate the amount of credit students will receive toward the degree program, any special requirements of students to enter the degree completion arrangement, and the point of entry into the degree program.

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## **Section 4: Program Content**

The expert panel and the Board will review whether the program offers an education of sufficient rigour, breadth and depth to achieve the knowledge and skills identified in the degree level standard, and meets the Board's standard and benchmarks for Program Content, published in the *Handbook for Ontario Colleges*.

In this section, address in a narrative, with appropriate supporting materials, how your requirements for program content and skills meet the Board's requirements. Clearly label the information provided in this section. In addition to the narrative, ensure that this section includes at least the following (or a statement that the item is not relevant to this application).

### **Program Advisory Committee**

- Identify the membership of the Program Advisory Committee for this program, including the members' names, occupations, related credentials, professional affiliations, and employers.
- Attach information about the schedule of meetings and copies of relevant minutes of Program Advisory Committee meetings, including the minutes that
  - contain the motion to support the program proposal
  - confirm that the program meets or exceeds the requirements of the field of study and/or practice.

### **Professional Accreditation**

- 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 these.
- Include documentation from these bodies that indicates recognition of the graduate's credentials in terms of entry to practice requirements or satisfying requirements for further study.

### **Learning Outcomes**

- Attach a table that indicates the degree outcomes and the corresponding courses, course segments, or work-integrated learning requirements that contribute to the degree outcomes.
- Attach a table that indicates (or embed within the table for degree outcomes) the program outcomes (to which the breadth curriculum contributes) and the corresponding courses, course segments, or work-integrated learning requirements that contribute to the program outcomes.

### **Course Descriptions**

- Attach a table that provides a description of each core course as it may appear in an academic calendar by semester for each academic year.
- Attach a table that provides a description of each non-core course it may appear in an academic calendar by semester for each academic year.

### **Course Schedule 1**

(See below for sample course schedules.)

- Attach a course schedule stating for each academic year, and by semester, the following information:
  - the title of each course/other requirement



- the type of course/other requirement (core or non-core)
- hours per course
- course prerequisites, co-requisites, and restrictions
- proposed instructors and their highest earned qualifications. Do not include qualifications in progress. If faculty is to be hired, indicate required credentials.

### **Course Schedule 2**

- Attach a second course schedule identical to "Course Schedule 1", with the exception that it does not identify the names of instructors.

### **Work-integrated Learning Experience**

- Identify all requirements/options for work-integrated learning experiences in the program.
- Include a summary of the types of work experiences students will be seeking for work-integrated learning associated with the program, the college's plans to develop placement opportunities for students, and the level of support the college will extend to students seeking work-integrated learning experiences.
- Identify the anticipated outcomes of the work-integrated learning experience associated with the program, how the experience(s) offered will provide the opportunity to put the stated learning outcomes into practice, and how students will be evaluated during their work experiences.

### **Course Outlines/Teaching and Learning Plans**

- Attach course outlines/teaching and learning plans (TLPs) for all core courses and non-core courses in the format used at your institution. Course outlines/TLPs should contain sufficient detail to allow external expert panels to knowledgeably review the Degree level and other standards. In addition to general information such as course title, year and semester, course/subject descriptions, method(s) of instruction, a content outline by topic and the length in actual contact hours, course outlines/TLPs often include:
  - method(s) and frequency of evaluation of student performance (e.g., assignments, presentations, term papers, exams)
  - resources to be purchased/provided by students (e.g., course kits, equipment, software) as well as classroom and equipment requirements
  - textbook requirements (for new programs, indicate illustrative textbooks and other course materials)
  - learning outcomes
  - a list of the faculty qualified to teach the course
  - faculty qualifications required to teach/supervise the course (include academic credentials and professional experience).
- Please assemble the course outlines in two groups: one for core and the other for non-core courses (if applicable).

Colleges that have submitted non-core courses in a previous submission, and that have not revised any breadth elements, may substitute a statement in the submission that the breadth course outlines on file with PEQAB are current. Likewise, a college that has been exempted from a breadth review for a period of seven years, and been permitted to amend its breadth offering without the necessity of seeking amendments to its consents may simply

reference this exemption and permission. Colleges proposing new non-core requirements without exemptions around breadth should submit an updated file and identify the new outlines.

Where advanced standing options or degree completion arrangements are proposed, include a description of each arrangement and at least the following.

### Bridging Course Descriptions

- Where proposed, provide a table that provides a description of each bridging course such as these may appear in an academic calendar.

### Bridging Course Outlines

- Attach course outlines for all bridging courses. Each outline should include the information reported for core and non-core courses (addressed earlier).

### Gap Analysis

- 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.

### Sample Course Schedule 1

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
<b>YEAR 1</b>						
Semester 1	Biology 101	48		Not applicable	Prof. Lee	PhD Biology
	Contemporary Canadian Literature (Liberal Arts)		56	Not applicable	Prof. Cooper Prof. Chan	PhD English PhD English
Semester 2	Biology 102	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
<b>YEAR 2</b>						
Semester 1	Biology 200	48		Biology 102	Prof. Patel	MSc Biology
Semester 2						
<i>Subtotal Course Hours</i>		144	102			
<i>Total Program Hours</i>		246				

## Sample Course Schedule 2

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
<b>YEAR 1</b>					
Semester 1	Biology 101	48		Not applicable	PhD Biology
	Contemporary Canadian Literature (Liberal Arts)		56	Not applicable	PhD English PhD English
Semester 2	Biology 102	48		Biology 101	PhD Biology
	Ethical Practices in Genetic Research		46	Philosophy 101	PhD Biochemistry
<b>YEAR 2</b>					
Semester 1	Biology 200	48		Biology 102	MSc Biology
Semester 2					
<i>Subtotal Course Hours</i>		144	102		
<i>Total Program Hours</i>		246			

## Section 5: Program Delivery

The expert panel and the Board will review whether the program delivery methods will achieve the proposed learning outcomes at the degree level standard, and meet the Board's standard and benchmarks for Program Delivery, published in the *Handbook for Ontario Colleges*.

In this section, explain in a narrative, with appropriate supporting materials, how the methods used to deliver the curriculum and other program elements, and their associated quality assurance policies and procedures, meet the Board's requirements. Clearly label the information provided in this section. In addition to the narrative, the course outlines, and CVs provided elsewhere, ensure that this section includes at least the following (or a statement that the item is not relevant to this application).

### Quality Assurance of Delivery

- In addition to describing them in this section, include, in the electronic file of the college's policies (see Section 14), guidelines and practices pertaining to quality assurance of program delivery method(s).

## **Student Feedback**

- In addition to describing them in this section, include, in the electronic file of the college's policies (see Section 14), mechanisms and processes for student feedback regarding program delivery. Include the criteria to be used in the assessment of student feedback and a copy of any existing student feedback instruments.

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## **Section 6: Capacity to Deliver**

The expert panel and the Board will review whether the college has the capacity to deliver the quality of education necessary for students to attain the stated and necessary learning outcomes, and meets the Board's standard and benchmarks for Capacity to Deliver, published in the *Handbook for Ontario Colleges*.

In this section, address in a narrative, with appropriate supporting materials, your college's capacity to deliver the program. Clearly label the information provided in this section. In addition to the narrative and the CVs provided elsewhere, ensure that this section includes at least the following (or a statement that the item is not relevant to this application).

### **Learning and Physical Resources**

- Describe the on-site and electronic library resources available to faculty and students.
  - Provide information pertaining to on- and/or off-site computer resources and web access available to students.
  - Provide information about classroom space and seating capacity.
  - Describe specialized equipment, workstations, and laboratory space available to students.
- Note: Where the resources of other institutions/organizations will be used, include copies of formal letters of agreement from the supporting institutions/organizations.

### **Resource Renewal and Upgrading**

- Attach the college's plan and schedule for the renewal and upgrading of resources including library resources, computers and computer access, classrooms, laboratory space and equipment.

### **Support Services**

- Provide information on any support services that will be available to students.

### **Faculty**

- Provide a four-year projection of cumulative enrolment that accounts for projected attrition, and a four-year plan indicating the number of staff (faculty, technical, teaching assistants, etc.) assigned to the program.
- Include, in the electronic file of the college's policies, the policies pertaining to the following:
  - academic and/or professional credentials required of present and future faculty teaching courses in the program
  - academic and/or 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 college by the granting agency) of the highest academic credential and any required professional credential 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.

### Curriculum Vitae Release

- Attach the following statement: *“The college has on file and available for inspection, from 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 their CV in any documents/websites associated with the submission, review, and final status of the program application.”*

### Curriculum Vitae of Faculty Assigned to the Degree 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 clearly as “in progress”).
  - employment history
  - scholarly and professional activities<sup>1</sup>
  - research funding
  - publications.
- 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. Where the application includes online delivery, identify clearly which faculty will be assigned to design and/or deliver online courses.
- Attach CVs of all faculty and professional staff who will be assigned to deliver the **non-core courses and any other breadth-related requirements**. This can be omitted if a college has been exempted from a breadth review and been permitted to amend its breadth offering without the necessity of seeking amendments to its.

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## Section 7: Credential Recognition

The expert panel and the Board will review [whether the program, while meeting particular needs, is designed to maximize the graduates’ potential for employment and promotion in](#)

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<sup>1</sup> Please see benchmark 8c of the Capacity to Deliver standard in the *Handbook for Ontario Colleges* 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 field and further study, and meets the Board’s standard and benchmarks for Credential Recognition, published in the *Handbook for Ontario Colleges*.

In this section, address in a narrative, with appropriate supporting materials, the design of the program and how it achieves the Board’s requirements. Clearly label the information provided in this section. In addition to the narrative, ensure that this section includes, at a minimum, documented consultations the college has had with [employers, relevant occupational groups, professional associations, and other postsecondary education organizations](#) indicating the credential will be recognized for purposes of employment and further study.

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## Section 8: Regulation and Accreditation

In cases where the program is intended to lead to occupations subject to government regulations, the expert panel and the Board will review [whether the program is designed to prepare students to meet the requirements of the relevant regulatory and/or accrediting body](#), as well as whether the program meets the Board’s standard and benchmarks for Regulation and Accreditation, published in the *Handbook for Ontario Colleges*.

In this section, address in a narrative, with appropriate supporting materials, the design of the program and how it achieves the Board’s requirements. Clearly label the information provided in this section. In addition to the narrative, ensure that this section includes at least the following:

- the current requirements and/or standards of all relevant licensing and regulatory bodies associated with the proposed program and an indication of how the program will address these
- documented consultations the college has had with the [relevant regulatory and accrediting body\(ies\)](#) indicating the credential will be recognized for purposes of employment and further study.

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## Section 9: Nomenclature

The expert panel and the Board will review whether 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 meets the Board’s standard and benchmarks for Nomenclature, published in the *Handbook for Ontario Colleges*.

In this section, explain in a narrative, with appropriate supporting materials, how the program nomenclature satisfies the Board’s requirements. Clearly label any supporting information included in addition to the narrative.

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## Section 10: Program Evaluation

If this is the college's first application, or if the college has revised its materials pertaining to internal program evaluation, the expert panel and the Board will review whether the college has sufficient policies and procedures for periodic evaluation to assure the quality of the program, and meets the Board's standard and benchmarks for Program Evaluation, published in the *Handbook for Ontario Colleges*.

In this section, address in a narrative, with appropriate supporting materials, your college's capacity to assure the quality of the program. Clearly label the information provided in this section. In addition to the narrative, ensure that this section includes at least the following:

- the policies and procedures pertaining to periodic review of the program (in the electronic file of the college's policies)
- the intended schedule for formal evaluation
- the procedures that will govern the follow-up on matters raised during the review.

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## Section 11: Academic Freedom and Integrity

If this is the college's first application, or if the college has revised its materials pertaining to academic freedom and integrity, the expert panel and the Board will review whether the college's academic activity is supported by policies, procedures, and practices that encourage academic honesty and integrity; whether 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; and whether the college meets Board's standard and benchmarks for Academic Freedom and Integrity, published in the *Handbook for Ontario Colleges*.

In this section, describe in a narrative, with appropriate supporting materials, the academic freedom and integrity of your college. Clearly label the information provided in this section. Include, in the electronic file of the college's policies, the policies and procedures pertaining to the following:

- academic freedom
- academic honesty and the college'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
- compliance with copyright law
- research involving humans and/or animals, and the management of research funds.

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## Section 12: Student Protection

The expert panel and the Board will review whether the college values and upholds integrity and ethical conduct in its relations with students, and meets the Board's standard and benchmarks for Student Protection, published in the *Handbook for Ontario Colleges*.

In this section, address in a narrative, with appropriate supporting materials, your college’s capacity to protect students’ interests. Clearly label the information provided in this section. If this is the college’s first application, or the college has revised its policies in this regard, ensure that it includes, in addition to the narrative, at least the following:

- 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, and confirm in writing their awareness of, all relevant policies and procedures
- in the electronic file of the college’s policies, the policies and procedures pertaining to
  - the resolution of students’ academic appeals, complaints, grievances, and/or other disputes
  - student dismissal.

### Section 13: Optional Material

Address in a narrative, with appropriate supporting materials, any other relevant information related to the proposed program that is not adequately addressed elsewhere in the submission. Include and clearly label any supporting materials.

### Section 14: Policies

Provide the following policies and procedures. Include a table of contents, using the table below for this purpose. Colleges that have submitted this file in a previous submission, and that have not revised any elements of the file, may omit this step. (Please indicate in the submission that the policies on file with PEQAB are current.)

Where there have been revisions or additions to college policies, provide one (1) updated electronic file in PDF format containing all current policies and procedures (as PEQAB requires to have on file all current policies and procedures in one complete file). Indicate which policy(ies) and/or procedure(s) have been updated.

Each policy submitted must identify whether the policy is a draft or has been formally approved by the applicant’s governing body. Each approved policy should identify the date that the policy was adopted and the approving body. (Note: policies marked with an asterisk\* are expected to be readily available to the public.)

Policy/Procedure	Name of Policy/Procedure (please insert extra lines as required)
<b>Admission, Promotion and Graduation</b> Policies and procedures pertaining to	



Policy/Procedure	Name of Policy/Procedure (please insert extra lines as required)
<ul style="list-style-type: none"> <li>admission of mature students*</li> </ul>	
<ul style="list-style-type: none"> <li>the level of achievement required of students in the program for promotion within the program and for graduation*</li> </ul>	
<ul style="list-style-type: none"> <li>academic remediation, sanctions, and suspension for students who do not meet minimum achievement requirements*</li> </ul>	
<ul style="list-style-type: none"> <li>credit transfer/recognition (including any bridging requirements for certificate/diploma to degree laddering)*</li> </ul>	
<ul style="list-style-type: none"> <li>entrance examinations and advanced placement based on prior learning assessments for “life experience.”*</li> </ul>	
<b>Program Delivery</b> Policies and procedures pertaining to	
<ul style="list-style-type: none"> <li>quality assurance of program delivery method(s)</li> </ul>	
<ul style="list-style-type: none"> <li>mechanisms and processes for student feedback regarding program delivery</li> </ul>	
<ul style="list-style-type: none"> <li>professional development of faculty including the promotion of curricular and instructional innovation as well as technological skills.</li> </ul>	
<ul style="list-style-type: none"> <li>distance education of such components are part of the program</li> </ul>	
<b>Capacity to Deliver</b> Policies and procedures pertaining to	
<ul style="list-style-type: none"> <li>academic/professional credentials required of present and future faculty teaching courses in the program</li> </ul>	
<ul style="list-style-type: none"> <li>academic/professional credentials required of faculty acting as research/clinical/exhibition supervisors in the program</li> </ul>	
<ul style="list-style-type: none"> <li>the requirement to have on file evidence supplied directly to the college by the granting agency of the highest academic credential and any required professional credentials claimed by faculty members</li> </ul>	
<ul style="list-style-type: none"> <li>the regular review of faculty performance, including student evaluation of teaching and supervision</li> </ul>	

Policy/Procedure	Name of Policy/Procedure (please insert extra lines as required)
<ul style="list-style-type: none"> <li>the means for ensuring the currency of faculty knowledge in the field</li> </ul>	
<ul style="list-style-type: none"> <li>faculty teaching and supervision loads</li> </ul>	
<ul style="list-style-type: none"> <li>faculty availability to students</li> </ul>	
<ul style="list-style-type: none"> <li>the professional development of faculty including the promotion of curricular and instructional innovation as well as technological skills, where appropriate</li> </ul>	
<b>Program Evaluation</b> Policies and procedures pertaining to	
<ul style="list-style-type: none"> <li>internal periodic review of the program</li> </ul>	
<b>Academic Freedom and Integrity</b> Policies and procedures pertaining to	
<ul style="list-style-type: none"> <li>academic honesty and the college's plan for informing faculty and students about, and ensuring their compliance with, policies pertaining to academic honesty</li> </ul>	
<ul style="list-style-type: none"> <li>the ownership of intellectual products of its employees and students*</li> </ul>	
<ul style="list-style-type: none"> <li>research involving humans and/or animals, and the management of research funds.*</li> </ul>	
<b>Student Protection</b> Policies and procedures pertaining to:	
<ul style="list-style-type: none"> <li>the resolution of students' academic appeals, complaints, grievances, and/or other disputes*</li> </ul>	
<ul style="list-style-type: none"> <li>student dismissal*</li> </ul>	